

School plan 2018-2020

Werrington Public School 4473



School background 2018–2020

School vision statement

Our vision is for every student leaving our school with the intellectual, technological, emotional, social and physical skills necessary for them to be informed and active participants in their future.

We are committed to developing respectful, responsible, resilient, students who are lifelong learners and critical thinkers, enabling them to reach their full potential in all aspects of their life.

Staff in our school are committed to the school's values, vision and purpose, and continually strive to improve their own practice through ongoing learning, reflection and collaboration.

We value **Wellbeing**, **Equity**, **Respect**, **Resilience**, **Inclusion**, **eNgagement**, **hiGh** expectations, **Tolerance**, **cOllaboration** and **iNdependence**.

We believe that:

- Schools prepare students to be lifelong learners and responsible citizens in our current and future society
- A positive school climate fosters respect, participation, dignity and trust for all members of the school community
- Quality learning opportunities, a pedagogically rigorous curriculum and targeted interventions enable students to reach their potential
- Effective leadership provides direction and build capacity within a school
- Targeted and purposeful professional learning leads to improved capacity to support student learning and wellbeing, and build system efficacy
- Effective relationships between students, staff, parents and the wider community supports the learning and wellbeing needs of our students
- Ongoing evaluation and the purposeful use of data enables school staff to make informed decisions to improve school practice

School context

Werrington Public School is a medium sized school situated in the outer Western Suburbs of Sydney, in the Penrith Local Government Area. It has an enrolment of around 430 students in 2018, in 16 mainstream classes and in 5 support classes for students with physical disabilities and/or intellectual disability and/or autism. 10% of enrolled students identify as Aboriginal or Torres Strait Islander. 24% of enrolled students are from a language background other than English.

Werrington Public School has been implementing L3 (Language, Literacy, Learning) in Kindergarten since 2013 and in Stage 1 classrooms since 2016. It also implements TEN (Targeted Early Numeracy) and TOWN (Taking Off With Numeracy). Our school is a PBL (Positive Behaviour for Learning) school.

Werrington Public School is identified as serving a community with a socio-economic disadvantage. Since 2015, our school has been included in the Early Action for Success (EAfS) initiative for K–2 literacy and numeracy, as part of the state government's literacy and numeracy plan.

School planning process

This School Plan for 2018–2020 has been developed in consultation with the school community through parent, student and staff surveys, meetings, discussions and staff and parent assessment against school improvement descriptors.

Our plan includes locally identified needs and directions, and aligns with the **Department of Education NSW Strategic Plan 2018–2022** goals of:

- All children make a strong start in life and learning and make a successful transition to school
- Every student is known, valued and cared for in our schools
- Every student, every teacher, every leader and every school improves every year
- Every student is engaged and challenged to continue to learn
- All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens

Specific priority areas for the three year cycle have been identified:

- Quality teaching and learning
- Wellbeing
- Building capacity

Inherent in these priority areas is a long term focus on improving student academic outcomes through differentiation of the curriculum, improving educational outcomes for Aboriginal students and maintaining our commitment to rigorous PBL processes and practices.

Embedded within all of our planning, are the following three aims:

- To ensure equitable distribution of school resources to cater for each student in the domains of their

School background 2018–2020

School vision statement

- Explicit, effective and constructive feedback is critical to the improvement of student and school outcomes

School context

School planning process

- intellectual, physical, emotional and social development
- To ensure decision–making across the school is evidence–based and that purposeful data is collected and analysed to support and evaluate these decisions
 - To ensure that effective leadership exists to provide a clear articulation and implementation of the school's vision, values, beliefs and purpose

School strategic directions 2018–2020



Purpose:

To provide quality learning opportunities, a pedagogically rigorous curriculum, relevant and accessible extra-curricular activities, and tiered interventions to enable students to achieve their full potential.

To ensure that explicit, constructive feedback is embedded across the school in order to promote a growth mindset within the school community, leading to improved student outcomes.

To ensure that every student is provided with the opportunity to be a collaborative and reflective learner by developing 21st century skills, including creativity, communication, collaboration and critical thinking.

Purpose:

To foster a whole school commitment to improving wellbeing through rigorous positive behaviour for learning processes and practices, and building social capacity and resilience in students.

To foster staff and student engagement in all aspects of school life, a sense of pride and belonging, and a culture that celebrates the achievements of self and others.

To ensure that effective relationships are developed between the school and the wider community, with families actively encouraged and supported to participate in the school and in their child's education.

Purpose:

To ensure targeted and purposeful staff development to improve capacity to deliver quality evidence-based education to our students.

To ensure that explicit, constructive feedback is embedded across the school in order to promote a growth mindset within the school community, leading to improved student outcomes.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To provide quality learning opportunities, a pedagogically rigorous curriculum, relevant and accessible extra-curricular activities, and tiered interventions to enable students to achieve their full potential.

To ensure that explicit, constructive feedback is embedded across the school in order to promote a growth mindset within the school community, leading to improved student outcomes.

To ensure that every student is provided with the opportunity to be a collaborative and reflective learner by developing 21st century skills, including creativity, communication, collaboration and critical thinking.

Improvement Measures

All K-3 students achieving EAFS targets or better with regard to literacy and numeracy.

80% (or better) of students achieving in the top three bands in Y3 and Y5 NAPLAN for Reading and Numeracy. 66% (or better) of students achieving in the top three bands in Y3 and Y5 NAPLAN for Writing.

Increased percentage of Aboriginal students (based on 2017 data) achieving in the top three bands in Y3 and Y5 NAPLAN for Reading and Numeracy.

School based scope and sequences are embedded and being followed across all KLAs ensuring:

- adequate coverage (time allocated) of all KLAs
- rigorous coverage (content and outcomes) of all KLAs

People

Students

Students build the skills necessary to self-assess using subject and skills-based rubrics and the literacy and numeracy progressions.

Staff

Teachers engage in deeply understanding the learning progressions and their relationship to the NSW syllabuses, and take part in moderation activities across all stages.

Leaders

Leaders adopt a co-ordinated, transformational approach to the curriculum where there is an expectation of improvement in all KLAs across the school.

Leaders understand their role as instructional leaders in literacy and numeracy development and achievement.

KLA team leaders work with teachers to build knowledge and deep understanding of the NSW syllabuses and effective assessment strategies.

Parents/Carers

Parents and carers develop an understanding of and value the school's educational philosophy.

They understand what is required for learning success and how they can contribute to their child's progress in all areas.

Processes

Staff professional learning provided to ensure a differentiated curriculum across all KLAs for every student. Students at risk and in need of intervention and talented students in need of extension and enrichment are accurately assessed and catered for.

Rigorous identification, planning, implementation and evaluation processes and practices in place for all targeted programs and initiatives designed to complement/supplement core classroom teaching programs and extra-curricular activities.

Development and implementation of school scope and sequences covering all six KLAs.

School's instructional leaders ensure that all EAFS reporting requirements and professional learning commitments are being met and that the initiative is being implemented with fidelity.

The progress of Aboriginal students is closely monitored and timely decisions are made regarding interventions and extension and enrichment activities, where applicable.

Evaluation Plan

Regular review of PLAN2, NAPLAN and school data identifies students at risk or as possibly benefiting from extension or enrichment programs. Students are matched to appropriate targeted interventions or gifted/talented programs.

Students at risk are regularly reviewed through the learning support team. The data from interventions is analysed. All

Practices and Products

Practices

Teachers effectively plot students K-6 on identified aspects of the progressions and use this, and other data, to identify students with additional needs.

Teachers work collaboratively to construct scope and sequences for all KLAs based on the NSW syllabus documents and incorporate effective, timely assessment practices.

Interventions and extension programs are allocated using up to date qualitative and quantitative data, and are evaluated as a matter of course for effectiveness and relevance.

All extra-curricular programs and activities are rigorously evaluated and assessed prior to implementation for effectiveness and value, to the students, parents and the school. These programs and activities are similarly evaluated on completion.

Student voice, via quality feedback opportunities and collection, is embedded in all evaluation and planning processes.

Products

All students are accurately and confidently plotted against the progressions in PLAN2 on a regular basis.

All stages/year groups have clearly written scope and sequences for each KLA and these are reflected in class timetables and teacher programs and daybooks.

All stages/year groups have a clearly written assessment schedule for each KLA.

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

Students and parents report a positive attitude towards the school's extra-curricular program.

Processes

students at risk have IEPs which are reviewed at least every 10 weeks.

Teaching programs are reviewed to ensure that scope and sequences are being followed.

Extra-curricular programs are reviewed and evaluated for relevance and quality.

Practices and Products

The school has an effective identification and intervention/extension program in place to identify students at risk and gifted and talented students, and thereby provide appropriate needs-based programs and interventions.

The school has an extra-curricular program of activities in place that is responsive to, and reflective of, student needs and interests.

Strategic Direction 2: Wellbeing

Purpose

To foster a whole school commitment to improving wellbeing through rigorous positive behaviour for learning processes and practices, and building social capacity and resilience in students.

To foster staff and student engagement in all aspects of school life, a sense of pride and belonging, and a culture that celebrates the achievements of self and others.

To ensure that effective relationships are developed between the school and the wider community, with families actively encouraged and supported to participate in the school and in their child's education.

Improvement Measures

PBL Tiered Fidelity Inventory (TFI) >90%.

PBL school-wide evaluation tool (SET) score is 100%.

Increased percentage of students operating within the PBL universal level (Tier 1) through an increased percentage achieving level 4 based on 2017 data levels.

Improvement in student resilience and wellbeing measured through Bounce Back teacher and student surveys.

Improvement in parent responses as measured from the 'Tell Them From Me' surveys

Maintain current results of compliance measures in Health and Safety as identified by the WHS directorate

People

Students

Students demonstrate their understanding of the school's core expectations of: Be Safe, Be Respectful, Be a Learner.

Students are actively engaged in the development of their own social/emotional learning to enhance their wellbeing and resilience.

Students develop an understanding of self and that they have control of their own behaviour.

Staff

Engage in professional learning in 'Got It' and 'Bounce Back' and implement both with fidelity in classrooms.

The Community Engagement team maintain effective current practices and identify new areas of development.

Leaders

Leaders provide and build on opportunities for professional learning for staff in student wellbeing.

Executive staff lead by example in the implementation of wellbeing initiatives.

Parents/Carers

Parents and carers understand what is expected of their own and their child's behaviour at school within the PBL framework.

Parents understand the importance of student wellbeing and know how to support

Processes

PBL Tier 1 practices are implemented in all classrooms and across all school settings.

PBL Tier 2 and 3 interventions are implemented for identified students.

Whole school implementation of the wellbeing and resilience program 'Bounce Back'.

Introduction of the targeted intervention program 'Got It' to support identified Stage 1 students and families.

The Community Engagement team strives to foster positive relationships between our school and the local community.

The Health and Safety committee ensures all school safety measures and requirements are met.

Aboriginal Education program implemented to ensure positive wellbeing and academic outcomes for our Aboriginal students and to ensure Aboriginal perspectives are embedded into quality teaching and learning programs.

Evaluation Plan

Progress towards PBL goals is monitored through the TFI.

PBL self-assessment tool is undertaken annually.

Conduct teacher and student surveys measuring aspects of resilience and wellbeing, each semester.

Community engagement measured through Tell Them From Me surveys and 360 Reflection tool.

Practices and Products

Practices

Teachers use school reward systems, PBL signage, PBL language to foster a positive learning environment.

Students are identified for targeted intervention programs based on qualitative and quantitative data and are evaluated for effectiveness and relevance.

Teachers engage students in weekly 'Bounce Back' lessons at a regular scheduled time. Practices and terminology are embedded into the PBL framework. Parents understand and support wellbeing initiatives within the school.

Teachers engage in professional learning and liaise with the 'Got It' team for targeted students and families.

The Community Engagement team meet regularly to identify goals, organise events and ensure timelines are followed.

Opportunities for parent involvement and/or dissemination of information is increased to ensure understanding of the school's wellbeing philosophy and how they can help and support their child.

Health and Safety team meets and acts upon all safety requirements

The school's community Play Group continues to run each week, under the P&Cs direction, throughout the year. During term 4, the school conducts its established 10 week Transition to School program for the following year's kindergarten intake and for all kindergarten students generally in the local community.

Strategic Direction 2: Wellbeing

People

this at home.

Processes

Aboriginal student engagement and wellbeing evaluated through the Tell Them From Me student survey.

Practices and Products

Products

PBL Tiered Fidelity Inventory (TFI) >90%.

PBL school-wide evaluation tool (SET) score is 100%.

Increased numbers of students operating within the PBL universal level (Tier 1) based on 2017 data levels.

Teachers report measurable improvement in qualitative assessment of student resilience across the school.

Increased opportunities for parents to be engaged with and informed on the school's educational and wellbeing philosophy.

Strategic Direction 3: Building Capacity

Purpose

To ensure targeted and purposeful staff development to improve capacity to deliver quality evidence-based education to our students.

To ensure that explicit, constructive feedback is embedded across the school in order to promote a growth mindset within the school community, leading to improved student outcomes.

Improvement Measures

Quality professional development delivered internally and externally in response to identified areas of need as per baseline staff survey data – teaching and SASS staff.

All professional development is subject to rigorous assessment and evaluation practices – pre and post delivery.

All teaching staff confidently and accurately plotting students against EAfS and school identified elements of the literacy and numeracy learning progressions.

Teaching staff report increase in capacity and confidence to deliver explicit, constructive feedback to students in order to improve outcomes.

Improvement in explicit feedback quality provided during classroom observations and Quality Teaching Rounds.

Improved student and parent qualitative measures regarding feedback on student outcomes as reported in school designed and TTFM surveys.

Teaching staff report increase in capacity and confidence to teach comprehension

People

Students

Students build the skills necessary to receive explicit feedback, reflect upon it and act upon it in order to improve the quality of their learning.

Staff

Teachers engage in deeply understanding the focus areas of: quality feedback, teaching reading comprehension, teaching digital technologies and the new learning progressions, and take a positive, proactive role during the delivery of the professional learning associated with these areas.

Leaders

Leaders adopt a co-ordinated, pro-active approach to building staff and community capacity. Leading by example, there is an expectation that all can improve their practice in the teaching of our students.

Parents/Carers

Parents and carers develop an understanding of and appreciation for the school's endeavours in building the capacity of its staff to improve outcomes for their children. They understand the importance of quality feedback at all levels within the community.

Processes

Building Capacity team, in conjunction with principal and instructional leaders, plan for the content and delivery of professional development each term.

Team leaders receive training in Focus on Reading, and deliver training to 3–6 teaching staff.

Instructional leaders monitor the accurate use of the literacy and numeracy progressions and deliver whole school staff training in their use.

Building Capacity team ensure all professional learning is evaluated using agreed methods, including existing programs, such as Quality Teaching Rounds.

Building Capacity team ensure all pre and post evaluation surveys, including TTFM, are conducted and analysed in a timely manner.

Building Capacity team, Instructional Leaders and school executive monitor the use of explicit feedback and organise for the delivery of appropriate training in its use.

Digital Technologies team undertakes individual professional development in the focus area, trials teaching methodologies and resources and develops implementation plan in readiness for new Science syllabus in 2019.

Evaluation Plan

Survey teaching and SASS staff to determine specific professional development needs.

Practices and Products

Practices

Professional development identified and delivered in response to school and systemic needs.

Rigorous practices are in place to evaluate all professional development.

Teachers effectively and confidently assessing and plotting students against specified elements of the literacy and numeracy progressions.

Explicit and effective feedback practices are established across the school at all levels – teaching, assessing, reporting, planning.

Effective reading comprehension teaching practices are established across the school.

Effective digital technologies teaching practices are established across the school.

Products

The use of explicit and timely feedback is evident across the school and is embedded in school practices.

The school has a clear direction and plan in place for the implementation of the quality teaching of digital technologies.

Students are accurately plotted against the literacy and numeracy progressions in PLAN2.

The teaching and assessment of reading comprehension is explicit and purposeful resulting in improved student outcomes.

Strategic Direction 3: Building Capacity

Improvement Measures

skills to students in order to improve outcomes in reading for year 3–6 students.

Increase in the number of teaching staff reporting having confidence in their ability to improve outcomes for students in the area of teaching digital technologies.

Processes

Conduct pre and post evaluation assessments for all professional development.

Develop and administer pre and post Likert scale surveys to measure:

- * staff confidence in using the literacy and numeracy progressions

- * staff confidence in teaching digital technologies

- * staff confidence in teaching reading comprehension skills to improve student outcomes in years 3–6

- * staff confidence in using feedback to improve student outcomes.

Conduct 2018 Tell them From Me student, teacher and parent surveys.