

School plan 2018-2020

Werrington County Public School 4541



School background 2018–2020

School vision statement

Werrington County Public School has a proud tradition of educating students to their full potential.

Our school provides an engaging, enriched education through collaboration and perseverance.

School context

Established in 1982, the school has developed a culture of excellence and is currently educating a number of students who are the children of the original students from its inaugural years. Numbers have been steadily increasing with our highest enrolment reaching 440 in 2018. This includes 11% Aboriginal or Torres Strait students and 9% of students coming from NESB.

We currently have 17 mainstream classes and 3 special education classes. We have 2 Multi-categorical classes and an Autism class.

The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning. The staff are held in high esteem within the community.

Our school community displays strong support for our endeavors. Parents are involved in the school in a variety of ways such as members of committees, gross motor helpers, assisting with coaching of sporting teams, reading and mathematics tutors and library assistants.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

School planning process

In the development of our school plan for 2018 to 2020 our whole school community have been part of the planning process. Our consultation process included:

analysing all available data to determine areas for development and improvement. This included NAPLAN, attendance, PBL, in-school assessments, Performance and Development Plans (PDP's) and school run programs.

surveying parents in the areas of satisfaction, communication, curriculum and future directions. This was achieved through a variety of means including survey monkey via Facebook, written surveys and personal interviews with a random selection of parents.

surveying students in the areas of student wellbeing, student voice and future directions through 'Tell Them From Me' surveys, interviews and brainstorming with our SRC and circle time opportunities.

surveying all staff in the areas of classroom perspectives, professional learning and future directions through 'Focus on Learning' survey, interviews and brainstorming at staff meetings and

the school incorporating NSW Education & Communities directives / policies including The Melbourne Declaration, Public Schools NSW Strategic Directions and the School Excellence Framework.

Our Assistant Principals have taken responsibility for each Strategic Direction and staff have formed teams to work towards the achievement of improvement measures.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality, innovative learning

Purpose:

To provide an evidence based, stimulating learning environment that integrates technology and embeds quality teaching and professional practice.

STRATEGIC DIRECTION 2

Welfare, attainment and
engagement

Purpose:

To create personalised, inclusive, meaningful learning experiences in response to students' individual skills and abilities in a safe, respectful, supportive environment.

STRATEGIC DIRECTION 3

Collaborative and supportive
community

Purpose:

To foster active involvement and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

Strategic Direction 1: Quality, innovative learning

Purpose	People	Processes	Practices and Products
To provide an evidence based, stimulating learning environment that integrates technology and embeds quality teaching and professional practice.	<p>Students</p> <p>Utilise technology to enhance understanding and engagement and transfer knowledge across the curriculum.</p> <p>Learning and engagement is guided by student understanding of learning expectations and success, enabling them to be active owners of their own learning.</p> <p>Staff</p> <p>Teachers are fully engaged in professional learning, developing an understanding of evidence based practices and the application of skills and strategies to drive learning programs.</p> <p>Teachers are fully engaged in the PDP process.</p> <p>Teachers regularly use student performance data and feedback mechanisms to evaluate their own teaching practices.</p> <p>Leaders</p> <p>Opportunities are created for staff to undertake leadership/mentor roles, implementing targeted, site based professional learning.</p> <p>Parents/Carers</p> <p>Opportunities are provided for parents and caregivers to improve their knowledge of teaching and learning programs through effective interaction with staff and via other communication measures.</p>	<p>The school leadership team collaboratively develops Performance and Development Plans (PDPs) with all staff, providing instructional leadership, mentoring, collegiality and peer learning opportunities to ensure effective evidence based teaching and learning practices.</p> <p>Provision of strategies to develop teacher capacity to drive innovative, future focused learning environments.</p> <p>Up-skill staff in the knowledge and effective delivery of literacy, numeracy and STEM practices and pedagogy. Identifying and providing resources to facilitate and improve the teaching school-wide.</p> <p>Evaluation Plan</p> <p>Analysis of internal and external assessment data such as NAPLAN, VALID and school summative assessment.</p> <p>Analysis of formative assessment data to drive teaching and learning programs.</p> <p>Teacher presentation of PDP goals to share yearly success.</p>	<p>Practices</p> <p>Students are provided with meaningful and challenging learning opportunities based on the development of quality, enriching teaching and learning experiences and NESA syllabus.</p> <p>Staff actively engage in professional learning through opportunities for development based on skill level, expertise and expectations.</p> <p>Data driven practice is supported by the regular and frequent analysis of data to inform and guide teaching practices and programs.</p> <p>Mentors and expert staff guide the professional learning for staff to develop dynamic, innovative teaching and learning programs.</p> <p>Products</p> <p>Learning programs and teaching practices demonstrate evidence of knowledge and skill development and understanding of all students, using evidence based pedagogy, assessment and delivery mechanisms.</p> <p>There is evidence of purposeful use of technology across all KLA's in daily teaching programs.</p> <p>Performance and Development Plans (PDP's) for all teaching and non teaching staff demonstrate performance and professional learning and are aligned with the school plan and professional standards (teachers).</p>
Improvement Measures			
All teachers (including beginning teachers and new staff to WCPS) will be implementing evidence based learning programs.			
Performance and Development Plans (PDP's) for all staff demonstrate performance management and professional development which are linked to the school plan and Australian Professional Standards for Teachers.			
Professional learning programs and quality teaching practices develop knowledge, understanding and skills of all teachers to apply evidence based teaching practices, assessment strategies and future focused learning experiences.			
At least 35% of students achieve in the top two bands for NAPLAN reading, writing, numeracy.			
Teachers have an expectation that student growth will be demonstrated on internal school progress and achievement data.			

Strategic Direction 2: Welfare, attainment and engagement

Purpose	People	Processes	Practices and Products
To create personalised, inclusive, meaningful learning experiences in response to students' individual skills and abilities in a safe, respectful, supportive environment.	Students Develop the ability to reflect on their learning by setting goals to enhance student engagement and attainment in all areas of learning.	All students individualised learning needs are identified and supported and strategies are implemented to assess, track and guide all student learning and welfare with respect for diversity and identity.	Practices Student/teacher/parent/carer developed Individual Education Plans focusing on students individual learning needs and appropriate support provided for implementation.
Improvement Measures	Staff Staff knowledge and understanding of assessment is used to create meaningful, differentiated teaching and learning programs.	All students are provided with meaningful, positive learning experiences which enables them to develop individual character traits, skills and abilities and positively shape their wellbeing in order to connect, succeed and thrive.	Implementation of social support/ resilience programs to support student welfare.
All students are actively connected in meaningful, engaging and rewarding learning experiences that embrace every students' individuality, strengths and abilities.	Staff work in consultation with the Learning and Support Team (LST) to create Individual Education Plans (IEP's) and Personalised Learning Plans (PLP's) to ensure all student learning needs are met.	Increased school community awareness and action of sustainable and environmental education.	Students are provided with meaningful and engaging learning opportunities to connect with the environment
Students are provided with opportunities to become confident and resilient learners with positive self esteem which enables them to become risk takers in their learning.	Leaders Use their understanding and expertise to mentor staff through site based professional learning, utilising assessment data to create programs to meet the needs of all students.	Implementation of CAPA syllabus in all K–6 classes including enriching and engaging extracurricular learning opportunities.	Teachers and students are involved in the development and provision of opportunities in the creative and performing arts.
	Parents/Carers Parents are actively involved in the learning process for all students ensuring their awareness of goal setting, progress and outcomes.	Evaluation Plan Collection and analysis of Positive Behaviour for Learning data.	Products Student/teacher /community input into the development of school garden with a focus on sustainable and environmental education.
	Community Partners Key stakeholders are active participants in the planning, implementation and evaluation of individualised learning to improve student welfare, attainment and engagement.	Surveys – students/staff/parents will participate in a variety of surveys to gather information to inform future planning.	CAPA programs evident in all classrooms with appropriate resourcing and professional development.
		Collection and analysis of assessment data to inform future directions for individualised learning program development.	Social support programs implemented and evaluated.
			Individual Education Plans and Personalised Learning Plans are created and evaluated with specific focus on developing students skills and abilities in areas of need.

Strategic Direction 3: Collaborative and supportive community

Purpose

To foster active involvement and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

Improvement Measures

Parent and community partnerships are enhanced through involvement in special events and celebrations of student and school success.

School community partnerships are enhanced through effective communication and an awareness of teaching and learning programs and student progress.

People

Students

Develop positive relationships and self awareness and actively contribute to the school community and society.

Staff

Develop stronger communication and a shared partnership with parents/carers in the education of the whole student.

Staff implement effective processes to ensure thorough communication with key stakeholders.

Parents/Carers

Access available communication streams to inform of school activities.

Engage in opportunities to be informed of student progress, involvement in decision making and celebrating student achievement.

Processes

Enhance parent and community partnerships in the education and wellbeing of students.

Establish effective methods of communication within the school and wider community to inform and engage parents /carers in their child's learning.

Evaluation Plan

Collection and a thorough analysis of data from a variety of sources such as Tell Them from me, School Excellence Framework, Parent and Community surveys.

Practices and Products

Practices

Improved communication channels with parents/carers regarding student progress.

Increased opportunities for school community collaboration with all key stakeholders.

Increased opportunity for students to interact with their community and build positive relationships.

Products

Parent and community partnerships are improved through a greater use of communication medium.

Students develop confidence and competence in active participation in school and local community programs.