School plan 2018-2020

Woongarrah Public School 4637

School background 2018–2020

School vision statement

Woongarrah Public School exists to support student learning and our students are at the centre of all decision–making.

At Woongarrah PS, every student is known, valued and cared for through a rigorous and relentless focus on student wellbeing and academic achievement, realised by excellence in teaching and excellence in leading, in partnership with others.

Our vision is to work together as a school community to prepare our students for the opportunities and challenges arising in an ever changing world. We will equip students with the tools to achieve their personal best as successful learners, confident, connected and creative individuals and global citizens.

School context

Woongarrah Public School is located on the Central Coast of NSW. The school pays respects and acknowledges that it is on Darkinjung land. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period.

The current enrolment is 513 students, with 59 acknowledging Aboriginality (11%) and 49 students with a language background other than English. 23% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data. There are 33 teaching staff and 11 non–teaching staff working as a team to provide educational excellence.

The school receives School Based Allocation Resource funds for Aboriginal and socio–economic backgrounds, English language proficiency, low level adjustment for disability, teacher mentoring and support for beginning teachers. Utilising the additional funding Woongarrah Public School implements a number of evidence–informed Literacy and Numeracy programs and student wellbeing initiatives and ensures that the school is equipped to provide a quality education for a changing world.

Woongarrah Public School is renowned in the wider community for outstanding commitment to student wellbeing and inclusive education. Our core values of excellence, equity, accountability, care, integrity, trust and cooperation underpin a culture of respect, responsibility and high expectations. The school provides a range of academic, sporting, cultural and extra–curricular experiences.

Woongarrah Public School has strong alliances with the Wadalba Schools Learning Community, the University of Newcastle and the Ngara Aboriginal Educational Consultative Group. Respectful and strong partnerships between the school, parents/carers and community deliver positive contributions to student learning in a happy, safe and tolerant learning environment.

School planning process

Consultation occurred via surveys, forums with parents and teachers, focus groups with students, telephone calls, planning days and meetings. Teams analysed student learning data, evaluated existing programs and examined current practices against the *Schools Excellence Framework* and *What Works Best* document from CESE. These consultative processes led to the development of the school's vision statement and three strategic directions informed by feedback around things we do well, areas for continual improvement and the values considered most important to our school community. A consultation draft of the Woongarrah PS Strategic Plan was penned and disseminated for further comment.

The draft plan was ratified and teams were established to further develop the three year plan. This included using a logic modelling approach to the development of the 5Ps (Purpose, People, Process, Practice and Product).

Data and research that has informed the plan included:

- *Tell The From Me* suite of surveys – students, teachers and parents

- School evaluations including Aboriginal Education, Professional Learning, EALD, Literacy, Numeracy

- Learning and Support Team information and data

- Student Wellbeing self–assessment

- Information from SCOUT, NAPLAN and internal assessment data

- DoE *School Excellence Policy* and Framework V2

- DoE Evaluation Resource Hub

- CESE research, literature reviews and current research such as the *NMC/CoSN Horizon Report 2017.*

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Equity

STRATEGIC DIRECTION 2
Excellence

STRATEGIC DIRECTION 3
Engagement

Purpose:

To ensure all students have a strong foundation in literacy and numeracy as a result of differentiated learning and high quality teaching practices.

Links to School Excellence Framework:

- Learning – Curriculum, Assessment, Student Performance Measures
- Teaching – Effective Classroom Practice, Data Skills and Use
- Leading – Educational Leadership, School Resources

Purpose:

So that every student, every teacher, every leader and the school improves every year.

Links to School Excellence Framework:

- Learning – Learning Culture, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Planning

Purpose:

To ensure that every student is known, valued and cared for as an individual who is prepared for the opportunities and challenges of the future.

Links to School Excellence Framework:

- Learning – Learning Culture, Wellbeing, Curriculum
- Teaching – Effective Classroom Practice
- Leading – Educational Leadership, School Resources

Strategic Direction 1: Equity

Purpose

To ensure all students have a strong foundation in literacy and numeracy as a result of differentiated learning and high quality teaching practices.

Links to School Excellence Framework:

- Learning – Curriculum, Assessment, Student Performance Measures
- Teaching – Effective Classroom Practice, Data Skills and Use
- Leading – Educational Leadership, School Resources

Improvement Measures

85% of students K–2 will be reading at or above the following levels: K Level 8; Year 1 Level 16; Year 2 Level 26.

By 2020, the percentage of Year 3 and 5 students in the top two NAPLAN bands for reading has increased by 10% from 2015–2017 averages to 55% and 34%. The percentage of Year 3 and 5 students in the top two bands for numeracy has increased by 10% from 2015–2017 averages to 46% and 31%.

The progress and achievement of equity groups within the school is comparable to the progress and achievement of all groups within the school in order to contribute to the state government target of 35% more Aboriginal students in the top 2 bands.

People

Students

Build skills to use feedback to set learning goals and provide feedback to teachers in order to drive future learning directions.

Staff

Value opportunities to build their skills to analyse student progress and data and respond to trends in student achievement at individual, group and whole school levels.

Have skills to practise formative assessment to elicit feedback to evaluate student understanding of lesson content and adapt teaching practice.

Leaders

Have the capacity to create a coordinated approach to the delivery, assessment and monitoring of literacy and numeracy focused on the continual improvement of teaching and learning.

Parents/Carers

Appreciate clear information of what and how their children are learning and how to support progress.

Community Partners

Are valued for the contribution they make to learning through the sharing of skills and expertise.

Processes

Literacy and Numeracy Strategy

Implement the 2017–2020 Department of Education Literacy and Numeracy Strategy that will assist teachers to consistently identify (2018), implement (2019) and embed (2020) the most effective evidence–based teaching strategies in literacy and numeracy.

Instructional Leadership

Utilise available expertise to provide every teacher with the professional learning and support they need to help them plan, program and teach for continuous student improvement in literacy and numeracy.

Individual Learning Needs

Cater for the range of equity issues in the school.

Evaluation Plan

Evaluation plans are described in the school's implementation (milestones) document. Data sources that are considered in school level evaluation include:

- Internal assessment data
- External assessment data
- Professional Learning evaluations
- Classroom observations
- Lesson plans and teaching programs
- Program evaluations
- Meeting records
- Feedback from parents, students, others

Practices and Products

Practices

Teachers use explicit teaching practices to ensure that students have clear instructions on what is expected of them and what they need to learn from tasks. Students are given time to engage with the learning process, ask questions and get and give clear feedback.

Consistent data analysis and instructional leadership planning time is used to track student progress and develop differentiated teaching and learning programs.

Teacher professional learning builds understanding of effective strategies in teaching literacy and numeracy skills and knowledge in the right sequence so that students master the building blocks of literacy and numeracy.

Products

Formative assessment and feedback is used by students to devise personal goals and to provide explicit feedback to teachers.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback, formative and summative assessment and continuous tracking of student progress and achievement.

Teaching and leaning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Strategic Direction 2: Excellence

Purpose

So that every student, every teacher, every leader and the school improves every year.

Links to School Excellence Framework:

- Learning – Learning Culture, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Planning

Improvement Measures

The Leadership and Collaboration aspects of Drivers of Student Learning meet or exceed the NSW Government norms in the TTFM teacher surveys (baseline data 7.1 and 7.8 respectively)

Increased percentage of teachers at preliminary stages of the higher level accreditation process.

The Data Informs Practice and Teaching Strategies aspects of Drivers of Student Learning meet or exceed the NSW Government norms in the TTFM teacher surveys (baseline data 7.8 and 7.9 respectively)

People

Staff

Proactively seek to improve their performance within a Performance Development Framework.

Understand how "Inspired and Passionate Teachers" are able to see learning through the eyes of the student.

Leaders

Have the ability to implement principles of evaluative thinking to continually monitor the impact of teaching on student progress and support teachers to improve practice.

Understand the importance of distributed, instructional leadership and collective teacher efficacy.

Students

Understand that learning requires time, effort and motivation.

Know what varying degrees of success looks like.

Parents/Carers

Work in partnership with the school to motivate students to deliver their best and continually improve.

Community Partners

Are valued for the contribution they make to learning through the sharing of skills and expertise within a community of schools.

Processes

Visible Learning

Research (2018), implement (2019) and embed (2020) the most powerful influences on teaching and learning in classrooms, the science of how we learn and the mind frames that have major impacts on student learning.

Leadership and Accreditation

Practices to encourage the pursuit and maintenance of higher levels of accreditation, distributed leadership and improvement of practice.

Collaborative Practice

Continually improve collaborative practices that facilitate professional dialogue, consistent teacher judgement, classroom observation, sharing of effective practice, feedback and self–reflection.

Evaluation Plan

Evaluation plans are described in the school's implementation (milestones) document. Data sources that are considered in school level evaluation include:

- Staff surveys and forums
- Professional Learning evaluations
- Classroom observations
- Lesson plans and teaching programs
- Accreditation evidence
- Program evaluations
- Meeting records
- Performance Development Plans

Practices and Products

Practices

Teachers engage in professional discussion and collaborate within the school and with staff in other schools to share and embed good practice.

Professional learning is aligned to the school plan, differentiated and evaluated for impact on learners.

There is a strong, visible culture in the school that promotes and supports all levels of accreditation.

Effective practices are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice, confirming that students learn what is taught.

Products

Teaching and non–teaching staff have a Professional Development Plan. Plans are supported by a coordinated approach to developing professional practice, informed by research.

Formative assessment evidence is used by teachers to determine teaching directions, monitor impact, check student progress and achievement and reflect on teaching effectiveness.

Lesson plans and teaching programs reference student progress and achievement, curriculum requirements, learning goals, success criteria and feedback.

Strategic Direction 3: Engagement

Purpose

To ensure that every student is known, valued and cared for as an individual who is prepared for the opportunities and challenges of the future.

Links to School Excellence Framework:

- Learning – Learning Culture, Wellbeing, Curriculum
- Teaching – Effective Classroom Practice
- Leading – Educational Leadership, School Resources

Improvement Measures

The eight Drivers of Student Outcomes continue to meet or exceed the NSW Government norms in TTFM student surveys (Baseline data = 2017 means)

The proportion of students reporting high skills / high challenge / active engagement with their learning meets or exceeds NSW norm (2017 baseline: 44% school, 53% NSW).

The Technology aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm in TTFM teacher surveys (2017 state baseline 6.7, school 7.1)

People

Students

Value the opportunity to identify a staff member who can provide advice, support and assistance.

Develop skills to use new and emerging technology.

Staff

Appreciate the importance to provide future–focused learning opportunities that engage, challenge and promote inquiry, critical thinking and creative problem solving.

Leaders

Acknowledge the importance to adopt a systematic and explicit approach to staff and student wellbeing.

Parents/Carers

Embrace connection with the school through improved consultation and communication processes.

Community Partners

Are valued for providing opportunities for students to connect curricula with real–world applications through alliances, activities and events.

Processes

Wellbeing

Maintain a strategic and planned approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Education for a Changing World

Implement a future–focused curriculum that meets requirements of DoE and NESA, while embracing advancing cultures of innovation, a growing focus on measuring learning, redesigning learning spaces, coding as a literacy and the rise of STEAM learning.

Staff Wellbeing

Maintain a strategic approach to staff wellbeing to ensure a safe and healthy workplace.

Evaluation Plan

Evaluation plans are described in the school's implementation (milestones) document. Data sources that are considered in school level evaluation include:

- Student surveys and forums
- Staff surveys and forums
- Classroom observations
- Lesson plans and teaching programs
- Student Wellbeing team minutes, records, data
- Program evaluations

Practices and Products

Practices

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents / carers.

Planned professional learning is used to build understanding of short, mid and long term trends driving technology adoption in K–12 education.

There is school–wide, collective responsibility for student learning and success, which is shared by staff, parents and students.

Products

Personalised learning plans include an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Technology is available and used as a tool to engage in critical thinking, problem–solving, collaboration and communication for students and staff.