

School plan 2018-2020

Wadalba Community School 8278



WADALBA
COMMUNITY SCHOOL

School background 2018–2020

School vision statement

Unlocking the Brilliance in Each of Us

School context

We acknowledge the Dharkinjung people as traditional custodians of the land that our school is built and our children and young people learn each school day.

Wadalba is proud to be a comprehensive K–12 community school. The school was established in 2000. Our school will celebrate its 20th anniversary in 2019. We currently have over 250 students in our primary section and over 1200 students in our secondary section which allows us to offer a broad range of learning programs.

As a relatively younger school, we are proud of the contemporary teaching and learning practices that we promote and continue to develop, including opportunities to draw on expertise K–12. The school has many specialist facilities which support delivery of a diverse, quality curriculum program, including a recording studio, aquaponics centre and agriculture plot, vocational education facilities and dance studio.

Flagship programs include AVID (Advancement Via Individual Determination), STEaM, TSP (Targeted Sports Program) and CAPA GATS (Creative And Performing Arts Gifted and Talented) as well as a broad range of co curricula and extra curricula clubs and activities. We also work closely with community to support cultural affirmation, encourage student involvement in a range of co curricula groups/ opportunities. We are a PROUD school.

The school is located in the Wyong Local Government Area and works closely as part of the Wadalba Local Management Group that partner with our secondary. These schools, covering established and newer suburbs, are Woongarra PS, Kanwal PS, Warnervale PS, Tuggerawong PS and Tacoma PS. We also work closely with our neighbouring high schools and are part of the Central Coast Secondary and Primary School networks.

The school is placed in the centre of the suburb and is well supported by families and the community. The P&C is active, including operating the canteens, uniform shop and hosting an annual markets day.

School planning process

Our plan has been developed through informed practice. This includes evaluations and discussions with people within our school community and a strong understanding of current educational research. Our plan also aligns with the Department of Education priorities and the School Excellence Framework.

As well as informal opportunities, we seek information from stakeholders through a number of surveys including Tell Them From Me, school designed primary family survey and the School Excellence Framework rubric. We have utilised the expertise of our School Partnership Teams that include student, families and staff to meet each semester or term to support development of school directions in key areas of plan. Our plan is also informed by the work of teams such as our R&D teams and other project teams.

Our school works in partnership with Ngara AECG and regularly shares school updates at meetings as part of ongoing consultation processes. We also seek feedback through focus groups with students, including our Student Voice Ambassadors and leaders and new Year 7 students. We also hosted a Student Voice Ambassador and their family focus group. Ideas were also generated through meetings including P&C and Staff Development Days.

Our overall questions were (1)What have we achieved over the last 3 years (2) What improvements do we need to sustain or build on (3) What changes to the landscape are possible for over the next 3 years (4) What do we believe (common purpose) (5) What do we need to evaluate (6) What are our priorities for the next 3 years.

- Overall, there was strong support to continue to deepen and extend on the school directions from the previous three year plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

(Put first things first) Nurturing a learning growth mindset

Purpose:

The purpose of this SD is: learning is our core business; broaden horizons – going into new territory; taking risks in learning; every child can map their progress in learning; Adults (teachers & families) know and support progress; preparing for the digital world; and nurturing inquiring minds.

STRATEGIC DIRECTION 2

(Abundance mentality) Being the best I can be – Respecting the people and world around me

Purpose:

The purpose of this SD is believe in yourself and others to make a positive difference; diversity is valued as something that helps make each of us unique and special; be kind and considerate; work collaboratively for continuous improvement; belonging/ supporting/ community; and provide opportunities and systems to support students to be the best they can be.

STRATEGIC DIRECTION 3

(Synergy) Fostering a Spirit of Community

Purpose:

The purpose of this SD is to promote positive achievements and recognise success; to develop a sense of belonging for all; to build improved community links; to share ownership of the learning journey; and prepare for a successful future.

Strategic Direction 1: (Put first things first) Nurturing a learning growth mindset

Purpose	People	Processes	Practices and Products
<p>The purpose of this SD is: learning is our core business; broaden horizons – going into new territory; taking risks in learning; every child can map their progress in learning; Adults (teachers & families) know and support progress; preparing for the digital world; and nurturing inquiring minds.</p>	<p>Students</p> <p>Confident to take risks in learning and to explore new territory in order to progress</p> <p>Staff</p> <p>Utilise contemporary teaching practices and recognise the value of their work to open a child's mind</p> <p>Leaders</p> <p>Lead by example and offer support by sharing time and working together</p> <p>Parents/Carers</p> <p>Families are informed about their child's learning and opportunities to support their achievement</p> <p>Community Partners</p> <p>Community encourage a focus on growth and help celebrate student success</p>	<p>Secondary 1: Laying the foundations for success</p> <p>Implement– expanded numeracy focus on problem solving</p> <p>Embed– Literacy strategy</p> <p>Secondary 2: Pushing the boundaries for excellence</p> <p>Initiate– Y11 Study Group based on AVID;</p> <p>Implement– New style AVID tutorials;</p> <p>Embed– Celebrating AVID success processes; Road to Success</p> <p>Primary 1: Laying the foundations for success</p> <p>Initiate– Enhanced Science & Technology strategies; Enhanced assessment & feedback strategies;</p> <p>Implement– Trail of K–2 spelling phonics scope and sequence;</p> <p>Embed– Finalise all Mathematics units K–6.</p> <p>Primary 2: Pushing the boundaries for excellence</p> <p>Initiate– Digital technology PL & scope and sequence K–10; Student–teacher goal setting; Literacy walls that teach;</p> <p>Implement– K–6 Problem solving approach.</p> <p>K–12: Laying the foundations for success</p>	<p>Practices</p> <p>(SEF) The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.</p> <p>Products</p> <p>(SEF) Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p>
Improvement Measures			
<p>Contribute to state target for NAPLAN (Y5) Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 16% (2020)–Benchmark 13% (2016– 2015)</p> <p>NAPLAN (Y9) Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 5% (2020)–Benchmark 12% (2016–2015)</p>			
<p>Contribute to state target for NAPLAN (combined Y3, 7, 9) Increase the proportion of Aboriginal students in the top 2 NAPLAN bands to at least 10% (2020) – Benchmark 9% reading, 7% writing, 2% numeracy (2017–2015)</p>			
<p>NAPLAN– At least 50% of calculations for Y5, 7, 9 (reading and numeracy) expected growth to be at least 60 (33% for 2017–2015 benchmark data)</p>			
<p>HSC– Increase the proportion of students with Average NAPLAN scores less than 600 achieving Average HSC score above 60 (benchmark 72% 2017–2015).</p> <p>Increase the proportion of students with Average NAPLAN scores 600 or above achieving Average HSC score above 70</p>			

Strategic Direction 1: (Put first things first) Nurturing a learning growth mindset

Improvement Measures

(benchmark 33% 2017–2015).

Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success (benchmark is at state norm 2017–2015).

Processes

Initiate– Exec led approach to curriculum delivery & assessment; whole school approach to digital literacy programming; enhanced focus on progress to support academic achievement.

K–12: Pushing the boundaries for excellence

Initiate– educating for a changing world, including a focus on physical spaces

Embed– problem/ project/ product based learning approaches and other student centred pedagogy.

Evaluation Plan

NAPLAN; HSC; qualitative data.

Strategic Direction 2: (Abundance mentality) Being the best I can be – Respecting the people and world around me

Purpose	People	Processes	Practices and Products
<p>The purpose of this SD is believe in yourself and others to make a positive difference; diversity is valued as something that helps make each of us unique and special; be kind and considerate; work collaboratively for continuous improvement; belonging/ supporting/ community; and provide opportunities and systems to support students to be the best they can be.</p>	<p>Students</p> <ul style="list-style-type: none"> – Nurture an abundance mentality – Develop confidence – Push boundaries – Set goals and work towards achieving them – Promote belonging by increasing involvement <p>Staff</p> <ul style="list-style-type: none"> – Nurture abundance mentality and growth mindset – Common language is used across classrooms – Value regular communication with families <p>Leaders</p> <ul style="list-style-type: none"> – Model a growth mindset – promote consistent messages – Lead by example <p>Parents/Carers</p> <ul style="list-style-type: none"> – Feel their Involvement is valued – Identify effective communication practices from the school – Support student goals <p>Community Partners</p>	<p>Secondary 1: Laying the foundations for success</p> <p>Initiate– Additional well-being programs.</p> <p>Secondary 2: Pushing the boundaries for excellence</p> <p>Embed– mentoring processes to support individual student progress.</p> <p>Primary 1: Laying the foundations for success</p> <p>Initiate– GATS team;</p> <p>Implement– LST review;</p> <p>Embed– LAS & SLSO roles.</p> <p>Primary 2: Pushing the boundaries for excellence</p> <p>Initiate– Develop GATS procedure.</p> <p>K–12: Laying the foundations for success</p> <p>Implement–expand opportunities to participate in clubs</p> <p>Embed– Complex cases procedure; attendance procedure.</p> <p>K–12: Pushing the boundaries for excellence</p> <p>Initiate– Proactive time for staff;</p> <p>Implement– Healthy Canteen Strategy; Everybody Matters key actions; expand opportunities to participate in clubs</p> <p>Embed– Relational capacity, advocacy and Knowing our students as a feature of</p>	<p>Practices</p> <p>Building relational capacity across the school community</p> <p>Proactive time is available and utilised to support individuals and the directions of the school</p> <p>Products</p> <p>(SEF) The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.</p>
Improvement Measures			
Attendance: "halve the gap" to state based on 3 year benchmark data (2017–2015) from 4.8 to 2.4 or less (K–12).			
Increase the proportion of students achieving 100%, 98% and 90% attendance for school– All and Aboriginal students compared with 2017–2015 benchmark data.			
Tell Them From Me – halve the gap in sense of belonging between school and NSW Norm (benchmark 4.3 primary, 12.2 secondary 2017–2015)			
Student referral ratios equal or exceed 5 positives for every negative (PBL).			

Strategic Direction 2: (Abundance mentality) Being the best I can be – Respecting the people and world around me

People

- Feel there are opportunities for Increased involvement
- Support students
- Share expertise with students

Processes

school culture.

Evaluation Plan

Attendance data; Tell Them From Me survey; Sentral data; qualitative data.

Strategic Direction 3: (Synergy) Fostering a Spirit of Community

Purpose	People	Processes	Practices and Products
<p>The purpose of this SD is to promote positive achievements and recognise success; to develop a sense of belonging for all; to build improved community links; to share ownership of the learning journey; and prepare for a successful future.</p>	<p>Students</p> <ul style="list-style-type: none"> – Wear their uniform with pride – Open to new ideas, experiences and opportunities and active in seeking these out – Are able to articulate the value of belonging as part of a community <p>Staff</p> <ul style="list-style-type: none"> – Adopt proactive language – All staff invest in school vision – Share a collaborative focus (staff leaders) <p>Leaders</p> <ul style="list-style-type: none"> – Work productively with all stakeholders – Play a role in supporting connections within and across the school community – Encourage a sense of community <p>Parents/Carers</p> <ul style="list-style-type: none"> – Parents have an awareness of whats going on in their children's learning so that they can connect – School is a place where parents can make community contacts through involvement in the life of the school <p>Community Partners</p> <ul style="list-style-type: none"> – Community feel their skills and professional knowledge is valued and utilised. 	<p>Secondary 1: Laying the foundations for success</p> <p>Initiate–</p> <p>Implement–</p> <p>Embed– Accreditation processes;</p> <p>Secondary 2: Pushing the boundaries for excellence</p> <p>Initiate– Y13 coordinator role;</p> <p>Implement– Duke of Edinburgh</p> <p>Embed–</p> <p>Primary 1: Laying the foundations for success</p> <p>Initiate–</p> <p>Implement–</p> <p>Embed–</p> <p>Primary 1: Pushing the boundaries for excellence</p> <p>Initiate–</p> <p>Implement– Review volunteer procedure; Updated volunteer coordinator role</p> <p>Embed–</p> <p>K–12 1: Laying the foundations for success</p> <p>Initiate– Review of reports to include "Activities";</p> <p>Implement–</p>	<p>Practices</p> <p>Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.</p> <p>– Build sense of belonging for students by strategically introducing key members of the school community and building relationships.</p> <p>– Community focus through the executive team</p> <p>– improving communication regarding curriculum</p> <p>– progress and feedback</p> <p>– Disseminate Wadalba Community School into the community</p> <p>– showcase the school community outside of the school gates.</p> <p>– Open the gates both ways</p> <p>Products</p> <p>(SEF) School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.</p> <p>Strategies implemented reflect research on best practice and include ongoing monitoring of success.</p>
Improvement Measures			
<p>(PL) Qualitative analysis of teaching and learning artefacts shows change in learner and teacher practice.</p>			
<p>Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success advocacy (benchmark is at state norm 2017–2015).</p>			
<p>Net Promoter Scores for stakeholder group exceeds 20 for question "Would you recommend WCS to others?" (median 11 benchmark score 2017–2015).</p>			

Strategic Direction 3: (Synergy) Fostering a Spirit of Community

Processes

Embed– Relational capacity contribution to school culture;

K–12 2: Pushing the boundaries for excellence

Initiate– enhanced Aspiring leadership program;

Implement– Expand opportunities for family & community partnerships

Embed– K–12 team teaching; PL processes; Leadership development as a feature of school culture

Evaluation Plan

Tell Them From Me; school based surveys; qualitative analysis