

# School plan 2018-2020

## Waniora Public School 3960



# School background 2018–2020

## School vision statement

Our vision is to build a high quality learning environment that promotes equity and inclusiveness, reflecting our school and community values. We aim to promote confident, creative and resilient citizens who are equipped to embrace the challenges of the 21st Century.

## School context

Waniora Public School (354 students) is located in an attractive parkland and beach setting in the Wollongong North network of schools. Our school is a proud member of the Seacliff Community of Schools. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving it's educational goals for students.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

## School planning process

There has been significant community consultation including telephone and hard copy surveys to families to determine strengths, weaknesses and priorities. Parent forums were held to further inform the planning process. The Waniora Parents & Citizens Association were provided with regular updates via meetings and school newsletters on the need for change. They contributed key ideas, which helped shape the school vision.

Teaching staff completed surveys and the resulting data assisted in the formation of strategic directions. NAPLAN and PLAN data was analysed against the 'What Works Best' document and future directions in pedagogy were informed by evidence based best practice. Feedback to staff was delivered and Strategic Directions workshopped collaboratively.

The Northern Illawarra Aboriginal Education Consultative Group were consulted and feedback at this forum aided in fine tuning the school's Strategic Directions.

The School Executive team collaborated with the Principal School Leadership, at school and at Wollongong Network professional learning opportunities.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 High Expectations

**Purpose:**

Our school supports high expectations for students in Literacy and Numeracy through dynamic teaching and learning informed by a data driven approach to programming and the continual improvement of teacher pedagogy.



## STRATEGIC DIRECTION 2 Personalised Learning

**Purpose:**

A whole school integrated approach to personalised learning in order to support students to fulfil their potential so they can connect, succeed, thrive and learn.



## STRATEGIC DIRECTION 3 Successful Learning Partnerships

**Purpose:**

Teachers, parents and the community are working together to ensure that all students are motivated to deliver their best and continually improve.

# Strategic Direction 1: High Expectations

## Purpose

Our school supports high expectations for students in Literacy and Numeracy through dynamic teaching and learning informed by a data driven approach to programming and the continual improvement of teacher pedagogy.

## Improvement Measures

- Increase the percentage of students achieving in the top two NAPLAN bands in:

### Reading by

4% in 2018

6% in 2019

8% in 2020

- Increase the percentage of students achieving in the top two NAPLAN bands in:

### Numeracy by

4% in 2018

8% in 2019

10% in 2020

- All teachers utilising formative assessment practices as part of their daily instruction and evident in their teaching and learning programs.

- 30% increase in Aboriginal and Torres Strait Islander students achieving in the top two NAPLAN bands of Numeracy and Reading.

## People

### Students

Build skills to self assess their learning, to provide teachers with insight into their understanding and skill development.

### Staff

Engage their deep knowledge of the teaching and learning cycle as it relates to the systematic instruction of Literacy and Numeracy.

Continually employ research based pedagogy to optimise the impact on student attainment at the classroom level.

Expertly and flexibly use assessment practices that will inform their teaching and promote learning for all students.

### Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations that drive school improvement.

### Parents/Carers

Engage in literacy and numeracy information sessions to build their knowledge of curriculum content and how to support students learning.

Regularly engage in conversations with teaching staff around student achievement to support continuity of learning.

## Processes

Literacy. Implement research based pedagogy to support explicit and systematic instruction in literacy.

Numeracy. Embed consistent, explicit and systematic teaching of numeracy . Enhance teacher capacity through developing a longitudinal knowledge of curriculum content.

Assessment for Learning. Develop teacher capacity to expertly use data that drives optimal growth. Embed whole school processes to support students at all levels.

## Evaluation Plan

Review of NAPLAN, PLAN, SCOUT and school data sources.

Increased use of formative assessment practices by all teachers.

A year's growth for each student as reflected in PLAN data.

Evidence within teaching and learning programs

MyPL records

Performance and Development Plan reviews

Visible evidence of formative assessment practices in classrooms

Student self-assessment rubrics

Triangulation of data from teaching programs, lesson observations and student assessment results

## Practices and Products

### Practices

All literacy lessons are informed by evidence and systematically planned as part of a coherent whole school approach.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Teachers collaboratively plan for and consistently employ evidence based teaching strategies to deliver explicit and differentiated instruction in numeracy.

### Products

All staff delivering high quality teaching through direct instruction and improved practice that results in optimal growth in literacy for all students.

Teaching practice is informed by a deep and fluent knowledge of the numeracy progression and student progression is underpinned by timely and flexible formative assessment practices.

All teachers understand and implement curriculum using high quality, differentiated instruction for every student.

# Strategic Direction 2: Personalised Learning

## Purpose

A whole school integrated approach to personalised learning in order to support students to fulfil their potential so they can connect, succeed, thrive and learn.

## Improvement Measures

Students across Kindergarten to Year 6 can confidently articulate their current learning goals.

An increase in the number of students highly engaged in their learning across all stages (Leuven Scale of Engagement) (School Survey Data collected and analysed each semester).

All staff adhering to school processes around generating and working from Personal Learning Pathways (PLPs) and PLSPs (Personalised Learning & Support Plans). All staff committed to processes governing authentic consultation and consistent review with students and parents/caregivers.

## People

### Students

Demonstrate increased engagement in learning tasks, facilitated by highly engaging and differentiated learning experiences and develop capabilities to reflect upon personal learning and use feedback to drive improvement.

Work collaboratively with peers, can articulate how and why they learn and what needs to occur to achieve their learning goal(s).

### Staff

Expertly utilise a variety of assessment data to drive differentiated learning programs and pathways, increasing proficiency levels and achieving student centred goals.

Re-define the role of Learning and Support Teacher (LaST) through Learning Support Team (LST) to be responsive to student needs through a data driven approach to intervention across K-6.

Competently and confidently differentiate and individualise instruction to ensure high student engagement and successful outcomes in learning.

### Parents/Carers

Collaboratively liaise with the school, supporting students and contributing to the setting and prioritising of personalised learning goals across K-6.

### Community Partners

Strengthen learning partnerships across

## Processes

An Inclusive Learning Culture. Achieving excellence in the provision of an integrated holistic approach to the social, emotional, physical and intellectual wellbeing of students through curriculum and high quality teaching and learning programs.

High Student Engagement. Provide challenging, personalised learning opportunities which foster aspirational expectations and the pursuit of excellence.

## Evaluation Plan

Personal Learning Pathways (PLPs) and Personalised Learning and Support Plans (PLSPs) supported through 3 way interviews and twice-yearly review schedule.

Visible tracking of student learning goals evident in all classrooms.

Teaching/learning programs differentiated, appraised each term and planned for collaboratively within and across stage teams.

Data talk structured around addressing individual students specific learning needs.

Learning Intentions/Success Criteria evident in practice across all classrooms (K-6).

## Practices and Products

### Practices

Provide challenging and varied learning opportunities through dynamic instruction that promote curious, critical and creative thinkers.

Engage all community stakeholders in the process of personalised learning. Promoting a collective responsibility to support student wellbeing.

### Products

All community stakeholders are engaged in the provision of individualised learning that ensures that every student is known, valued and cared for.

Every student is engaged and challenged to question existing ideas and generate alternative solutions.

# Strategic Direction 2: Personalised Learning

<b>People</b>
the SeaCliff Community of Schools (particularly Bulli High School), the University of Wollongong and broader community groups to enhance personalised, differentiated learning programs and pathways within the school.
<b>Leaders</b>
Drive discussions around data collection, leading staff to determine areas of student need and develop individualised teaching and learning programs and pathways.

# Strategic Direction 3: Successful Learning Partnerships

## Purpose

Teachers, parents and the community are working together to ensure that all students are motivated to deliver their best and continually improve.

## Improvement Measures

Increased use of evidence– informed pedagogy by all teachers, reflected in their Performance & Development Plans, teaching and learning programs and aligned to the Australian Professional Standards for Teachers and supported by accreditation processes.

Increase in parental satisfaction with regard to effectiveness of school communication to stakeholders and opportunities for parents/caregivers to authentically contribute to school planning and programs

## People

### Students

Contribute meaningful feedback to staff on learning experiences and identify goals to improve their understandings.

### Staff

Critically analyse their pedagogical strengths to identify areas for professional growth and actively pursue goals to enhance student learning.

### Leaders

Establish and maintain practices and processes to monitor staff development in order to improve student outcomes and fulfil accreditation requirements.

### Parents/Carers

Engage in Community Learning Hub information forums to develop a shared understanding of the progression of student learning.

Provide feedback to the school on communication practices that result in improved student outcomes and customer service.

### Community Partners

Work collaboratively with staff to provide enriched learning opportunities for students and ensure smooth transitions between school settings.

## Processes

### Professional Growth

Engage teachers in the measurement and improvement of professional practice against the Australian Professional Standards for teachers.

### Educational Partners

Creation of an outward facing ethos that promotes strong and productive links with community.

## Evaluation Plan

All information will be analysed collaboratively:

- Student, parent/caregiver and teacher Tell Them from Me survey data.
- Annual school survey data
- Meeting minutes
- Performance and Development Plans
- Teaching and Learning programs
- Class observation data – each semester
- Policies and procedures that are developed to enhance communication and strengthen learning partnerships
- Community Learning Hub evaluation analysis

## Practices and Products

### Practices

Embedded explicit systems for professional dialogue, collaboration, classroom observations, explicit modelling to support Performance & Development Plans.

Formalise and implement improved systems to increase levels of communication and foster collaboration within our school and across our broader community.

### Products

School wide improvement in evidence–based teaching practice aligned to the Australian Professional Standards for teachers.

Responsive procedures and practices are in place to streamline communication and collaboration within the school and wider community.