

School plan 2015-2017

Wollongbar Public School 3475



School background 2015–2017

School vision statement

We are a school of students, staff, families and community in which we aspire to understand what we are learning, how we are learning and where we are going to next. We nurture emotional, mental and social resilience and a sense of belonging. We promote positive growth through reflective learning practices within our community.

School context

Wollongbar Public School, with a motto of 'Learning for Life', develops every student to be their very best. Achievement is reflected in our student's progress, academically, socially and emotionally.

Our K–6 team delivers differentiated and personalised programs catering to the broad needs represented in each class and across the school.

Restorative Welfare Practices and proactive wellbeing initiatives promote a healthy school environment. Significant opportunities for student leadership encourage the development of qualities that will support students into the future.

Student interest and need, and teacher expertise drive a range of enrichment opportunities within the school.

A strong emphasis on teacher quality mandates the provision of comprehensive individualised programs of Professional Learning. The staff engage in a range of learning experiences targeting whole school priorities as well as individual needs.

We work to establish common and consistent language around welfare and learning. Our goal is to provide a consistent culture of high expectations for behaviour and achievement.

Collaboration between school and the community occurs in a range of contexts. Parent and community involvement in teaching and learning, participation in regular programs and attendance at special events encourage community engagement.

Significant community growth and change is set to impact on the school. The release of rural land for housing development implies significant projected growth for the school and community.

School planning process

Wollongbar Public School engages in a continuous cycle of planning, implementation, assessment and evaluation.

DoE Strategic Directions guide the development of our 3 year plan. The school engages with the School Excellence Framework (DoE. 2014) to refine our practices and processes.

Collection and analysis of data forms an important part of our planning cycle. Evidence includes academic, attendance, behavioural and wellbeing data. School-wide, curriculum and stage teams work collaboratively to track trends and identify needs. This informs our school-wide planning.

The processes of the Performance and Development Framework gather evidence and data to shape planning for Professional Learning.

As a part of the Annual School Reporting process students, staff and parents are surveyed to gather feedback and evaluation of school progress. Monthly P&C meetings provide an additional source of community input.

The staff actively collaborates in articulating the detail of the school plan to reflect needs identified.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

High Quality Learning

Purpose:

To improve student achievement through quality teaching and learning in line with NSW targets. Proactive strategies to promote high levels of engagement and attainment are based on the collection and targeted analysis of student data.



STRATEGIC DIRECTION 2

Leaders in Learning

Purpose:

For teachers and leaders to be actively involved in identifying professional learning needs, directly linked to student data, outcomes and school plan, leading to engagement in sustained professional learning.

To value differentiated teacher and leader learning by prioritising time, need and opportunity.



STRATEGIC DIRECTION 3

Effective School Operations

Purpose:

To develop and maintain systems that support the school in operating within DoE requirements meeting external audit and validation measures.

To have a clear understanding of our local needs and context and to develop and maintain systems that promote high level performance, including the engagement of community partnerships.

Strategic Direction 1: High Quality Learning

Purpose

To improve student achievement through quality teaching and learning in line with NSW targets. Proactive strategies to promote high levels of engagement and attainment are based on the collection and targeted analysis of student data.

Improvement Measures

Data reflects value adding for students. e.g. on tracking sheets, reading data wall, diagnostics.

Internal school data collection indicates students are demonstrating higher than expected growth e.g. PLAN data.

People

Students

Visible Learning principles are engaged in the school setting to develop assessment capable learners. Student leadership opportunities enrich the curriculum and promote development and growth of individuals. Proactive wellbeing programs underpin learning.

Staff

The use of data to drive decision making and program development. Research and evidence informed Professional Learning informing effective pedagogy.

Parents/Carers

Collaboration with school in meeting academic and whole school needs. Layered opportunities to play an active role in school life.

Community Partners

Collaboration with broader educational community in meeting needs of students, including transition. Partnerships with health professionals support student needs. Facilitating communication with the local community.

Leaders

Australian Standards for Teachers and the Australian Standard for Principals drive the 'where to next' across all elements of leadership within our school.

Processes

A comprehensive professional learning program supports staff in developing evidence based systems and practices, which develop knowledge, understanding and skills through innovative programs.

Data collection and analysis drives planning and delivery focused on improvement of student outcomes, as assessed through internal measures.

Evaluation Plan

- Students mapped against PLAN K–6
- Caseload– measuring impact and the 'where to next' for student learning, as a result of innovative programs.

Practices and Products

Practices

Faces on Data collaborative caseload meetings focus on students working at and beyond stage outcomes, identifying where to next. Teachers are supported in developing innovative responses to student need.

Research based sustained professional learning drives the development of high quality educational practices.

Products

Increased numbers of students achieving at or beyond expected stage outcomes.

Students demonstrate value-added results.

Strategic Direction 2: Leaders in Learning

Purpose

For teachers and leaders to be actively involved in identifying professional learning needs, directly linked to student data, outcomes and school plan, leading to engagement in sustained professional learning.

To value differentiated teacher and leader learning by prioritising time, need and opportunity.

Improvement Measures

PDPs represent a range of differentiated goals reflected in the improvement of teaching practices.

Student data gathered in caseload and through school processes in response to refining of teaching practices reflects growth.

Student data collected through stage or school wide systems reflect student growth. Systems feature transparency in data and support continuity of learning.

People

Students

Students play an active and engaged role in the assessment of their learning, helping to inform the analysis of needs. This in turn drives identification of required, sustained teacher learning.

Staff

Staff engage with student data, Australian Teaching Standards and the school plan to identify research based professional learning pathways that link to student engagement and outcomes.

Parents/Carers

Parents and carers play an active and informed role through their engagement with school communication and participation in the P&C. A broad and flexible variety of opportunities to participate in school life are offered.

Community Partners

Community partnerships enhance learning programs, wellbeing and opportunity.

Leaders

Leadership is embedded in all staffing roles in the school. The Australian Teacher Standards and Australian Principal Standard help to frame ongoing professional learning.

Processes

Program supervision, stage meetings, Professional Learning and Caseload focus on student performance data and feedback, driving teaching practices and programming.

Data collection and analysis drives professional learning and collaboration. Systemic responses are focused on improvement of student outcomes.

Evaluation Plan

Caseload minutes detail evidence of professional dialogue around student performance data and the refining of effective teaching practices.

Professional Learning programs are evaluated regularly to inform the 'where to next', based on student or teacher need..

Mapped against the School Excellence Framework, The Australian Teacher Standards and AITSL Principal Standard.

The Performance and Development framework maps teacher accountability for their learning.

Identification of cohesive stage and school wide systems, which are either developed refined in response to student need.

Practices and Products

Practices

Performance and Development Framework– planning, implementing and reviewing the progress and achievement of teachers' performance and development, to inform the next planning cycle.

Using innovative strategic management to enhance staff engagement in their learning.

Products

An annual professional learning calendar is maintained, incorporating longer term plans (Visible Learning Action Plan) and DOE mandatory training requirements.

Attainment and maintenance of accreditation against the Australian Teaching Standards, AITSL Principal Standard and the Performance Development Framework.

Strategic Direction 3: Effective School Operations

Purpose

To develop and maintain systems that support the school in operating within DoE requirements meeting external audit and validation measures.

To have a clear understanding of our local needs and context and to develop and maintain systems that promote high level performance, including the engagement of community partnerships.

Improvement Measures

Programs are developed in response to local context and identified needs.

Increased and sustained staff contribution to development and evaluation of school plan.

Authentic engagement with the broader community is reflected in high impact responses to student and school community needs.

People

Parents/Carers

Parents and carers play an active and informed role, working with the school in accordance with DoE and local policy. P&C support key focus programs within the school and encourage student voice in decision making.

Community Partners

Community play an active and informed role, working with the school in accordance with DoE and local policy. Community partnerships support points of transition for students. Local organisations support key focus programs within the school.

Leaders

Leaders work to promote DoE and local requirements, maintaining whole school culture committed to quality learner outcomes.

Staff

Staff play an active and engaged role in identifying school need, which informs school planning and evaluation. Dispersed and parallel leadership roles empower staff in school decision making.

Processes

A complex system of data collection informs analysis of our local context and subsequent development of programs.

High levels of engagement and contribution in the development and evaluation of the School Plan and Annual School Report. Regular revision of plan milestones is an embedded staff process.

The school engages with the broader community and its resources in meeting the needs of students and families.

Evaluation Plan

Systemic change and refinement is carried out both proactively and reactively and is under constant cyclic evaluation.

Professional learning is evaluated against a calendar of compliance requirements and against the Australian Teacher Standards and AITSL Principal Standard.

Practices and Products

Practices

Induction and professional learning processes characterised by effective communication, ensure continuity and carefully managed change.

Cyclic collection and analysis of data, underpins program evaluation and development of new initiatives.

Strong transition programs are facilitated through community partnerships. Engagement of external organisations and agencies support the school in being responsive to needs.

Products

A workforce that engages in the ongoing process of meeting DoE system requirements, as well as the ongoing development of skills and capabilities necessary in meeting the needs of the local learning community.

Our school features a complex series of interdependent systems, supporting effective school operation.

Local organisations work with the school to foster student wellbeing and success.