School plan 2015 – 2017

Wollongong West Public School - 3477
### School vision statement

Our vision at Wollongong West Public School is to empower students to be successful, confident, creative, engaged and informed lifelong 21st century learners, supported in a secure environment where equity for all is delivered and excellence is achieved through quality teaching and learning. Students will be successful citizens who consistently demonstrate our core values of: responsible, respectful, safe learners through their words and actions.

### School context

Wollongong West Public School has an enrolment of 240 students including 42% English as an Additional Language/Dialect (EAL/D) and 7% Aboriginal and Torres Strait Islanders (ATSI). Our school caters for families from diverse cultural, social and economic backgrounds. We have a mobile student population with approximately 20% students arriving and leaving throughout the year. This is due in large part to parents from overseas studying at the local university. There is growing number of refugee families enrolling their children at the school, with Middle Eastern, African and Burmese students being predominant. Our school population includes students from vulnerable family situations and a diverse range of family dynamics.

The school has a dedicated and experienced staff combined with supportive parents and local community who embrace the challenges and benefits of this school culture.

Our school has a strong commitment to providing a quality differentiated curriculum, improving student literacy and numeracy learning outcomes and engaging students in all aspects of their learning. Quality Teaching is a high priority with a strong focus on literacy (including Reading Recovery, Language, Literacy and Learning and Focus on Reading), numeracy (TEN and TOWN) and technology. Creative arts and environmental education programs are highly valued throughout the school community.

We are a Positive Behaviour for Success school focusing on student wellbeing and engagement. Our values of **respectful, responsible and safe learning** foster a holistic approach, resulting in success and achievement of high expectations.

### School planning process

In 2014 the school planning process for the 2015-17 school plan was as follows:

- Teachers, students and parents worked separately to develop their own vision for the school.
- Vision statements were amalgamated at a joint meeting of staff and parent body with an agreed statement being adopted.
- Staff engaged in planning activities to develop a list of priorities for the next 3 years. This list was added to by students and the parent body during Terms 3 & 4.
- A planning committee was formed of staff and parents with 2 half day planning meetings held in Term 4. Priorities identified were used to help in the development of the Strategic Directions. The second meeting included Principal School Leadership (PSL), Betty Harper to assist with the writing of purposes and processes and to ensure the team was on track.
- In 2015 the two PSLs met with COS principals to provide support and guidance in the writing of the 5P section of the school plan.
- The principal attended a school plan day in Term 1 to work with COS and other principals on the writing of the plan.
- A final meeting was held with the School Planning Team to review the development of the plan and to make changes, with final approval of the plan, being the goal of the meeting.
Purpose:
To provide excellence in teaching K – 6 using the quality teaching framework and targeted professional learning to ensure teachers are demonstrating meaningful, effective and differentiated pedagogical practice.
To ensure high quality learning opportunities for all students, where students are highly engaged learners, supported in a secure and equitable environment.

Purpose:
To enhance staff, student and community wellbeing through an inclusive culture of excellence and equity.
To provide challenging and stimulating learning experiences that enable all students to explore and build on their gifts and talents.

Purpose:
To develop leadership capacity by providing training and opportunities for all executive, teachers, staff, students and the community to lead in a supportive, collaborative environment.
Strategic Direction 1: Quality teaching and learning

**Purpose**

To provide excellence in teaching K – 6 using the quality teaching framework and targeted professional learning to ensure teachers are demonstrating meaningful, effective and differentiated pedagogical practice.

To ensure high quality learning opportunities for all students, where students are highly engaged learners, supported in a secure and equitable environment.

**Improvement Measures**

- 60% of all students will achieve literacy and numeracy growth by the expected level in NAPLAN tests.
- 70% of all students will be working at the appropriate cluster level in literacy and numeracy using the PLAN continuums.
- All teachers will engage in collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes in all teachers’ practice.

**People**

**Students:** Reflect on their own learning and develop their own goals.

Experience more engaging learning, reflective of their current learning needs.

**Staff:** Develop meaningful goals and engage in identified professional learning.

Develop a strong understanding of differentiating the curriculum and how that can be implemented in their classroom.

**Parents/Carer:** Provide information to parents about the new syllabus documents, improvements to explicit teaching and methods and catering for the needs of their child.

**Executive:** Upskilled in their ability to provide quality feedback, professional learning sharing, deep understanding of the Quality Teaching Framework and the Australian Teaching Standards.

**Processes**

**Students:** Give each other timely peer feedback and time to share their goals.

**Staff:** Development of a whole school approach to the teaching of new syllabus documents.

Provide time for students to give and receive feedback of work and goals from peers and teacher.

Professional learning for ESI and S1 teachers that focuses on the explicit teaching and learning for students in reading and writing.

All teachers engage in the How2Learn program and processes to drive the teaching learning cycle.

**Parents/Carer:** Engage in information forums to learn more about the new syllabus documents and teaching methods.

**Executive:** Lead the professional learning of staff in quality feedback, professional learning sharing, deep understanding of the Quality Teaching Framework and the Australian Teaching Standards.

**Evaluation Plans:**

- Regular reporting against milestones by school planning team, feedback from project teams and staff survey.
- Documentation and supervisor/teacher 1-1 meetings show improvement in explicit teaching practice in line with the Quality Teaching framework and the Australian Teaching Standards.
- Analysis of PLAN and NAPLAN data to guide the teaching and learning cycle.

**Products and Practices**

- 60% of all students will achieve literacy and numeracy growth by the expected level in NAPLAN tests.
- 70% of all students will be working at the appropriate cluster level in literacy and numeracy using the PLAN continuums.
- All teachers will engage in collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes in all teachers’ practice.

**Product:** Scope and sequence documents for the new syllabus are developed, collated across all stages and in use by all teachers.

**Product:** All students improve in line with expected NAPLAN growth and progression along the literacy and numeracy continuums.

**Product:** The school responds to the identified needs of students and teachers, providing targeted professional learning that improves student outcomes, differentiates the curriculum and improves explicit teaching practice.

**Practice:** Professional learning practices are embedded and responsive to individual and school priorities using the teaching standards and QT framework.

**Practice:** All students experience success in their learning.

**Practice:** All teachers identify that they are supported in developing their skills in assessing, planning and teaching.
## Strategic Direction 2: School culture

### Purpose
To enhance staff, student and community wellbeing through an inclusive culture of excellence and equity.
To provide challenging and stimulating learning experiences that enable all students to explore and build on their gifts and talents.

### People

| **Students** | Engage students in brainstorming ideas that will make their parents feel more welcome at the school.
Increased belief by students that their culture is understood and accepted by their peers.
Engage students in the evaluation of PBS expectations in all areas.
Encourage students to engage in offered extra-curricula activities.

| **Staff** | Engage in professional learning to develop their intercultural understandings about the main cultures represented at the school.
Update staff in PBS expectations and evaluate them across all areas.

| **Parents/Carer** | The P & C consider opportunities for including the non-English speaking members of the school community in the life of the school and P & C events.
Build awareness and understanding amongst parents and the school community of the revised PBS expectations.

| **Leaders** | Develop a process for staff to follow when communicating with parents/carers of students from English and non-English backgrounds.
Make available to students more extra-curricula activities that they can engage in.

### Improvement Measures
- Non-English family involvement in school processes increased by 20%.
- Student involvement in extra-curricular learning experiences increased by 6%.

### Processes

| **Students** | Involve students in inviting their parents to attend functions that will support their parents to engage with the school.
Involve student leaders and SRC in the evaluation of PBS expectations through brainstorming and formal meetings to update expectations in all areas.

| **Staff** | Revise and update the PBS matrix and expectations to reflect the changing nature of the school through brainstorming, discussion and surveys.

| **Students** | Students engage more fully in extra curricula activities as they are offered at the school.

| **Parents/Carer** | Support the school and community in this project to encourage non-English speaking families to come to the school and involve themselves positively in the school culture.
Share PBS expectations with parents/carers through meetings, newsletter items and surveys.

| **Leaders** | Provide opportunities for the school and community to get together to share life stories, get to know other parents from the school and support newly arrived families at the school.

### Products and Practices

- **Product:** Strengthen community engagement and partnerships with the school to enhance and encourage positive relations between non-English speaking families and English speaking families.

- **Practice:** All members of the school community acknowledge that the school is welcoming of all cultures and proud of its diversity and celebrate this diversity.

- **Product:** Students and staff have a greater understanding of the PBS values and expectations across all areas of the school.

- **Practice:** All staff, students and parents/carers follow the PBS values of Responsible, Respectful, Safe Learners.

- **Practice:** Wollongong West Public School provides significant opportunities for all families to be part of the school, and for all students to experience success in learning.

### Evaluation Plans

- Student wellbeing data shows a reduction in the number of negative notifications recorded on Sentral.
- Use sign on register for all school events to calculate non-English speaking family involvement.

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**Strategic Direction 3: Leadership at all levels**

**Purpose**
To develop leadership capacity by providing training and opportunities for all executive, teachers, staff, students and the community to lead in a supportive, collaborative environment.

**People**

- **Students**: Engage student leaders in the development of student leadership capabilities which integrate skills and learning experiences in the areas of social and emotional quality.
- **Staff**: Develop leadership capabilities for staff participating in project teams through professional learning support and appropriate structures to support engagement.
- **Parents/Carers**: Provide opportunities for parents/carers to be more actively involved at a leadership level in school decision-making and activities.

**Processes**

- **Students**: Build leadership capacity and opportunities for students formally and informally, resulting in a more cohesive student body.
- **Staff**: Build leadership capacity and opportunities for teachers and staff both formally and informally, resulting in greater teamwork and collaboration across the school.
- **Parents/Carer**: Engage parents/carers in opportunities for leadership and school self-assessment to improve the links between home and school.

**Products and Practices**

- All aspiring and current school leaders are professionally supported and given professional learning opportunities to enhance their leadership skills.
- All student leaders are given additional leadership opportunities at school and community levels.

**Practice**: Succession planning, distributed leadership and organisational best practice are embedded into the school’s leadership strategy.

**Product**: A school leadership strategy that has had input from students, staff and parent/carers that is understood by all and is regularly reviewed.

**Practice**: Leadership opportunities at all levels are regularly available with a range of stakeholders taking on these aspects of leadership.

**Practice**: The leadership strategy is integrated across all aspects of the school resulting in a more supportive, collaborative environment.

**Practice**: All current and aspiring leaders share, reflect and report on their leadership practices through their leadership goals.

**Evaluation Plans**:

- Achievement of individual leadership goals.
- Leadership 1-1 discussion to gather feedback with supervisors, teachers or principal.
- Increase in the number of staff and parents/carers taking on leadership roles.
- Increase in leadership opportunities for student leaders.