School plan 2015, 2016, 2017

Wollongong West Public School - 3477
School background 2015 - 2017

School vision statement
At Wollongong West Public School our vision is to empower students to be successful learners, confident and creative individuals and active and informed citizens. Our school will promote equity and excellence through quality teaching and learning. Our core values will foster a culture of responsible, respectful and safe learning.

School context
Wollongong West Public School is a vibrant and dynamic primary school that has served the Wollongong West community for over 90 years. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse and rich community, with 8% of students being Aboriginal and 42% of students learning English as an Additional Language/Dialect. We warmly welcome an increasing number of refugee families to our school.

Standing proudly at the base of Mount Keira, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden, passionately cared for by students, parents and teachers. Our modern classrooms, incorporating rich technology, are stimulating and future-focused learning environments.

The elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong creative arts, sporting and environmental education programs.

Our staff include experienced and expert teachers who actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding.

Our school treasures our passionate and supportive wider community – encompassing our P & C, broad parent body and local community members, including Aboriginal Elders.

It is our engaged learners, committed staff and active wider community that ensures Wollongong West Public School delivers high calibre teaching and learning programs in a high quality learning environment.

School planning process
The process for designing our 2015-2017 School Plan commenced in mid-2014 where:

- 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 parents 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 consisting of staff and parents with 2 half day planning meetings held in Term 4. Priorities identified were used to develop our Strategic Directions.
- Early Term 1 2015 the Principal School Leadership met with the Principal and colleagues to continue work on completing the School Plan.
- Late Term 1 2015, 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.

Mid 2016, following a change in school leadership, the plan was revised following consultation with students, teachers and parents.
**Purpose:**
To provide excellence in teaching by engaging in meaningful, effective and inclusive practice.

To ensure quality learning opportunities where students are engaged and active learners.

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**Purpose:**
To encourage, promote and sustain a positive and inclusive school environment where a strong sense of pride and identity is shared by all.

To empower the diverse community of Wollongong West Public School to connect, succeed and thrive.

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**Purpose:**
To promote collaborative, strategic and dynamic leadership within our school.

To foster leadership capacities and capabilities across the whole school community.
Strategic Direction 1: Quality Teaching and Learning

**Purpose**

To provide excellence in teaching by engaging in meaningful, effective and inclusive practice.

To ensure quality learning experiences where students are engaged and active learners.

**People**

**Students:** To be highly engaged and reflective learners, who are actively working towards the achievement of individual learning goals through meaningful, personalised learning opportunities, within a rich, integrated and future-focused curriculum.

**Staff:** To develop own capacities and capabilities to promote individual and collective growth for themselves and students through ongoing professional learning, reflective practices, informed data analysis and the development and implementation of high quality learning experiences.

To design, implement and reflect upon rich, future-focused learning opportunities, reflective of current syllabus documents and grounded in strong, research-based pedagogy.

**Parents/Carer:** To be supportive educational partners, who are informed of new and incoming syllabus documents, future-focused teaching practices and current reform agendas in relation to the needs and experiences of their child, through engagement with school communication channels, including digital modes.

**School Leaders:** Increased capacity to lead and manage a school in an era of vast educational reform, with an emphasis on providing quality teacher feedback, delivering high quality professional learning and engaging in data-informed practice within strong internal and external learning communities.

**Processes**

Provision of high-calibre professional learning opportunities to build teacher capacity to embed
- Visible Learning pedagogy
- Quality Teaching Framework
- 21st century technologies
- Future-focused learning skills
- New and incoming syllabus documents
- How2Learn principles in teaching and learning programs and classroom practice.

Establish school-wide processes for the collection of meaningful data derived from quality and consistent assessment practices, both summative and formative, to inform teaching practices.

**Evaluation Plan:**

Regular analysis of internal and external data to inform school programs and resource allocation.

Syllabus documents, Quality Teaching Framework, How2Learn principles, visible learning pedagogy and use of new technologies evidenced in teaching and learning programs.

**Products and Practices**

- High-quality summative and formative assessment practices are embedded within a consistent whole-school Assessment Schedule to guide class and school programming.
- Data-informed decision-making guides school and class program design and the targeting of learning support resources.

**Product:** School and class learning programs and practices are reflective of new and incoming syllabus documents and changing technologies, which sit within a revised whole-school Scope and Sequence.

**Practice:** Visible learning principles, including the communication of learning intentions, establishment of success criteria and the provision of meaningful student feedback, embedded in classroom practice.
### Strategic Direction 2: School Culture

#### Purpose
To encourage, promote and sustain a positive and inclusive school environment where a strong sense of pride and identity is shared by all.

To empower the diverse community of Wollongong West Public School to connect, succeed and thrive.

#### People

<table>
<thead>
<tr>
<th><strong>Students:</strong></th>
<th>To be engaged, active and empowered learners who demonstrate a strong sense of pride and identity within our school.</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff:</strong></td>
<td>To promote and implement a well-balanced education to build a positive, supportive and inclusive learning environment that celebrates diversity, while maintaining a relentless focus on student attainment of learning outcomes.</td>
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<tr>
<td><strong>Parents/Carer:</strong></td>
<td>To be active, engaged and supportive partners in school life, who are valued members of our school community.</td>
</tr>
<tr>
<td><strong>Leaders:</strong></td>
<td>To promote and foster a positive school culture and identity that supports and strengthens communication and strong relationships between all stakeholders to deliver key Department of Education (DoE) priorities.</td>
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#### Processes

- Implementation of wellbeing initiatives, which are in-line with the School Wellbeing Framework.
- Introduction and promotion of additional opportunities for parental involvement in school life – School Planning and Evaluation forums, Green Team, Working Bees, community morning teas.
- Promotion of existing and new extra-curricular opportunities provided for students.
- Education of parent body in digital means of communication, eg. app, website, social media.

**Evaluation Plans:**
Annual Wellbeing Survey- Annual administering of staff, student and parent survey.

Statistic collation following community participation at community events foraums.

Monitoring statistics of online communication use.

#### Products and Practices

- All stakeholders to be active and informed participants in school planning, the delivery of key priorities, school evaluation and daily classroom life, which has an emphasis on teaching and learning.
- The majority of the parent body accessing school communications through online channels, including the website, app and social media.

**Product:** High levels of student engagement in extra-curricular learning experiences.

**Practices:** Implementation of wellbeing initiatives to promote an engaged, empowered and inclusive whole-school community.

**Product:** A visible and transparent School Wellbeing Framework to be designed and implemented, reflective of DoE priorities and local context.

#### Improvement Measures

- All stakeholders to be active and informed participants in school planning, the delivery of key priorities, school evaluation and daily classroom life, which has an emphasis on teaching and learning.
- The majority of the parent body accessing school communications through online channels, including the website, app and social media.
## Strategic Direction 3: Leadership at all Levels

### Purpose
To promote collaborative, strategic and dynamic leadership within our school.

To foster leadership capacities and capabilities across the whole school community.

### Improvement Measures
- A high-calibre professional learning culture is developed and sustained, inclusive of a schedule that is reflective of systemic, school and individual priorities incorporating collaborative, reflective and coaching practices and the provision for effective teacher-teacher feedback.
- Teachers are actively working towards achieving and maintaining accreditation at all levels.

### People
- **Students:** To be engaged in the development of leadership capacity and capabilities and to be provided with avenues to contribute to school improvement and future directions.

- **Staff:** To develop leadership capacity and capabilities at all levels through engagement with targeted professional learning opportunities, coaching practices and mentoring opportunities.

- **Parents/Carers:** To be active participants in school planning, evaluation and decision-making processes to ensure a co-ordinated and collaborative approach to school improvement.

- **Leaders:** To demonstrate excellence in education leadership and promote leadership in others, to deliver on key systemic and local agendas to ensure progression towards school excellence.

### Processes
- Professional Learning Plans and opportunities will be aligned to the Professional Standards for Teachers, at all levels.

- Provision of high-calibre professional learning opportunities through:
  - Engagement in collegial planning and reflective practices.
  - Peer observation and provision of quality feedback.
  - Undertaking professional readings and engagement in professional dialogue.
  - The use of coaching and mentoring practices.

- Develop a succession management plan that provides for the up-skilling of staff in capabilities and capacities.

- Establishment of school-wide systems to guide school planning, evaluation, reporting and decision-making.

- Provision of professional learning opportunities to build the capacity of all staff to develop understandings of, manage and implement local and systemic priorities.

- Engage parents/carers in opportunities for leadership and school self-assessment to improve links between home and school.

- Provide leadership training and opportunities for all students.

### Evaluation Plans:
- Achievement of leadership goals as indicated in Performance and Development Plans.

- Design and review of personalised Professional Learning Goals, which includes Self Assessment and Formal Meeting notes.

- Professional learning practices evidenced in Professional Learning Schedule and Meeting Minutes.

- Data sources indicating progression towards school excellence.

- Data sources indicating satisfaction with school leadership and management.

### Products and Practices
- A high-calibre professional learning culture is developed and sustained, inclusive of a schedule that is reflective of systemic, school and individual priorities incorporating collaborative, reflective and coaching practices and the provision for effective teacher-teacher feedback.

- Teachers are actively working towards achieving and maintaining accreditation at all levels.

- **Practice:** Succession planning, distributed leadership and organisational best practice are embedded into school practices.

- **Practice:** More efficient and effective school-wide systems are in place for conducting business.

- **Product:** Teaching and Leadership goals are embedded in Performance and Development Plans and are actively worked towards.

- **Practice:** Authentic opportunities provided for the parent body, including the P&C, to input into decision-making to drive school improvement.

- **Practice:** Authentic opportunities provided for the student body, including the SRC, to input into decision-making to drive school improvement.