

School plan 2015-2017

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 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 Parents & Citizens Association, 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.

School strategic directions 2015–2017



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.

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.

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 opportunities where students are engaged and active learners.

Improvement Measures

100% of teachers are engaged in data-informed decision-making practices.

A rich, personalised and future-focused curriculum is evidenced in 100% classrooms.

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/Carers

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.

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

Processes

Teacher quality strengthened through a deep understanding of best pedagogical practice.

Data-informed decision-making drives teaching and learning programs.

A rich, personalised and future-focused curriculum is implemented in every classroom.

Evaluation Plan

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

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

Practices and Products

Practices

100% of teachers are engaged in data-informed decision-making practices.

Visible learning principles, including the communication of learning intentions, establishment of success criteria and the provision of meaningful student feedback, embedded in classroom practice.

Quality summative and formative assessment practices are embedded within a consistent whole-school Assessment Schedule to guide class and school programming.

Products

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.

A rich, personalised and future-focused curriculum is evidenced in 100% classrooms.

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

data-informed practice within strong internal and external learning communities.

Processes

Practices and Products

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.

Improvement Measures

Wellbeing initiatives promote an engaged, empowered and inclusive whole-school community.

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

People

Students

To be engaged, active and empowered learners who demonstrate a strong sense of pride and identity within our school.

Staff

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.

Parents/Carers

To be active, engaged and supportive partners in school life, who are valued members of our school community.

Leaders

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.

Processes

Enhanced school wellbeing.

Strengthened community partnerships, including improved channels of communication.

Positive school promotion within and across the community.

Evaluation Plan

Annual Wellbeing Survey– Annual administering of staff, student and parent survey.

Statistic collation following community participation at community events/forums.

Monitoring statistics of online communication use.

Practices and Products

Practices

The majority of the parent body accessing school communications through online channels, including the website, app and social media.

Wellbeing initiatives promote an engaged, empowered and inclusive whole-school community.

Products

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.

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

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

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

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

100% of teachers are engaged in high-calibre professional learning

School decision-making is informed by the analysis of evidence of impact and guided by the School Excellence Framework.

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

Enhanced teacher quality.

Enhanced leadership capacity of school leaders.

Enhanced leadership capacity of students.

Evaluation Plan

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.

Practices and Products

Practices

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

Succession planning, distributed leadership and organisational best practice are embedded into school practices.

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

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

School decision-making informed by the analysis of evidence of impact and guided by the School Excellence Framework.

100% of teachers are engaged in high-calibre professional learning

Products

Teaching and leadership goals are embedded in Performance and Development Plans and are actively worked towards.