

School plan 2018-2020

Woy Woy Public School 7445



School background 2018–2020

School vision statement

At Woy Woy Public School, we learn, teach and lead for excellence. We will be renowned for producing students who have been challenged to become successful and resilient lifelong learners. We will be a place of excellent teaching, where collective responsibility for student improvement is achieved through the observation and evaluation of teaching practices. Teachers will be provided with targeted professional learning opportunities with a focus on innovative and engaging pedagogies, resulting in collaborative and effective learning culture.

School context

Woy Woy Public School is a diverse P–6 primary school situated near the Brisbane Water inlet, on the Central Coast of NSW. The school pays respect to and acknowledges that it is on traditional Aboriginal land. The current enrolment is 414 mainstream students, 51 students with disabilities and 40 preschool students with 12% acknowledging Aboriginality and 14% English as an Additional Language (EALD). There are 31 teaching staff, ranging from new graduates to more experienced staff, with 10 ancillary and support staff working as a team to provide quality teaching and learning experiences for every child.

Woy Woy PS has a total of 23 classes including 17 mainstream and 6 support classes for students with a disability. Our school houses a DoE Preschool servicing 40 students, a Schools as Community Centre and an OOSH (Out of School) service.

Woy Woy PS prides itself on the quality and variety of educational and extra-curricular experiences available to our students. Key initiatives include: Positive Behaviour for Learning (PBL), L3, Tournament of Minds, AVID, Public Speaking, Debating, ICAS Competitions, PSSA Teams, Dancing, Chess and Talent Shows. The Stephanie Alexander Kitchen Garden Program (SAKG), teaches students to grow fresh, seasonal produce and use it to cook nutritious, delicious food and prepares them to make healthier choices in the future.

Woy Woy PS has strong alliances with the 'Brisbane Water Learning Community'. Schools work together to deliver excellent programs which support the sharing of expertise across our community of schools. We are proud members of the Koorana Local Aboriginal Education Consultative Group (AECG) and the Southern Central Coast PSSA.

The school receives School Based Allocation Resource (SBAR) funding for Aboriginal education, socio-economic backgrounds, integration, adjustment for disability, English language proficiency and support for beginning teachers and implements a number of research based literacy and numeracy programs and student well-being initiatives.

School planning process

The school was involved in External Validation in 2017 and the evidence of impact was matched to the School Excellence Framework to determine our key areas for growth and future steps.

Further school planning has been undertaken with input from staff, parents, students and community members. Opportunities included written surveys, meetings, telephone interviews, student, teacher and parent forums, P&C meetings and informal discussions.

Staff evaluated current programs and practices and the school Executive team examined all available student and school data to evaluate performance and identify areas of further focus. Additional information was gathered from the Premier's, State's and Department's priorities and research was examined to determine what was making the most difference to student performance.

All gathered information was evaluated and aligned to determine the school's vision, the three strategic directions and the school's planning priorities. This information formed the structure of the following 2018 – 2020 school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teachers

Purpose:

To create and foster a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.

Major SEFV2 links – Learning: Learning Culture
Teaching: Effective Classroom Practice, Professional Standards, Learning & Development
Leading: Educational Leadership, School Planning, Reporting & Implementation, School Resources

STRATEGIC DIRECTION 2 Successful Students

Purpose:

To empower our students to develop the ability to think critically about their learning and to develop the resilience needed to meet the challenges put before them, so that they will experience success as lifelong learners.

Major SEFV2 links–Learning: Curriculum, Assessment, Student Performance Measures
Teaching: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development
Leading: Educational Leadership, School Resources

STRATEGIC DIRECTION 3 Strong Connections

Purpose:

To increase student, staff, parent/carer and learning community collaboration and connections to strengthen partnerships to support student learning.

Major SEFV2 links – Learning: Learning Culture, Wellbeing, Reporting
Teaching: Learning and Development
Leading: School Resources, Management Practices and Processes

Strategic Direction 1: Quality Teachers

Purpose

To create and foster a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.

Major SEFV2 links – Learning: Learning Culture **Teaching:** Effective Classroom Practice, Professional Standards, Learning & Development **Leading:** Educational Leadership, School Planning, Reporting & Implementation, School Resources

Improvement Measures

95% of teaching staff agree with the Tell Them From Me survey statement- 'Involvement in PL has led to changes in my teaching and practices of learners in my classroom'. (Baseline of 82% in the 2017 Teacher Survey)

The Technology aspect of the Eight Drivers of Student Learning increases to meet or exceed the NSW norm. (Baseline 5.6 for school compared to 6.7 for NSW in the 2017 TTFM teacher survey)

Percentage achieving expected growth increases: reading – Yr 5 53% to 68%, Yr 7 52% to 62%; numeracy – Yr 5 68% to 78%, Yr 7 64% to 74% with a combined value add from 47% to 57% by 2020. (Baseline 2017 NAPLAN – SCOUT).

Increased proportion of students reporting being interested and motivated in their learning to meet or exceed state norm. (Baseline 55% for school compared to 78% for NSW in the 2017 TTFM Survey)

People

Students

Build skills to use technology effectively to enhance their learning experiences and engagement in learning.

Staff

Committed to developing the capacities and capabilities of themselves and others to improve learning outcomes for every student.

Have the skills to implement rich, technology based learning experiences that foster active, engaged and successful lifelong learners.

Leaders

Understand the need to ensure that teacher performance and development is implemented in a culture of high expectations for every staff member.

Have the skills to drive professional learning that facilitates whole school improvement to continually build quality.

Parents/Carers

Understand the importance of students developing skills in technology and have the knowledge and skills to assist their child in their learning.

Community Partners

Feel valued for their input as part of a strong partnership with the school to support student's learning outcomes.

Processes

Learning and Development

Review and develop a whole-school approach to performance and development where every teacher and leader improves each year through high quality, high impact, targeted, collaborative professional learning.

Technology Based Learning

Staff develop skills to better utilise available technology with a focus on student centred and technology based learning that enhances collaboration and critical thinking.

Evaluation Plan

Analysis of NAPLAN and school based data

PDP's and goal evidence in programs

Professional learning and meeting minutes

Tell Them From Me and school survey results

Tracking sheets for PDP goals, standards tracking and professional learning focuses

Quality Teaching Rounds

AVID lessons registration

Practices and Products

Practices

Teachers are actively engaged and committed to developing their own capacities and capabilities as teachers and leaders. They are reflecting and gathering evidence of their progression through teacher professional standards related to their professional goals.

Staff are actively involved in quality, professional learning to build the capacity of every staff member to provide, high quality educational opportunities for each child.

All staff use the PDP process, lesson observation and the Australian Professional Standards to inform and improve practice.

Teachers effectively integrate technology use into regular classroom practice to support student learning.

Products

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school. There is an ongoing, school-wide improvement in teaching practice and student outcomes. Professional Learning is linked to the Australian Teaching Standards.

Teachers confidently engage students in technology rich learning experiences.

Strategic Direction 2: Successful Students

Purpose

To empower our students to develop the ability to think critically about their learning and to develop the resilience needed to meet the challenges put before them, so that they will experience success as lifelong learners.

Major SEFV2 links–Learning: Curriculum, Assessment, Student Performance Measures **Teaching:** Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development **Leading:** Educational Leadership, School Resources

Improvement Measures

In line with the Premier's Priority, increase the proportion of students in the top two bands of NAPLAN across all areas of reading & numeracy by 10% from 2017 baseline data to 45% by 2020. (Baseline data 35% in 2017)

Increased proportion of students reporting a positive sense of belonging to meet or exceed state norm (Baseline 68% for school compared to 81% for NSW in the 2017 TTFM student survey) while maintaining 90% or above of students receiving recognition for achieving school behaviour expectations.

Increase the percentage of students in the top two bands in reading: Yr 3 38% to 48%, Yr 5 33% to 43%, Yr 7 14% to 24% and numeracy: Yr 3 32% to 42%, Yr 5 34% to 44% by 2020.

People

Students

Have a growth mindset as successful, active and engaged learners in literacy and numeracy.

Staff

Understand the need to promote a culture of continual growth and high expectations, where all students are successful learners in literacy and numeracy through their implementation of evidenced based pedagogy.

Understand the need for consistency in responding to positive student behaviour and have the skills and capacity to identify and respond to students requiring additional social, emotional, academic and behavioural support.

Leaders

Value and have the capacity to develop clear guidelines and processes to support teachers in improving learning and behaviour practices.

Parents/Carers

Understand the positive outcomes associated with directly and positively engaging with the school to support learning and wellbeing practices.

Community Partners

Understand the contribution they make to student learning through the sharing of skills and expertise and feel valued as a respected partner in the teaching and learning process.

Processes

Literacy Classroom Practice

Implement and embed high quality, research based, future focused literacy teaching practices.

Numeracy Classroom Practice

Implement and embed high quality, research based, future focused numeracy teaching practices.

Thrive

Continue to implement a whole school approach to student wellbeing in which students can succeed and thrive at each stage of their learning.

Evaluation Plan

Analysis of NAPLAN and school based data

Tell Them From Me and school developed survey results

SENTRAL reports

PBL data

Literacy and Numeracy Progressions data

Teaching and Learning Programs (PBL Scope and Sequences, Lesson Plans)

Practices and Products

Practices

Every student is actively and consistently engaged in learning that is meaningful and developmental.

Teachers use a flexible repertoire of evidence-based teaching practises to optimise learning progress for all students across a full range of abilities, with a literacy and numeracy focus.

The Student Wellbeing Procedures focus on the needs of every student, provides support for classroom and playground management and is consistently implemented throughout the whole school.

Products

A school wide differentiated curriculum is implemented that enables each child to connect, succeed and thrive cognitively, socially, emotionally, spiritually and physically.

Planned teaching and learning experiences with an emphasis on literacy and numeracy, link explicitly to assessment data and are individualised, targeted, differentiated, responsive and challenging, resulting in continuous improvement for all students across a full range of abilities.

Strategic Direction 3: Strong Connections

Purpose

To increase student, staff, parent/carer and learning community collaboration and connections to strengthen partnerships to support student learning.

Major SEFV2 links – Learning: Learning Culture, Wellbeing, Reporting **Teaching:** Learning and Development **Leading:** School Resources, Management Practices and Processes

Improvement Measures

The Parents Are Informed aspect of the Two-way Communication Parent Survey Report increases to meet or exceed the NSW Government norm. (Baseline 5.9 for school compared to 6.6 for NSW in the 2017 TTFM parent survey)

Increase the percentage of Aboriginal students in the top two bands by 35%, averaged over three years, **Reading:** Yr 3 28%– 63%, Yr 5 16% – 51%, Yr 7 11%–46%; **Numeracy:** Yr 3 23% –58%, Yr 5 16%– 51%, Yr 7 9% – 44% where statistically significant. (Baseline average 2015 to 2017).

People

Students

Value the opportunity to identify a staff member who can provide advice, support and assistance.

Staff

Value the importance and understand the need to increase engagement with students, staff, parents/carers and community.

Leaders

Understand the positive impact that strong connections have on student learning and have the capacity to build strong, consultative and inclusive practices.

Parents/Carers

Feel valued as a respected partner in the school improvement process and understand the valuable contribution they make to their child's learning and school life.

Community Partners

Recognise the value and positive impact they have on student success when they actively support and connect with the school.

External agencies, learning communities and the AECG recognise the need for strong partnerships to create meaningful experiences for all students.

Processes

Feedback

Review and strengthen communication processes and implement an improved, clearer process for reporting and providing feedback to parents and carers on student performance and future areas of focus.

Relationships

Implement a whole school approach to building strong, positive, respectful and connected relationships to increase students learning and engagement.

Evaluation Plan

Tell Them From Me & school surveys

P&C Meeting Minutes

Annual Report

Parent/Carer attendance data for school interviews, reporting sessions, transition programs and celebration events

Minutes from the local learning community and the broader educational community meetings

Student Individualised Learning Plans in Teaching Programs

Practices and Products

Practices

Communication channels are positive, varied and flexible to ensure the school and community have multiple opportunities to engage in ongoing and open discussions to increase student and school success.

Reporting processes incorporate opportunities for parents /carers and teachers to participate in clearer, more regular and more immediate feedback regarding student progress.

Collaborative partnerships with the AECG, Aboriginal community, external agencies and learning community are evident with ongoing opportunities for consultation on how to best support students and their families.

Products

Positive, productive and respectful relationships are evident across the whole school community resulting in a collective responsibility for student and school success.

Every student is known, valued and cared for and has a strong connection with an adult within the school.

There is a school-wide, collective responsibility for student learning and success which is shared by all members of the school, community and supporting agencies.