

School Excellence - External validation panel report 2017

School: Woy Woy Public School School Code: 7445
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The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

Domain	Validation panel comments
Learning	In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.
Teaching	In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.
Leading	In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

To enhance our schools learning culture, we need to engage parent and community members in the development of the new school plan and ensure there is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. We will conduct an “asset mapping” process to determine skills and resources within the school community. We will survey parents and carers to engage them in the development of new school reporting processes.

Future plans will include; developing a more comprehensive understanding of the increasing cultural diversity within the school community and ensuring our students are more self-aware and actively contribute to the school, community and the society in which they live. Also we will analyse the current Student Leadership process and strengthen student leadership within the school.

To improve our curriculum and learning culture, WWPS proposes to increase extra-curricular learning opportunities that are significant, support student development, and are strongly aligned with the school's vision, values and priorities. We are committed to continuing Quality Teaching Rounds to support evidence-based teaching practices and innovative delivery mechanisms where possible.

To progress further: WWPS will develop a corresponding assessment schedule with each KLA scope and sequence. This schedule will be devised to support school policies and will outline when assessments should be conducted, moderated and analysed. The students, parents and teachers will be involved in developing a more community friendly report system that encourages students to reflect on their learning. Parents will receive more regular information on how to support their children's progression to the next level.

To strengthen this element of learning: WWPS needs to continue the process of the whole school NAPLAN analysis process to support the monitoring of external assessment data which will inform teaching and learning. Professional learning to support teacher knowledge of expected growth to meet individual students' learning abilities will enhance the teachers' abilities to ensure value added results.

To further enhance current practice, WWPS will continue the whole school professional learning course “Mathematics– Building Blocks for Numeracy”. This will enable all teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. Quality Teaching Rounds will continue to be implemented across the teaching community.

To continue to grow, WWPS will have the parents and community more involved in school planning committees. Through these communities we will be able to determine the most effective methods of communicating student learning and school performance data to the whole school community.

To grow further, we need to continue to further develop collaborative practices to provide effective curriculum programs which promote learning for all students. We will ensure continuing extra-curricular learning opportunities that facilitate learning and will strongly mirror the school's vision, values and priorities.

To further enhance current practice, Professional learning will be assessed through each participant's completion of a Gusky Evaluation. We will develop a more systematic approach to accreditation support and a new teacher induction process. Processes will be developed to evaluate professional learning and monitor programs and practice. We will also investigate the impact that professional learning has had on student learning.

Future directions will ensure, that WWPS will monitor and evaluate these processes more closely and continue to enhance the differentiated professional learning to improve teachers' content knowledge, teaching practice, support accreditation and PDPs.

To enhance the school's leadership, WWPS will evaluate the current student leadership model and adapt it to suit the needs of the school. We will encourage parents and members of the community to engage with the development of the new School Plan and associated milestones.

To develop this further, the process for resource allocation, professional learning, performance monitoring and reporting, needs to be made transparent for the school community. Staff and community achievements and celebrations are to be recognised and communicated at a school level.

To continue to grow, WWPS is working within its financial means to secure more technology to meet the needs of staff and students. WWPS will continue to renovate the preschool grounds and continue to develop the Quality Improvement Plan (QIP). A project plan has been developed for the development of the outdoor area outlining timeframes and key actions in the preschool.

To continue to grow, the leadership of WWPS will find and develop more opportunities for the community to participate in school committees and teams. Further directions will ensure we continue to solicit and address increased community engagement, reflection and feedback, to build the capacity of the whole school community and to drive future planning.