

School plan 2015-2017

Wyoming Public School 4397



School background 2015–2017

School vision statement

Wyoming Public School offers innovative educational experiences that enable students to achieve their highest standard of learning. Our staff feel respected, connected and supported by the school community and value this partnership and the role it plays in achieving our vision for each student.

School context

Wyoming Public School is located 5km north of Gosford on the Central Coast of NSW. Our diverse school population of 300 students includes 14% with Aboriginal heritage and 15% with non-English speaking backgrounds.

Our 12 mainstream classes are organised into Stage groups with our 3 Special Education classes catering for students with mild- to moderate- intellectual disability or autism.

The school has a dedicated staff and an excellent reputation for supporting students to achieve their personal best.

Positive links have been established with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2016 and beyond we look forward to maintaining strong ties with the newly-established Coinda Local Aboriginal Education Consultative Group.

Using equity funding, the school has been able to implement programs which reflect Quality Teaching and Learning and further enhance the skills of our staff. These include individual- and group- language programs; Language, Literacy and Learning (L3); Focus on Reading (FoR); Taking Off with Numeracy (TOWN); and Targeting Early Numeracy (TEN).

School planning process

In 2014 the school evaluated current programs and achievements through using:

Focus groups held with staff, parents and students

Analysis of student achievement data

Policy analysis

Planning matrices

Classroom observations.

From this information staff discussed strengths and opportunities for continued school improvement while considering current Department of Education and Communities reforms and the three strategic directions were formulated.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To ensure that all teachers are implementing a curriculum that is rigorous, flexible and engaging to meet the needs of students.

Staff capacity is strengthened through targeted, collaborative professional learning opportunities that support the ongoing improvement of student outcomes.



STRATEGIC DIRECTION 2 Quality Learning

Purpose:

Students, teachers and parents will be learning partners and develop the capacity to effectively collaborate and communicate ideas leading to the achievement of highest individual standards. Students will leave Wyoming Public School equipped to embrace and deal with the opportunities and challenges they face.



STRATEGIC DIRECTION 3 Quality Partnerships

Purpose:

To promote a sense of connectedness between staff, students, parents and community in order to achieve our vision for each student.

Strategic Direction 1: Quality Teaching

Purpose

To ensure that all teachers are implementing a curriculum that is rigorous, flexible and engaging to meet the needs of students.

Staff capacity is strengthened through targeted, collaborative professional learning opportunities that support the ongoing improvement of student outcomes.

Improvement Measures

All staff participate in the planning of the schools and their own professional learning based on identified need. Qualitative and quantitative data indicate that 100% of staff feel that the professional learning they have participated in was worthwhile and led to improved student learning outcomes.

100% of teaching programs demonstrate high expectations, explicit teaching and effective feedback.

100% of K–6 staff indicate an increase of knowledge and confidence when tracking students on the continuum for Literacy and Numeracy.

People

Staff

Teachers will understand the need for professional learning based on research based pedagogies and the National Standards to drive improvements in student learning through providing quality, engaging learning experiences for students.

Students

Students value the opportunity to take risks and persist with challenging learning experiences.

Leaders

Supervisors mentor each teacher through reviewing teaching programs and providing ongoing support to build understanding and capacity.

Supervisors give individual guidance to teachers to support self– reflection through the Performance and Development Plan.

Parents/Carers

Parents understand and value the role they have in student learning through participating in community learning sessions.

Processes

Best Practice: Schedule professional learning for staff on targeted curriculum and syllabus content and identified professional development areas.

Best Practice: Further develop staff understanding of Quality Teaching Framework through participating in Collegial Observation Rounds.

Best Practice: Employment of Instructional Leaders (Early Action for Success) to provide professional development and coaching to K–3 staff in the implementation of quality literacy and numeracy programs including L3 Kindergarten, L3 Stage 1, TEN and TOWN.

Accountability: A comprehensive program of induction delivered to all new teachers to the school including professional learning in relevant programs and supporting accreditation at proficient and beyond.

Accountability: Review Program Supervision schedule to allow school leaders to provide feedback on planning and programming practices to staff including induction of beginning teachers based on Great Teaching Inspired Learning.

Evaluation Plan

Regular reporting against milestones by the leadership team, staff and parent focus group sessions and survey, evaluation of school achievement against School Excellent Framework teaching elements.

Practices and Products

Practices

Teachers are engaged in quality needs based professional learning focussed on using evidence– based practice to enhance consistent quality teaching.

All teaching staff evaluate lesson quality through coaching methods based on Quality Teaching Framework (Collegial Observation Rounds).

Rigorous explicit and systematic literacy and numeracy programs in all classrooms that consistently address best practice.

All teachers are engaged with the Australian professional standards for teaching through achieving accreditation at proficient level by 2018.

Products

All staff participate in the planning of the schools and their own professional learning based on identified need.

100% of teaching and learning programs demonstrate high expectations, explicit teaching and effective feedback.

100% of K–6 staff indicate an increase of knowledge and confidence when tracking students on the continuum for Literacy and Numeracy.

Strategic Direction 2: Quality Learning

Purpose

Students, teachers and parents will be learning partners and develop the capacity to effectively collaborate and communicate ideas leading to the achievement of highest individual standards. Students will leave Wyoming Public School equipped to embrace and deal with the opportunities and challenges they face.

Improvement Measures

Increase of all students in top 2 NAPLAN bands for reading and numeracy –

Year 3 reading above 44%

Year 5 reading above 28%

Year 3 numeracy above 8%

Year 5 numeracy above 16%

60% or more of students in Years 5 and 7 to equal or exceed expected growth in NAPLAN Reading and Numeracy with the average scaled score growth exceeding that of state.

People

Staff

Teachers are able to use innovative practices to engage and challenge students at their individual level.

Teachers understand that assessment for learning, assessment as learning and assessment of learning is used to determine teaching directions, student performance levels and teaching effectiveness.

Teachers recognise the importance of regularly reviewing learning with each student, ensuring they have a clear understanding of how to improve their learning.

Students

Students develop, incorporate and embed independent thinking and communication skills in collaborative team work activities.

Students will understand where they are up to with their learning and play an active part in goal setting for future achievements.

Parents/Carers

Parents support student learning through being active participants in goal setting and review meetings.

Aboriginal families support student learning through being part of authentic planning of Personal Learning Pathways.

Processes

Learning Support: Instructional leader to support teachers to refine consistent teacher judgement practice of continuum clusters.

Learning Support: A three tiered model of intervention utilised K–3 to determine students requiring additional support and appropriate interventions formulated to address need.

Learning Support: Individual Learning Plans established in consultation with students, teachers and parents for all students identified by the school Learning Support Team and monitored using National Consistent Collection of Data (NCCD).

Building Learning Partnerships: Student progress in Literacy and Numeracy mapped using PLAN with feedback being provided to students and parents twice per year.

Building Learning Partnerships: All Aboriginal students and families consulted in the writing of Personalised Learning Pathways with ongoing mentoring provided by Aboriginal Education Worker to support demonstrated growth for all students

Evaluation Plan

Staff, parent and student focus group sessions and survey. Regular monitoring of student continuum movement and achievement data to analyse student learning.

Practices and Products

Practices

Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons.

Explicit targets for improvement in student achievement levels have been collaboratively set by staff, students and parents.

All teachers using relevant continuums during parent interviews and conversations.

Products

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Strategic Direction 3: Quality Partnerships

Purpose

To promote a sense of connectedness between staff, students, parents and community in order to achieve our vision for each student.

Improvement Measures

At least 75% parent attendance at PLAN teacher meetings in Term 1 and 3.

People

Staff

Staff recognise that building and articulating shared goals with parents and students supports individuals to meet their learning, engagement and well-being needs.

Teachers understand the importance of maintaining a collaborative learning community within the Valley Schools to enhance student learning and collegial support.

Staff value the importance of a proactive learning alliances with partner Pre-Schools and High Schools.

Parents/Carers

Parents know that they can contribute to school activities and remain connected to the school through joining the P&C, using the school website, app, communication sign and newsletter.

Aboriginal families acknowledge the importance of the Coinda Local AECG in building community.

Students

Students understand their responsibilities for future school directions through involvement in the Student Parliament.

Community Partners

Community partners recognise that strong relationships within and beyond our school enrich school programs.

Processes

Building Community Spirit: Establish opportunities for all students, parents and community partners to actively engage and participate in a wide variety of activities that promote learning, engagement and wellbeing.

Building Community Spirit: Collaborate closely with the community, local networks and agencies to create partnership opportunities.

Building Community Spirit: Building strong, authentic relationships with Coinda AECG through staff and parent representation at meetings.

Educational Links: Sharing staff expertise across the Valley Schools to support capacity building of staff.

Educational Links: Establishing clearly articulated guidelines, pathways and programs for students transitioning into or out of preschool and primary education.

Evaluation Plan

Staff, parent and student focus groups and surveys. Community Partnerships Matrix.

Practices and Products

Practices

A positive culture of connectedness is promoted across the school among students, staff, parents and community.

Regular professional learning, network meetings and creative/cultural events across Valley Schools Learning Communities.

Quality transition programs operating and embedding strong partnerships between partner Pre-Schools and High Schools.

Products

A planned program of events accommodates the needs and interests of equity groups within the school.

Increased parent capacity to support children at home through a clearer understanding of curriculum.

A supportive school community evidenced by increased numbers of parents attending P&C and school-family events.

Aboriginal families actively engaged in school activities.

Enhanced student voice, leadership and consultation through student Parliament.

Strategic Direction 3: Quality Partnerships

Improvement Measures

People

Processes

Practices and Products