

School plan 2018-2020

Waratah Public School 3377



School background 2018–2020

School vision statement

Waratah Public School creates a sense of belonging and respect for all. We support and encourage the intellectual, physical, social and emotional development and wellbeing of all our students. We empower students to be confident, creative and critical thinkers. We set high expectations, strive for excellence and build positive growth mindsets for all.

School context

Waratah Public School is a larger inner city Newcastle school serving the Waratah/ Mayfield community. It has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

Apart from hard working main stream classes, there is an integrated preschool that caters for 80 children five days per fortnight. There is an Early Intervention support class that caters for preschool students with disabilities in the region. There is also two regional multi–categorical classes that cater for K–6 students requiring extra support . We are proud of and celebrate the diversity of cultures within our community with 20 per cent of students having an Aboriginal background and 14 per cent with English as an additional language or dialect.

We provide all our students with quality learning experiences delivered by committed and passionate teachers and work closely with our very dedicated school community. To support our students' learning and to enable our students to be the best that they can be, we offer an extensive range of other services and programs. There are 2 specialist Learning and Support Teachers, an EAL/D teacher, School Librarian, a School Counsellor and 16 learning and support officers. This helps give our students optimum opportunity to become successful, engaged and happy citizens.

School planning process

Our School Planning processes involved a shared vision aligned with DEC strategic directions. It was a tiered approach incorporating analysis of internal and external school data, surveys, focus discussion groups and a variety of evaluation tools.

This planning process involved a specific school planning team as well as the staff, students and school community members.. The School community were involved in the collaboration, shown the DoE Strategic Plan and NSW Strategic Directions 2018– 2020 and were involved in a variety of consultation processes.

These processes included Surveys, GAP analysis, 5 Why's, interviews, discussion groups, NAPLAN, internal and external data, BEST Start, PLAN and attendance and behaviour data.

This information was then interpreted and used to create the focus areas for the school and to build the 3 strategic directions. Using the information gave the planning team the ability to create purpose and meaningful directions for the school.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Teaching

Purpose:

Deepen efficient, effective and engaging visible teaching practices to support student learning.



**STRATEGIC
DIRECTION 2**
Excellence in Learning

Purpose:

To plan and create quality learning environments and explicit programs, underpinned by high expectations and differentiated through tiered learning interventions, to maximise engagement in learning and ensure students are supported to reach their full potential.



**STRATEGIC
DIRECTION 3**
Excellence in Leading

Purpose:

Through effective communication and authentic community involvement students, staff and families will benefit from increased quality opportunities and positive connections . Setting high expectations and implementing healthy and continual collaboration will promote high standards and a clear direction forward within the school community.

Strategic Direction 1: Excellence in Teaching

Purpose

Deepen efficient, effective and engaging visible teaching practices to support student learning.

Improvement Measures

All teachers implement quality teaching strategies through efficient, engaging and critical reflection of classroom practice *with evidence of 100% established teaching team driving quality teaching practice.*

Stage and school based programming and planning incorporates all stages of the teaching and learning cycle and is informed by student assessment and data; including clear processes that target learning intervention practice.

Student growth is equivalent to or greater than 1 year for GPV (*writing>Grammar & Punctuation*), Reading (*reading fluency & Understanding Text*), Number Sense and Algebra (*Quantifying numbers and Additive & Multiplicative strategies*).

People

Staff

Teachers will evaluate practices, engage in professional development and establish efficient processes that maximise student achievement.

Students

Students will be empowered through explicit, engaging and visible learning that encourages self-regulation, improvement and enjoyment for acquiring knowledge.

Parents/Carers

Parents will be invested in their child's learning and the learning community at WPS through strong relationships with classroom teachers. They will be active partners in understanding what their child is learning and aiming to learn in the future.

Leaders

Leaders provide opportunities for instructional leadership and opportunities for professional development that promotes evidence-based practice.

Community Partners

Work collectively across the Callaghan Education Pathways to implement high quality teaching practice

Processes

Engaging Pedagogy (Practices):

Explicit and evidence-based teaching that fosters a quality classroom environment. Aiming to systematically reflect on students' learning to inform teaching practice and improve student outcomes.

Effective and Efficient Planning

(Procedures): High performing teaching staff who participate in capacity building collaboration and professional development. Aiming to produce systematic teaching and learning programs that encourage quality learning experiences.

Evaluation Plan

P1. Targeted areas of learning need

P1. Targeted Professional Learning

P1. Professional Development Plans

P2. Collaborative and efficient Programming for Learning

P2. Engaging and explicit lessons are evident

P2. Analysis of regular data collection

Practices and Products

Practices

Teachers have clear procedures for recording and providing feedback to students.

All teachers routinely revise and collaborate in producing programming that addresses students' learning needs.

All teachers participate in professional development that is underpinned by evidence-based research and collaborate to improve teaching practice.

Products

All teachers implement timely assessment and record student progress using the learning progressions.

All teachers produce efficient and innovative programming that targets the needs of their students.

All teachers provide high quality teaching practice that targets the needs of their students.

WPS maintain or improve on the evaluation of Teaching Domains set out in the School Excellence Framework.

Sustaining and Growing> Effective Classroom Practice, Data Skills and Use

Delivering> Professional Standards, Learning and Development

Strategic Direction 2: Excellence in Learning

Purpose

To plan and create quality learning environments and explicit programs, underpinned by high expectations and differentiated through tiered learning interventions, to maximise engagement in learning and ensure students are supported to reach their full potential.

Improvement Measures

At least 80% of students demonstrating expected growth in literacy and numeracy. (NAPLAN)

At least 80% of K–6 students demonstrating expected growth per semester across stage appropriate learning progressions relevant to expected timeframes.

At least 80% of students within equity groups demonstrate improved academic growth and are comparable to the performance of all students in the school.

People

Students

Students will develop their capacity to learn, and play an active role in their own learning, (Melbourne declaration.) through building on self–assessment skills such as goal setting, peer tutoring and self–reflection.

Staff

Staff working with children will record, analyse and report data, using data walls and explicit feedback, and participate in professional learning surrounding new learning progressions (being introduced Term 2, 2018).

Parents/Carers

Parent and carers will be aware of learning and wellbeing strategies being implemented in the classroom and will support their children to engage in learning.

Leaders

Leaders will provide professional learning to staff on effective, evidence based teaching practices to support student learning and wellbeing.

Processes

Data Collection – Streamline the practice of the regular collection, recording and analysis of data to support the implementation of tiered intervention support.

Professional Learning – Staff development will be provided to build understanding of systems in place to effectively support student wellbeing and intervention practices across the school.

Evaluation Plan

Teaching/Learning programs provide differentiated instruction for individual student learning needs, through the effective analysis of data and implementation of learning strategies and wellbeing plans.

Students demonstrating expected growth across DoE Literacy and Numeracy learning progressions.

Five weekly planning cycles will guide interventions to support particular student groups and individual students.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Parents will be engaged and understand the learning progress of their children and how to effectively support them to learn.

Products

100% of Teaching/Learning programs are data based and differentiated.

80% of students demonstrating expected growth across DoE Literacy and Numeracy learning progressions.

Five weekly planning cycles will guide interventions to support equity groups and individual students, providing feedback to the Targeted Learning Team, Learning Support Team and executive.

Strategic Direction 3: Excellence in Leading

Purpose

Through effective communication and authentic community involvement students, staff and families will benefit from increased quality opportunities and positive connections . Setting high expectations and implementing healthy and continual collaboration will promote high standards and a clear direction forward within the school community.

Improvement Measures

Student attendance. rates will be higher than state average.

Community involvement will increase by 20%

50% of Staff will actively and regularly collaborate within school network.

People

Students

Students will collaborate and participate in activities designed to improve student attendance, community involvement and form a better understanding of the school plan.

Staff

Staff will communicate effectively with students, staff, parents/ carers and community members to create shared ownership and accountability for student attendance, community involvement and planning processes.

Parents/Carers

Parents/ carers will have more quality and guided opportunities to participate and collaborate with staff. They will have direct input into planning and evaluation processes.

Processes

Communication Project

School focus and direction is based on the school plan, and is reflective of clear and succinct stage, executive, staff and parent meeting agendas.

Strengthen communication and collaboration opportunities between stage, school, and group of schools

Plan, monitor and share data– clear expectations for all staff.

Community Involvement Project

Increase authentic participation and collaboration for community members.

Promote and Train volunteers for targeted programs.

Target Attendance Project

Further develop, support and promote strategies to strengthen student attendance and valuing education.

Review and modify processes and systems to encourage increased attendance.

Evaluation Plan

Attendance will be monitored regularly and data collected and shared. This will be done through Attendance team, staff, LST and parent meetings. Regular data will be collected on community involvement and staff collaboration and evaluations completed and shared with school community.

Practices and Products

Practices

All leaders communicate with a clear direction and purpose to drive staff, school and community collaboration.

Parents/carers and community members will volunteer and participate in a wide variety of school based activities and programs.

Products

Community members will have meaningful collaboration, experiences and programs to be involved in to support school culture and future directions.

Staff will have greater access to professional learning and collaboration across the school and network of schools..