

# School plan 2018-2020

Wyrallah Road Public School 3856



# School background 2018–2020

## School vision statement

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

## School context

Wyrallah Road Public School, with an enrolment of 523 students (including 12% Aboriginal students), is located in Lismore. The school has a supportive and active Parents and Citizens' Association as well as a regularly meeting group of Aboriginal parents. The school has an active Student Representative Council and programs include Language, Learning and Literacy (L3 and L3S1), Positive Behaviour for Learning, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

## School planning process

Wyrallah Road Public School engages in a continuous cycle of planning, implementation, assessment and evaluation. This plan is the result of extensive consultation between the school staff, parent body, students and colleagues from surrounding community of schools.

In Term 3, 2017 parents and community members took part in a comprehensive survey and follow up discussions in meetings. Additional opportunities for feedback were provided through the front office, the newsletter and email. Several P&C meetings and Aboriginal Parent Team meetings were utilised to gather input and data. In Term 3, 2017 students from Year 4 to 6 were surveyed and the Student Representative Council held meetings to share desired directions for the school. Staff were involved in several planning meetings and staff development days where information was gathered on the future directions of the school, our priority areas, our processes and what our data (such as NAPLAN, PLAN, attendance and PBL) was saying in terms of where to next. The executive and staff researched what was making a difference to student performance and scrutinized the department's directions, reforms and blueprints. This information was assessed and evaluated in terms of the impact on the school's future directions. A shared framework and key processes were developed in consultation with all other Lismore town primary school principals to enhance the capacity and increase the opportunities of the collective resources of all Lismore schools and staff.

# School strategic directions 2018–2020

**STRATEGIC  
DIRECTION 1**  
Excellence in Learning

**Purpose:**

Students will be engaged in rich learning experiences, developing knowledge and skills with a strong sense of well-being.

**STRATEGIC  
DIRECTION 2**  
Excellence in Teaching

**Purpose:**

Ensure success for our students through the delivery of high quality teaching practices.

**STRATEGIC  
DIRECTION 3**  
Excellence in Leading

**Purpose:**

Lead teaching and learning through school and community collaboration and quality educational practices.

# Strategic Direction 1: Excellence in Learning

## Purpose

Students will be engaged in rich learning experiences, developing knowledge and skills with a strong sense of well-being.

## Improvement Measures

Increase the percentage of students with a positive sense of belonging from 75% in 2017 (baseline) to 81% in 2020 (state average).

More than halve the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from baseline 11% (2017) to less than 5% (2020).

Increase and maintain the effectiveness of Positive Behaviour for Learning as measured through the School Evaluation Tool from 77% (2017 baseline) to 90% in 2020.

## People

### Leaders

The PBL team use program philosophy and school-specific data to inform the ongoing development and adaptation of PBL structures and practices to lead the whole school community and ensure consistency in approach.

### Parents/Carers

Develop an understanding of values, philosophy and processes that underpin the school's approach to student well-being. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

### Students

Develop a stronger sense of belonging and community within the school by demonstrating an understanding of explicit values taught through programs such as PBL. Students have the opportunity to practice and be acknowledged for their positive contribution towards school culture.

## Processes

Recharge Positive behaviour for Learning (PBL), a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Implement a whole school approach to Aboriginal education, with a focus on Stronger Smarter and providing specific and targeted additional academic and cultural support for Aboriginal and Torres Strait Islander students.

## Evaluation Plan

Tell Them From me Surveys.

Targeted staff, student and parent surveys.

Analysis of attendance and welfare data.

PBL School Evaluation Tool data.

## Practices and Products

### Practices

Every teacher consistently teach the PBL expectations and input student behaviour data to inform development of school-wide practice.

School executive staff regularly monitor student attendance data, including whole and partial attendance (late arrivals), Aboriginal attendance. Processes are in place to proactively pre-empt concerns and address issues that arise.

### Products

100% of classroom teaching and learning programs demonstrate the delivery and evaluation of PBL lessons. All teachers are represented through regular monitoring of student behaviour data.

Attendance data is harvested fortnightly and discussed at all learning and support team meetings as well as staff communication and executive team meetings as needed. Processes are in place to engage students and families about the importance of school attendance. Processes are in place to deal with and support students and families where attendance is not meeting school expectations.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Ensure success for our students through the delivery of high quality teaching practices.

## Improvement Measures

Equal or better the Statistically Similar Group (SSG) in NAPLAN Writing scores for Year 3 and Year 5 by 2020

a. Baseline Year 3 (2017) –15 points

b. Baseline Year 5 (2017) –4.8 points

Increase the “value added” score K–3 Reading and Numeracy as measured through Scout from an average of 10.10 (2017 baseline) to 10.95 by 2020 (Average school score is 10).

Increase the “value added” score Yrs 3–5 Reading and Numeracy as measured through Scout from an average of 89.34 (2017 baseline) to 89.80 by 2020 (Average school score is 85).

Increase the “value added” score 5–7 Reading and Numeracy as measured through Scout from an average of 43.60 (2017 baseline) to 45.00 by 2020 (Average school score 45).

## People

### Staff

Use current research-based practices to guide their program development and teaching of literacy and numeracy. Teachers consistently and regularly collect and collaboratively reflect on student performance data, which directly influences teaching for every student.

### Leaders

Facilitate regular opportunities to reflect on data and teaching practice as a team and support the development of appropriate individualised learning.

### Students

Develop independent learning habits with a focus on self-monitoring progress towards achievement of literacy learning goals.

### Parents/Carers

Support the implementation of the school literacy program by reading with children in the home environment.

## Processes

Deliver Learning, Language and Literacy (L3) and Targeting Early Numeracy (TEN) to all K–2 classes.

## Evaluation Plan

Collect and monitor L3 data, PLAN data, NAPLAN data and TEN data.

Regular reporting against milestones by school leadership team.

School based monitoring against the School Excellence Framework.

Performance and Development Framework and staff Performance and Development Plans.

Teaching observations and program evaluation and feedback from supervisors.

Integrated curriculum planning.

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress and shows evidence of altering curriculum delivery as a result.

### Products

100% of teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

# Strategic Direction 3: Excellence in Leading

## Purpose

Lead teaching and learning through school and community collaboration and quality educational practices.

## Improvement Measures

Increase the student perception of teacher expectations for success from 8.2 (2017 baseline) to 8.7 (TTFM NSW Government Norm).

## People

### Staff

Work collaboratively to identify and address all syllabus requirements in an integrated teaching and learning program model. Teachers implement and review programs, making adaptations as needed. By working together, teachers cover syllabus requirements in a deeper and more engaging way while building a culture of sharing and high expectations among colleagues.

### Staff

Actively engage in collegial lesson observations and professional learning, self-reflecting, seeking and providing feedback to collectively improve teacher quality.

### Leaders

Provide opportunities for teaching staff to develop programs and build leadership capacity.

### Leaders

Model quality teaching practice and feedback. They provide structured opportunities for teachers to actively engage in meaningful dialogue and shared practice with colleagues.

### Students

Have a deeper understanding of syllabus content through a more targeted and engaging approach.

## Processes

Implement a whole school (stage-based) approach to integrated curriculum planning.

Build on staff efficacy through structured lesson observation and reciprocal feedback on practice.

## Evaluation Plan

Integrated curriculum planning process with ongoing professional dialogue, CTJ, evaluations of unit and teaching programs.

Performance and Development Framework—collegiate teaching observations and reflections.

Ongoing whole staff, stage team and individual professional learning.

## Practices and Products

### Practices

Teachers will be allocated time to collaboratively develop and review teaching and learning programs that are integrated across syllabus areas to engage and inspire student learning.

Teachers use feedback from colleagues to improve their teaching practice.

### Products

Integrated teaching units of work across the whole school that cover all syllabus requirements with a focus on engaging and inspiring student learning.

Enhanced teacher quality, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.