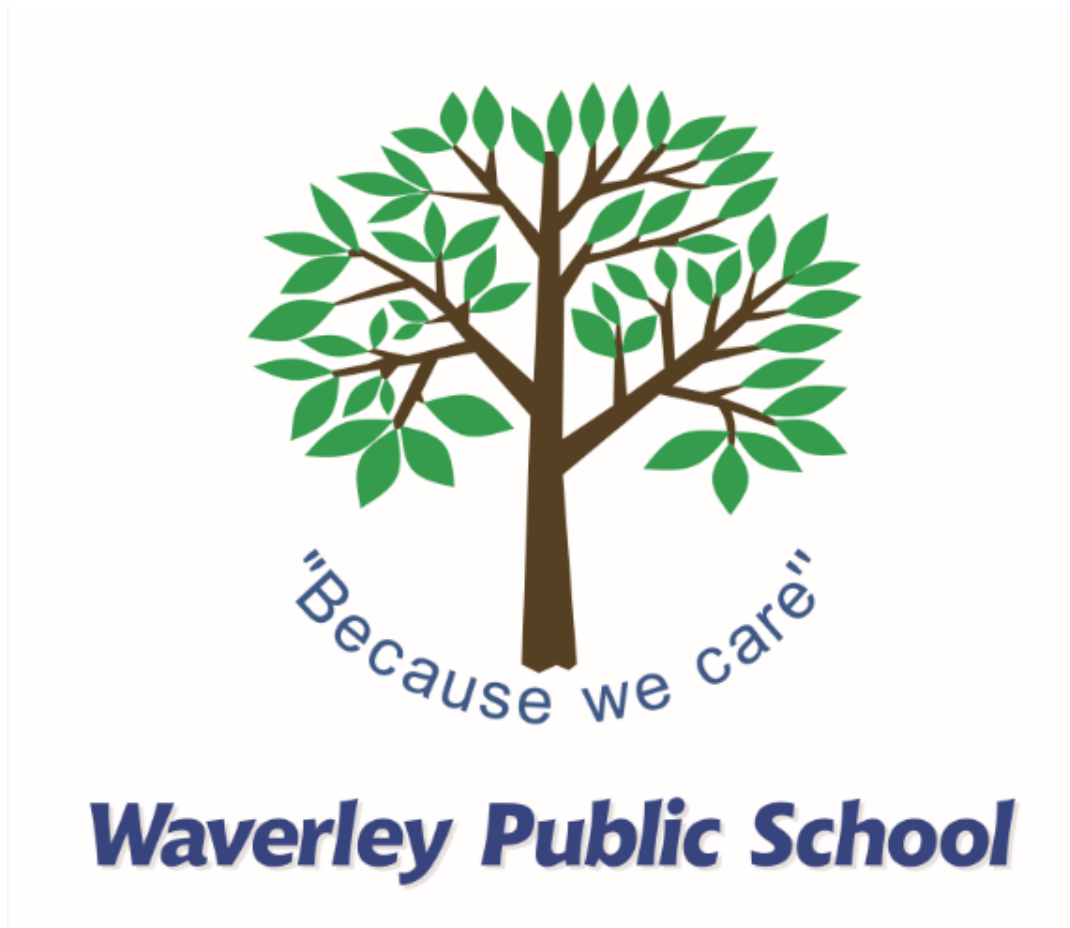


School plan 2018-2020

Waverley Public School 3953



School background 2018–2020

School vision statement

At Waverley Public School we strive to provide an inclusive environment that inspires and challenges all. Every child is known, valued and cared for and belongs to a strong, connected community. Through high expectations, quality teaching and a commitment to excellence, students are on a pathway to lifelong learning and continued success.

School context

Established in 1879 Waverley Public School is a thriving K–6 school located in the heart of Sydney’s Eastern Suburbs. Situated on Bronte Road, the school is only a short walk from the Bondi Junction precinct and Queens Park. We are fortunate to have a wonderful community of 302 students, with 45% coming from Language Backgrounds Other than English. We have over 36 nationalities represented in our school including Japanese, German, Russian, Portuguese, French & Spanish. The school is committed to ensuring every student has the best possible opportunity to achieve success. Our teachers are professional, enthusiastic and have a broad range of experiences and talents. They work collaboratively and are dedicated to maximising learning outcomes through quality teaching across all Key Learning Areas. There is a strong focus on the delivery of differentiated literacy and numeracy programs that meet students’ individual learning needs. An active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs. A focus is to develop the ‘*whole child*’ and the school provides a range of extracurricular programs including choir, dance, band, debating, performing & visual arts, public speaking, sports, Italian, film making and gardening pursuits. The school collaborates with the *Community of Schools in the Eastern Suburbs* in staff professional learning, leadership capacity building, networking and program development. The whole school community supports our core values of *Respect, Safety and Engagement* and students are respectful and supportive of each other. Our school has strong community connections, where staff, parents and the wider community work in partnership.

School planning process

As a community we have cooperatively and collaboratively developed a strategic three year plan that guides improvement and promotes excellence. The planning processes were clearly outlined to staff and the wider community. School Executive led staff in determining a school vision and three key strategic directions. The opinions and thoughts of the parents were gathered through surveys and via P&C consultation. To guide and inform decision making the following resources were used: *Tell Them From Me* survey data, NAPLAN data, the *School Excellence Framework*, community surveys and internal student performance measures. Draft versions were presented to all Waverley staff and P&C for review, feedback and modification.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 INSPIRED LEARNING

Purpose:

Provide an environment that nurtures and guides students to build positive and respectful relationships, inspiring them to become leaders of their own learning. The delivery of quality learning programs will enable all students to develop confidence and capabilities in Literacy and Numeracy.



STRATEGIC DIRECTION 2 INSPIRED TEACHING

Purpose:

Develop a quality teaching culture, underpinned by high expectations, differentiated curriculum delivery and reflective teaching practices. Future focused learning principles will prepare our students with skills and capabilities to thrive in a rapidly changing world.



STRATEGIC DIRECTION 3 INSPIRED LEADING

Purpose:

Ensure a school wide culture of high expectations, strategic planning and effective management practices that delivers school priorities and excellence. Leadership capacity is built across the school with a shared responsibility towards achieving continuous school improvement.

Strategic Direction 1: INSPIRED LEARNING

Purpose

Provide an environment that nurtures and guides students to build positive and respectful relationships, inspiring them to become leaders of their own learning. The delivery of quality learning programs will enable all students to develop confidence and capabilities in Literacy and Numeracy.

Improvement Measures

- Increase the proportion of students in the top 2 NAPLAN bands for reading and numeracy.
- Increase the proportion of students demonstrating expected growth in Literacy & Numeracy on internal performance measures.
- Increased proportion of students reporting a positive sense of belonging and increased motivation at school. (2017 TTFM Benchmark)

People

Students

Develop comprehensive skills and capabilities in literacy and numeracy. They will be connected to their learning, supported and empowered to succeed.

Staff

Build capacity to deliver explicit and differentiated teaching strategies in literacy and numeracy. Staff develop a consistent approach to wellbeing that is positive, supportive and built on trust.

Parents/Carers

Develop an understanding and knowledge of the whole school approach to wellbeing.

Build knowledge and understanding of their child's Literacy & Numeracy skills, where they are heading and how to support this.

Leaders

Develop their understanding and skills in the strategic planning for improvement in learning, analysis of data, development of quality professional learning and evaluation.

Processes

LITERACY:

Implement evidence based teaching programs that differentiate learning, map progress and are responsive to the literacy needs of all students.

NUMERACY:

Implement evidence based teaching programs that differentiate learning, map progress and are responsive to the numeracy needs of all students.

WELLBEING:

Establish a consistent, school wide approach that enables all students to actively connect to their learning, building positive and relationships.

Evaluation Plan

NAPLAN

PLAN

Literacy & Numeracy Progressions

Tell Them From Me Survey

Internal student performance data

Observations

School Excellence Framework

Practices and Products

Practices

Differentiated teaching and learning programs are evident, using evidence based learning progressions that map students' literacy development.

Differentiated teaching and learning programs are evident, using evidence based learning progressions that map students' numeracy development.

A consistent system and approach to student wellbeing is embedded school wide.

Products

Students receive explicit teaching in literacy and numeracy targeted towards their individual learning needs.

Students will demonstrate expected growth in Literacy and Numeracy.

A systematic and school wide approach to welfare which connects every student to their learning; builds positive and respectful relationships and encourages success.

Strategic Direction 2: INSPIRED TEACHING

Purpose

Develop a quality teaching culture, underpinned by high expectations, differentiated curriculum delivery and reflective teaching practices. Future focused learning principles will prepare our students with skills and capabilities to thrive in a rapidly changing world.

Improvement Measures

- Increased proportion of students reporting a positive learning climate with clear expectations for success and increased levels of engagement. (TTFM 2017 Benchmark)
- The school's value added data in SCOUT continually improves.
- Improved teacher survey data on Formative Assessment knowledge, skills and understanding and use.

People

Students

Develop a growth mindset and understand that feedback is a tool used to formulate relevant learning goals. They will learn to self-assess and reflect on their progress to guide future learning directions and achievement.

Through the effective integration of ICT technologies students learn to collaborate, connect, construct and apply knowledge while learning the skills and responsibilities of digital citizenship.

Staff

Embed effective evidence based teaching strategies through reflection and a deeper knowledge of the *Quality Teaching Framework*, *Professional Standards* and *Formative Assessment* Strategies.

Know and understand the needs and talents of their students. They are flexible and responsive, and select from a range of effective teaching strategies.

Parents/Carers

Learn about and understand the importance of goal setting and quality feedback in guiding student growth.

Leaders

Build a culture of high expectations and collaborative practices, supported by ongoing professional development and self-improvement.

Processes

QUALITY TEACHING / QUALITY LEARNING:

Plan and deliver ongoing professional learning on the *Quality Teaching Framework & Professional Standards* as tools to guide self-reflection, peer observations and PDP processes. This will include training and implementation of *Quality Teaching Rounds*.

FORMATIVE ASSESSMENT:

Ongoing professional learning and systematic embedding of Formative Assessment strategies across all learning environments including effective feedback, learning intentions & success criteria and goal setting.

TEACHING FOR THE FUTURE:

Implement future focused teaching and learning strategies across all curriculum areas and stages. Through the effective use of ICT students will learn about coding, robotics, STEM and the arts, developing skills in problem solving, innovation, critical and creative thinking.

Evaluation Plan

Student Survey Data – *Tell Them From Me*

NAPLAN

Internal Performance Measures

Performance & Development Plans

School Excellence Framework

Practices and Products

Practices

The *Quality Teaching Framework* and *Professional Standards* are used as key drivers for the improvement of teaching and learning.

Formative Assessment & feedback strategies are embedded across the school and evident in all learning environments.

Teachers collaborate across schools to understand, develop and apply a range of assessment and feedback strategies for, as and of learning.

Products

All staff participate in regular observations of classroom practice. 40% of staff are trained in Quality Teaching Rounds.

Students use reflection, success criteria and feedback to self-assess and self-direct learning goals with the explicit support of teachers.

Teaching programs are agile and responsive to student needs with Formative Assessment expertly practised.

Cross school teacher collective efficacy is built.

Strategic Direction 3: INSPIRED LEADING

Purpose

Ensure a school wide culture of high expectations, strategic planning and effective management practices that delivers school priorities and excellence. Leadership capacity is built across the school with a shared responsibility towards achieving continuous school improvement.

Improvement Measures

- All staff PDP's align with the School Plan and Strategic Directions, demonstrating and understanding of responsibilities in meeting all improvement measures.
- Increased proportion of teachers reporting that school leaders regularly observe teaching practice and provide useful feedback. (TTFM 2017 Benchmark)

People

Students

Develop the skills and understanding to become active, responsible and engaged learners.

Staff

Understand what they need to do to help address the school plan's strategic directions and actively work towards achieving the school's improvement measures.

Parents/Carers

Understand the school's vision, values and priorities. They are encouraged to engage and collaborate in evaluative practices that support school improvement, well-being and student achievement.

Leaders

Embed clear processes, with accompanying timelines and milestones that direct the effective implementation of the school plan. School leaders actively support change that leads to continuous school improvement through evidence-based, collaborative decision making and instructional leadership.

Processes

CONTINUOUS IMPROVEMENT

The leadership team embed systematic processes, with accompanying milestones and timelines that direct the effective implementation of the school plan, its priorities and reporting to the community through the Annual School Report.

SHARED LEADERSHIP FOR SCHOOL EXCELLENCE:

All members of staff have a shared responsibility to implement explicit and sustainable whole school systems for collaboration, classroom observations and the modelling of effective feedback. These practices will drive and sustain ongoing school wide improvement.

Evaluation Plan

Community Survey Data

Implementation and Progress Monitoring – SPaRO

Professional Development Plans

School Excellence Framework

Teacher Survey Data – *Tell Them From Me*

Practices and Products

Practices

The school systematically monitors a range of indicators that gauges the impact and implementation of the school plan. Ongoing data is regularly collected which will be used to measure impact and inform future planning and directions.

The principal and school leadership team model instructional leadership and support a culture of high expectations and continual improvement of practice.

Products

A systematic and strategic approach to the implementation and impact of the school plan. The annual report contains data that measures impact of the plan in terms of student learning progress.

To sustain a culture of school wide improvement, the leadership team maintains a focus on distributed instructional leadership.

With a focus on continuous improvement of effective, evidence based teaching practice, a professional learning community is established.