

School plan 2018-2020

Woollooware Public School 3957



School background 2018–2020

School vision statement

At Woollooware Public School, we value and respect the individuality of each student and deliver opportunities to grow and foster a passion for lifelong learning. We are committed to developing students who are skilled learners with high levels of literacy and numeracy achievement, who work creatively, collaboratively and confidently. Our quality teaching and learning programs will enable students to think critically and solve problems and be equipped to meet the demands of life in the 21st Century.

School context

Woollooware Public School has a student population of approximately 480. It is situated in the coastal area of Sydney's southern beaches. Established in 1951, it provides learning for life in a caring, safe and supportive environment.

The school has a strong emphasis on providing quality teaching and learning programs across the curriculum and a broad range of extra opportunities for all its students.

Our students are taught by outstanding teachers with high expectations and who are committed to academic excellence for all through personalised learning. A culture of continuous improvement is fostered and teachers engage in quality professional learning.

At Woollooware Public School, we are a learning community that is committed to the development of the whole student and value the contribution of parents in all aspects of school life.

The school is focussed on continuous improvement and achieving excellence. The staff at Woollooware Public School are highly experienced professionals who participate in on-going learning in their endeavour to meet the individualised needs of all students in their care.

School planning process

The preparation of this school plan was the result of wide consultation across all members of the school community. The process evaluated data regarding student achievement, looked towards the future by identifying the knowledge, skills and understandings which will be required by students and identified the hopes and aspirations of the community for the school and its students. To this end, surveys, interviews, focus groups, classroom activities and workshops were conducted to collect the data. This led to the articulation of the school vision statement, summarised by an overall purpose for Woollooware Public School and three strategic directions which form the basis of this plan.

Further to this, school structures will be established to support the implementation of the plan which will include members of the school community, teaching staff, executive and the School Administration Manager. This team will monitor the implementation of the plan and evaluate the ongoing achievement of milestones in achieving the strategic directions.

We will continue to build partnerships with our parents and community, aligning our efforts through strong communication to support students in achieving their potential.

The plan developed by staff, students and parents will be endorsed at the March meeting of the Parents and Citizens Association.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Positive Wellbeing

Purpose:

Our purpose is to support the whole child to thrive. We are focused on programs that cater for the cognitive, emotional, social, physical and spiritual wellbeing of our students so they connect to their learning, are supported and empowered to succeed and grow into confident, creative and resilient global citizens.



STRATEGIC DIRECTION 2 Quality Teaching & Learning

Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create an innovative and engaging learning environment underpinned by high expectations and current teaching practices to maximise learning through a differentiated curriculum that is flexible, visible, relevant and dynamic to ensure successful student learning.



STRATEGIC DIRECTION 3 Engaged Community

Purpose:

Our purpose is to strengthen community relationships so that all stakeholders collaborate to inform and support continuity of learning for all students. This will occur within a framework of high expectations and a culture of open and ongoing communication. It will enhance the shared responsibility we have for the development of the whole child.

Strategic Direction 1: Positive Wellbeing

Purpose

Our purpose is to support the whole child to thrive. We are focused on programs that cater for the cognitive, emotional, social, physical and spiritual wellbeing of our students so they connect to their learning, are supported and empowered to succeed and grow into confident, creative and resilient global citizens.

Improvement Measures

Improved levels of student wellbeing and engagement.

Decrease incidence of LST referrals for emotional wellbeing.

Consistent and improved use of language and expectations for PBL.

People

Students

Provide feedback to teachers and parents regarding their cognitive, emotional, social, physical and spiritual wellbeing.

Staff

Staff adopt a coordinated and collaborative approach to Wellbeing where the focus is on the whole child.

Leaders

Leaders plan and lead a sequential and strategic Wellbeing program.

Parents/Carers

Support the school to develop independent and resilient students.

Community Partners

PBL team engage positively with the community.

Processes

The Whole Child

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Positive Behaviour for Learning (PBL)

Implement a whole school behaviour program that addresses the diverse academic and social needs of every student to encourage success. It also will provide a framework for the school and its community to collectively support the wellbeing of every student.

Evaluation Plan

Student reflections

PBL data

SENTRAL data

LST referrals

Tell Them From Me survey results

Practices and Products

Practices

Well developed and evidence based approaches, programs and assessment processes, early identification, regular monitoring of individual learning needs.

Positive, respectful relationships are evident and widespread amongst students and staff. Student wellbeing is promoted to ensure optimum learning.

Mindfulness strategies to increase resilience and confidence.

The introduction of Positive Behaviour for Learning (PBL) as a whole school practice, has resulted in measurable improvements and increased student engagement.

Products

Decrease in negative school incidents within the school playground.

Positive and respectful relationships between students, staff, parents and the wider community.

Less referrals of anxiety to the LST and reduced numbers in the student focus groups.

Consistent expectations of positive behaviour amongst all staff and students.

Strategic Direction 2: Quality Teaching & Learning

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create an innovative and engaging learning environment underpinned by high expectations and current teaching practices to maximise learning through a differentiated curriculum that is flexible, visible, relevant and dynamic to ensure successful student learning.

Improvement Measures

Increased percentage of students in the top 2 bands of NAPLAN.

Increased added value in student growth in NAPLAN.

Increased individual children's learning outcomes through differentiated teaching and learning programs.

Teachers routinely and explicitly review previous content and refer to the learning progressions for future learning.

People

Students

Students will demonstrate an increase in motivation with a desire to meet individual learning goals through formative assessment procedures. They are successful learners due to having differentiated programs.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise impact on student learning.

Leaders

Establish and improve processes which improve the capacity of the school community to use data and engage in evidence based conversations about school improvement, particularly related to teaching practices.

Parents/Carers

Engage in Literacy and Numeracy information activities around assessment and teaching strategies.

Processes

Embedding Quality Practice

Students will 'grow the gains' and develop the skills and strategies to become active participants in their own learning.

Instructional Leadership

Teachers develop a deeper knowledge and understanding of quality teaching, learning and assessment K-6 through instructional leadership and quality professional learning.

Evaluation Plan

NAPLAN

PLAN

LEARNING PROGRESSIONS

RUBRICS/CHECKLISTS

STUDENT SURVEYS

Practices and Products

Practices

Continuous collaboration and action learning results in explicit teaching approach to literacy /numeracy which is research informed.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Products

Systems are embedded where the use of data collection and collaborative evaluation is used to inform decisions, interventions and initiatives in Literacy and Numeracy.

Strategic Direction 3: Engaged Community

Purpose

Our purpose is to strengthen community relationships so that all stakeholders collaborate to inform and support continuity of learning for all students. This will occur within a framework of high expectations and a culture of open and ongoing communication. It will enhance the shared responsibility we have for the development of the whole child.

Improvement Measures

Increased levels of community satisfaction and support in planning programs and co-learning opportunities.

Increased participation at P&C meetings.

People

Students

Children will share openly with their families about their learning journey and take an active role in their engagement in school based activities.

Staff

Staff value the input of community members and work in partnership with families, developing a relationship of trust which benefits everyone.

Leaders

Leaders engage with the projects and actively work with the community shoulder to shoulder to improve collaboration between student learning, the school and the community.

Parents/Carers

Parents and carers support the school in a respectful manner. They will engage positively and appropriately in a variety of settings.

Community Partners

The community actively involve themselves within the school.

Processes

Strengthening Community Relationships

Implement diverse programs which strengthens the connection between school and home to develop a shared understanding how students can succeed and thrive at every stage of their schooling.

Evaluation Plan

Evaluation of the Fathering Project

Feedback on Branding

Feedback on Curriculum programs

Feedback on P&C participation

Tell Them From Me survey results

Practices and Products

Practices

There is regular positive and open communication which enhances student learning.

There is a clearer shared understanding of the opportunities offered to learners that will enhance their learning within heightened expectations.

There will be a culture of shared responsibility created around the development of the whole student.

Products

A trusted and caring community that provides positive feedback and support.

Parent surveys indicate an increased engagement, and an understanding of school policies and practices.