

School plan 2018-2020

Wyoming Public School 4397



School background 2018–2020

School vision statement

Wyoming Public School works to provide a high-quality education that improves the lives of individuals and families in our community.

To do this we nurture our students to develop deep knowledge, critical understanding, and a positive attitude to themselves and others. Our goal is to create young people with the skills to live rewarding and productive lives within a complex and dynamic world.

Our approach will always value and develop respectful and purposeful relationships as we challenge ourselves to be life-long learners no matter what role in the school we play.

School context

Wyoming Public School was established in 1969 and is located 5km north of Gosford on the Central Coast of NSW. The school is on Darkinjung traditional land and serves a community that lies between North Gosford and Narara.

Our diverse school population of 360 students includes 15% with Aboriginal heritage and 12% with non-English speaking backgrounds. Our thirteen mainstream classes are organised into Stage groups with our 3 special education classes catering for students with mild-to moderate-intellectual disabilities or autism.

Wyoming Public School has a dedicated staff and an excellent reputation for enabling students to achieve their individual personal best through the implementation of programs that reflect quality teaching and learning. These include Language, Learning and Literacy (L3), Focus on Reading (FoR), Taking Off with Numeracy(TOWN) and Targeting Early Numeracy (TEN).

We are proud to be part of the Early Action for Success (Phase 2) program. The employment of a full time and part time Deputy Principal Instructional Leader has enabled a continued focus on high quality professional learning in literacy and numeracy and driven excellence in data analysis.

Wyoming Public School has well established links with partner high schools, local preschools and schools within The Valley Schools Learning Community (Local Management Group). In 2018 and beyond we look forward to maintaining strong ties with the Coinda Local Aboriginal Education Consultative Group (AECG).

The school receives School Based Allocation Resource (SBAR) funding for Aboriginal Education, socio-economic backgrounds, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers.

School planning process

In 2017 the school evaluated current programs and achievements through:

Focus groups with staff and parents

Tell them From Me suite of surveys for students, teachers and parents

Professional Learning evaluations

SCOUT data

Analysis of student achievement data

Using this as evidence, staff assessed current levels of operation against the Department of Education's School Excellence Framework and identified broad areas for improvement. Further planning and consultation with staff and community resulted in the formulation of key strategic directions of Quality Systems, Empowered Futures and Excellence in Teaching and Learning which were then aligned to determine planning priorities, our vision statement and the 2018–2020 school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Systems

Purpose:

To embed effective, concise and sustainable quality systems that maximise the efficiency of processes through establishing clear, reliable, defined roles and procedures

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Reporting

Teaching Domain – Data Skills and Use; Professional Standards; Learning and Development

Leading Domain – Educational Leadership; School Planning, Implementation and Reporting; Management Practices and Processes

STRATEGIC DIRECTION 2 Empowered Futures

Purpose:

To create a learning environment where strong partnerships inspire all families and teachers to have high expectations for student development supporting them to become confident, creative and resilient global citizens who are ready to transition to high school and beyond.

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting

Teaching Domain – Effective Classroom Practice; Data Skills and Use

Leading Domain – Educational Leadership; Management Practices and Processes

STRATEGIC DIRECTION 3 Excellence in Teaching and Learning

Purpose:

To create opportunities to develop and share exemplary classroom practice and embed the process of peer collaboration with a focus on future focused student progress

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting; Student Performance Measures

Teaching Domain – Effective Classroom Practice; Data Skills and Use; Learning and Development

Leading – Educational Leadership; School Resources

Strategic Direction 1: Quality Systems

Purpose

To embed effective, concise and sustainable quality systems that maximise the efficiency of processes through establishing clear, reliable, defined roles and procedures

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Reporting

Teaching Domain – Data Skills and Use; Professional Standards; Learning and Development

Leading Domain – Educational Leadership; School Planning, Implementation and Reporting; Management Practices and Processes

Improvement Measures

Increase teacher rating on the "School leaders leading improvement and change" domain of the *Tell Them From Me* survey to above 90% (agree or strongly agree) from 68% (2017)

Increase teacher response rate on the *People Matter* survey to above 80% from 47% (2017). Combined Teacher ranking of "strongly agree" and "agree" within the domain of communication to be above 80 from 53 (2017)

People

Leaders

Leaders have the skills to differentiate supervision and support to provide mentoring and professional development relevant to the knowledge, experiences and aspirations of every staff member

Staff

Staff understand and are committed to the schools strategic directions through the embedding of appropriate school structures

Students

Students have the confidence to contribute positive connections between home and school

Parents/Carers

Parent/carers understand and value the role they have in student learning through regular contact with the school

Community Partners

Community partners recognise the positive impact they have on student success when they actively support and connect with the school

Processes

Support Systems

Review and implement school wide systems of support including induction, supervision, accreditation and wellbeing

Professional Practice

Deliver professional learning that is relevant, evidence based and offers feedback to build capabilities as learners, teachers and leaders

Teacher Connection

Create systems and build a culture which fosters distributive leadership

Evaluation Plan

School policies and system compliance

Guskey Evaluations

Tell Them From Me surveys

People Matter survey

Practices and Products

Practices

Every staff member will engage with processes of support available to them at all carer stages

Staff design and lead school projects within strategic direction teams aligned to school plan

Products

Productive administration systems effectively support school operations and the development of staff

Strategic Direction 2: Empowered Futures

Purpose

To create a learning environment where strong partnerships inspire all families and teachers to have high expectations for student development supporting them to become confident, creative and resilient global citizens who are ready to transition to high school and beyond.

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting

Teaching Domain – Effective Classroom Practice; Data Skills and Use

Leading Domain – Educational Leadership; Management Practices and Processes

Improvement Measures

Increase family rating in the “Parents Are Informed” domain of the *Tell Them From Me* survey to at least 9.0 from 7.7 (2017)

Increase student rating in the “Effective learning time” driver of student outcomes within the *Tell Them From Me* survey to at least 9.0 from 8.6 (2017)

Increase student rating in the “Rigour” driver of student outcomes within the *Tell Them From Me* survey to at least 9.0 from 8.7 (2017)

People

Leaders

Leaders understand the positive impact family and community connections have on student learning and have the skills and capacity to build strong consultative practices

Staff

Staff value the importance and benefits of increased family and community engagement and have the confidence, skills and knowledge to clearly communicate feedback to parents and carers

Students

Students recognise themselves as quality learners in the classroom and use feedback to set future success goals

Parents/Carers

Parent/carers value engagement in conversations around schools learning areas and student learning priorities through a variety of forums

Community Partners

Community partners understand the contribution they make to student learning through the sharing of skills and expertise

Processes

Student Pathways

Scaffold students to build their ability to set goals and reflect on their learning

Connecting with Families

Strengthen engagement with families in a positive and responsive environment around educational programs

Evaluation Plan

Scout data analysis

Tell Them From Me survey

School Excellence Framework evaluation

Frequency of and attendance rates at community/school engagement opportunities

Practices and Products

Practices

School and families have multiple opportunities to engage in ongoing discussions around student achievement

Ongoing opportunities exist for collaborative partnerships around how to best support Aboriginal students and their families with Cooina local AECG

Opportunities provided to students to engage in decisions related to their pathway to academic achievement

Products

Communication channels are positive, varied and flexible to ensure the maximum opportunity for school and family input

Sustained high levels of family satisfaction with school learning culture and engagement with student learning are evident

All students articulate their learning goals

Strategic Direction 3: Excellence in Teaching and Learning

Purpose

To create opportunities to develop and share exemplary classroom practice and embed the process of peer collaboration with a focus on future focused student progress

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting; Student Performance Measures

Teaching Domain – Effective Classroom Practice; Data Skills and Use; Learning and Development

Leading – Educational Leadership; School Resources

Improvement Measures

Increase teacher rated domains of “Learning Culture”; Collaboration” and “Data informs Practice” of the *Tell Them From Me* survey to higher than NSW Government norms (baseline 2017: 8.0; 7.8; 7.8) and at least 9.0 from 8.2; 8.1; 8.2 (2017)

In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Reading (Year 3 30% to 40%; Year 5 15% to 30%; Year 7 19% to 25%) by 2020 (baseline 2017 NAPLAN)

In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Numeracy (Year 3 19% to 30%; Year 5 10% to 25%; Year 7 30% to 35%) by 2020 (baseline 2017 NAPLAN)

People

Leaders

Leaders enable strategically planned professional learning that builds teacher skill to use evidence based teaching to improve student learning outcomes

Staff

Staff recognise the importance of collaborative analysis of data to inform planning, programming, interventions, teaching and assessing cycles

Students

Students have the capacity to use higher order thinking, collaborative problem solving and future focussed skills in order to achieve their full potential

Parents/Carers

Parents/caregivers recognise current educational and future focussed practices in order to enhance connections with student learning

Community Partners

Community partners acknowledge the value of working with the school, sharing their expertise and skills, in order to deliver benefit to students and the wider community

Processes

Professional Practice

Share and promote high quality teaching practices and collegial critical reflections

Collaboration

Strengthen the use of a range of assessment practices to monitor student learning, identify areas of need and inform targeted teaching

Evaluation Plan

Observation rounds

Tell Them From Me survey

Scout data analysis

School Excellence Framework evaluation

Practices and Products

Practices

Staff are actively involved in quality professional learning and peer observation to build capacity and expertise across the school community

Staff regularly and collaboratively analyse and reflect on data to provide individual adjustments and targeted learning experiences

Students apply future focussed skills to enhance demonstration of learning achievement

Products

Professional learning focuses on continual improvement in teaching capacity of every teacher to implement high quality teaching and learning practices

Rich tasks are incorporated in all programs with clear learning intentions, open ended questioning, higher order thinking skills and multi modal representation opportunities

Data shows increased percentages of students above expected levels of achievement