

School plan 2018-2020

Warilla North Public School 4333



School background 2018–2020

School vision statement

Warilla North Public School

Small School: Big Future

Warilla North Public School engages in quality learning to empower confident, creative individuals, able to contribute positively to a constantly changing society.

School context

Warilla North Public School is situated near the southern edge of Lake Illawarra. It is a small school with 159 students that is strongly committed to improving the life opportunities of its students so that each child can achieve his or her potential. The curriculum presented gives emphasis to literacy, numeracy and student welfare in addition to sporting, artistic and strong values based learning experiences. The school motto 'Respect and Honour' is emphasised in the development of positive relationships to create a safe and happy learning environment.

32% of our student population are from indigenous backgrounds. A focus is maintained to ensure that Aboriginal culture and history are taught and celebrated appropriately, and that positive relationships exist and will continue to develop with the Aboriginal community.

The school is an Early Action for Success partner. We receive additional funding to enable us to better meet the learning needs of all students. An Instructional Leader and interventionist teacher have been appointed to support personalised teaching and learning programs. The committed staff regularly engages in ongoing research based professional learning and coaching with the instructional leader to continually reflect on and improve teaching practice.

We work in close cooperation with various agencies that enhance opportunities for our students and their families. These include Communities for Children – Shellharbour, Smith Family, Red Cross and Baptist Care. The school is a proud member of our local community of schools – 'The Lake Learning Community'. Positive Behaviour for Learning is implemented and has resulted in the school community having a shared understanding of the values that underpin the program of

- **Be respectful**
- **Be responsible**
- **Be safe.**

School planning process

Our school plan has been developed in consultation with students, staff and the wider Warilla North Public School community, all of whom have proactively engaged in the process to assist in setting the strategic directions of our school. A review of the 2015–2017 school plan was conducted in Terms 3 and 4 with a series of opportunities for stakeholders: parents, staff and students, to contribute to an evaluation of our achievements to identify areas for further improvement.

- A sharing and analysis of NAPLAN and school based data
- A series of meetings by curriculum teams identifying where are we now and where to next in the context of implementing an integrated curriculum
- A series of team workshops with all staff including the external validation team sharing their findings
- Electronic surveys for parents and the community
- Students assisting parents to access and complete surveys using iPads.
- Focus group meetings with parent groups
- Individualised meetings with members of our school's Aboriginal community.
- Strategic Direction leaders meeting with teams to ensure milestones match the school vision.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Wellbeing, Curriculum and
Assessment

Purpose:

To provide a strategic and planned approach to student learning using whole school wellbeing processes that enable students to excel in their learning. Curriculum planning and delivery to be implemented through high quality teaching that supports student learning outcomes. School wide assessment practices will support teachers to monitor, plan and report on student progress.

STRATEGIC DIRECTION 2

Teaching and Professional
Development

Purpose:

To ensure that staff are engaging in purposeful professional learning that is collaborative and assists students in accessing curriculum whilst improving teacher pedagogy and addressing the Professional Teaching Standards.

STRATEGIC DIRECTION 3

Administration, Leadership and
Community

Purpose:

To enhance community involvement by being proactive and innovative in the way in which the school communicates with the community and to evaluate current administrative processes to ensure best allocation of resources for Warilla North Public School.

Strategic Direction 1: Wellbeing, Curriculum and Assessment

Purpose	People	Processes	Practices and Products
<p>To provide a strategic and planned approach to student learning using whole school wellbeing processes that enable students to excel in their learning. Curriculum planning and delivery to be implemented through high quality teaching that supports student learning outcomes. School wide assessment practices will support teachers to monitor, plan and report on student progress.</p>	<p>Students</p> <p>Demonstrate consistent behaviour as per school expectations so they can connect, succeed and thrive within the school environment.</p> <p>Staff</p> <p>Engaging in teaching practices that promote student growth and achievement by supporting whole school behaviour, literacy and numeracy strategies.</p> <p>Leaders</p> <p>Develop and promote strong systems and support to ensure all stakeholders are implementing consistent approaches to school behaviour, literacy and numeracy strategies.</p> <p>Parents/Carers</p> <p>Develop an understanding and value of school wide practices and procedures that support wellbeing and curriculum.</p>	<p>Wellbeing: Develop a strategic and planned whole school approach to student wellbeing that supports students to reach their full potential.</p> <p>Curriculum: Promote school wide consistency in literacy and numeracy programs based on feedback of quality teaching practices, consistent and reliable student assessment and tracking of student progress and achievement.</p> <p>Assessment: Provide opportunities for staff to engage in data conversations and use learning progressions to monitor student performances. Pre and post assessments will inform the teaching of and for learning to maximise student achievement.</p> <p>Evaluation Plan</p> <p>Evaluation of our successes will be monitored through the use of:</p> <ul style="list-style-type: none"> • Parent Cafe • Tell them from me • Data conversations • Minutes of meetings (data, stage, staff) • Teaching and learning programs • Assessment records. • PLAN 2 and NAPLAN data 	<p>Practices</p> <p>Whole school consistent approach to behaviour management with clear instruction and high expectations.</p> <p>Use of stage and data meetings to facilitate professional dialogue about literacy and numeracy expectations and monitoring of student progression.</p> <p>Staff using data to inform teaching and learning by tracking student progress on the learning progressions.</p> <p>Students are developing skills to become independent learners through teacher scaffolding in future focussed classroom environments</p> <p>Products</p> <p>All staff to be using the same language and expectations to improve behaviour outcomes.</p> <p>Literacy and numeracy scope and sequences that align assessment practices and progressions.</p> <p>Differentiated teaching and learning programs that reflect student progress along literacy and numeracy progressions.</p> <p>Students who can demonstrate independent learning by articulating their own learning progression.</p>
Improvement Measures			
<p>A significant improvement of students to be demonstrating expected growth per semester across Department of Education Literacy and Numeracy progressions relevant to expected timeframes.</p>			
<p>Increase in student engagement visible through student attendance data, decrease in class incidents and suspension rates to be confirmed by Sentral data.</p>			
<p>Improved knowledge of using learning progressions to assess and monitor student achievement.</p>			

Strategic Direction 2: Teaching and Professional Development

Purpose	People	Processes	Practices and Products
To ensure that staff are engaging in purposeful professional learning that is collaborative and assists students in accessing curriculum whilst improving teacher pedagogy and addressing the Professional Teaching Standards.	Students Students engage with teachers to routinely review individual learning goals and demonstrate commitment to learning progress and achievement.	<ul style="list-style-type: none"> • Collaborative Practices: Explicit systems for collaboration and feedback to sustain quality teaching practice. • Professional Learning: Build pedagogical and curriculum knowledge by using expertise within the school for professional development that will focus on the needs of our teachers and students. 	Practices A collaborative approach to professional learning that is school based and responsive to student needs. Ensure explicit systems will be put in place to facilitate professional dialogue, collaboration, classroom observations, modelled lessons and feedback between teachers to drive school-wide improvement in teaching practice and pedagogies. Support existing and beginning staff in the maintenance of their accreditation by supporting teachers throughout the Teacher Accreditation process.
Improvement Measures	Staff Staff engage in professional discussions and collaborate to improve teaching and learning in their classrooms.	Accreditation: Professional Development Plan reviews and support structures to assist staff throughout the accreditation process to be implemented.	
Sustained explicit systems for teacher collaboration, classroom observation and feedback that links directly to classroom practice and student learning outcomes.	Leaders Leaders identify and implement professional learning by developing explicit systems to facilitate collaboration and feedback to sustain quality teaching and learning practices across the school.	Evaluation Plan Evaluation of our successes will be monitored through: <ul style="list-style-type: none"> • Surveys & Professional Development Plans used to monitor professional learning. • Evaluation of teaching programs. • Teacher feedback in evaluation of mentoring programs. • Attendance records • Consistent approaches to teaching and learning across stages. • Parent and community feedback 	Products School level timetabling for teams to work together on quality teaching practice. Collaborative programs that reflect short cycle planning to meet individual student learning needs. Professional Development Plans will be aligned with the Professional Teaching Standards to assist all staff in maintaining accreditation. Ongoing professional learning that is school based and embeds current research based pedagogy.
100% of teachers and school leaders engage in professional learning, linking to identified student learning needs.	Community Partners Communicating success and collaboratively sharing through the community of schools network to further develop teacher capacity which will support learning and development for our students.		

Strategic Direction 3: Administration, Leadership and Community

Purpose	People	Processes	Practices and Products
To enhance community involvement by being proactive and innovative in the way in which the school communicates with the community and to evaluate current administrative processes to ensure best allocation of resources for Warilla North Public School.	Students Students are connected with their school and community, are able to build positive relationships and actively contribute to improve their school and community.	Administrative Systems and Processes: The finance team which will include the Principal, School administrative manager and strategic direction leaders will ensure administrative practices and systems are in place based on cost effectiveness, evidence and in response to local context and need.	Practices The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.
Improvement Measures	Staff Staff are connected with their school the local community by building positive relationships and actively contributing to improve the school learning culture.	Leadership: Professional learning in the school targets developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.	The leadership team identifies and develops distributive instructional leadership linking to evidence based teaching and ongoing improvement.
Efficient use of budget allocation to meet strategic direction goals. All financial allocation is used within targeted period.	Leaders The school leadership team makes deliberate and strategic use its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community.	Community: Through flexible and creative timetabling, expert community members and outside agencies where needed, information will be delivered and support given to encourage parental engagement within the school.	Hard and soft data will be used to analyse responses to school community satisfaction measures.
Professional Development Plans reflect growth in the number of staff working towards highly accomplished or lead elements across the Australian Professional Standards for Teachers.	Parents/Carers Build confidence and provide opportunities to be active participants in the school.	Evaluation Plan Evaluation of our successes will be monitored through the use of:	Products Efficient administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community.
Increased number of community members engaged in school activities. Increased number of community members who respond the the Tell Them From Me Survey. Data to be measured between 2016 and 2020.	Community Partners Supports the school and leadership team to build a responsive collaborative relationship with the community.	<ul style="list-style-type: none"> • Parent Cafe • Tell Them From Me • Parent and Community feedback • Cyclical Budget Review • Surveys and Professional Development Plans 	School leaders maintain a focus on evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.
			The school is recognised as responsive by its community in providing best practice and effectively catering for the students in our school.