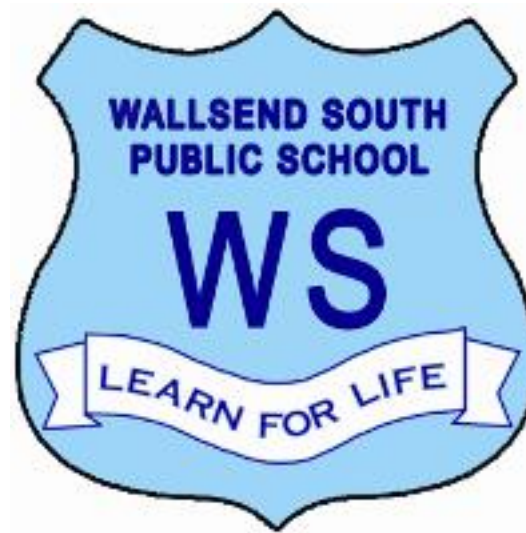


School plan 2018-2020

Wallsend South Public School 3851



School background 2018–2020

School vision statement

At Wallsend South Public School our vision is to create opportunities through a creative and connected community, which is underpinned by quality teaching and learning, within a values rich environment.

School context

School Context

At Wallsend South Public, our school continues to promote equity and excellence as a core educational goal and as a critical foundation to quality public schooling. In modern society, schools such as Wallsend South play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual wellbeing of all students. As a learning community, we share this responsibility with students, parents/carers, families and other educational providers.

Our school is a large Newcastle metropolitan school comprising of 533 students. The Family Occupation and Education Index (FOEI) of school socio-economic status is 49.

Of our students;

- 6.6% identify as being Aboriginal (35 students).
- 7.1% of our students come from a family background other than English speaking (38 students).

Our teaching staff are classified as proficient against the NSW Australian Professional Standards for Teachers. In 2018, 80% of teachers held an undergraduate degree or diploma with 20% a postgraduate degree. All teaching staff meet the professional requirements for teaching in NSW public schools.

Our parent body is actively involved in fundraising and classroom assistance with technology being a key focus. A cohesive values framework is embedded within our school which is supported by all stakeholders. Our Student Representative Council (SRC), along with our School Council, and P & C provides feedback and voice as part of our learning community ethos.

Academically the school generally achieves above state average in all areas of NAPLAN. In the areas of creative and performing arts; sport; technology and other disciplines, our students consistently perform at a high level.

School planning process

In November 2017, our school undertook External Validation which has driven the development of this plan through an evidenced based, consultative process aligned to the Schools Excellence Framework. Consultation took place through School Council, P&C, staff meetings, surveys of all stakeholders, Tallong newsletters and various other meetings with stakeholder groups such as AECG. This enabled us to gather the thoughts of our students, teachers, parents / carers. Key educational research and Department of Education (DoE) reforms and policies were also used to frame our thinking and form our strategic directions within the context of our school and community. As a result we determined the following:

1. Reinvigorate Wallsend South Public School *Values Program* in alignment with future focused learning.
2. Continue engagement of the school community in the delivery of our School Plan.
3. Analysis and use of data to better inform teaching and learning.
4. Increase focus on feedback for students and staff.
5. Further development of strong collaborative and collegial practices to promote and generate learning and innovation.
6. Create an organisational structure which enables and supports staff in meeting their professional accreditation requirements.
7. Creating opportunities for leadership development including succession planning to drive whole school improvement.

In April 2018, our School Plan for 2018 –2020 was finalised and approved. A copy of this plan is hosted on our school website. This School Plan reflects the above determinations.

Further, key DoE reforms and research considered in the shaping of this plan were the Melbourne Declaration (Aust Gov), Strategic Plan 2018–2022 (DoE), What Works Best (CESE), Australian Professional Standards for Teachers

School background 2018–2020

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(NESA), Quality Schools, Quality Outcomes (Aust Gov), Quality Teaching Framework (DoE), Linking effective professional learning with effective teaching practice (Cole), Visible Learning (Hattie) and Teaching Creative Thinking (Lucas).

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Enhancing the quality of student learning and engagement.

Purpose:

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning pathways. This will develop them as both learners and responsible citizens, instils core values and promotes in students their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

STRATEGIC DIRECTION 2

Fostering quality teaching and leadership practices.

Purpose:

To promote, build and sustain the professional learning of all staff, by creating systems for teachers to learn from each other as an enabler for continual development. This will allow for an alignment of policies, research, data and practices that describe, develop and evaluate teacher, leader and school capacity and provides peer feedback on current performance in order to enhance student outcomes.

STRATEGIC DIRECTION 3

Developing strategic community learning partnerships.

Purpose:

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. This will be achieved through quality community partnerships to make learning core school and community business, having students' engagement, learning and wellbeing as a central focus.

Strategic Direction 1: Enhancing the quality of student learning and engagement.

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning pathways. This will develop them as both learners and responsible citizens, instils core values and promotes in students their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Improvement Measures

Sustained "Average NAPLAN scores overtime vs. State tables" remain above that of State for:

*Yr. 3 Reading; Numeracy; Writing.

*Yr. 5 Reading; Numeracy; Writing.

Increased 4 year trend data averages of Yr.5 NAPLAN top 2 skills band performance from:

- 51% to 54% in reading.
- 38% to 41% in numeracy.
- 21% to 24% in writing.

Increased ATSI students in top two reading and numeracy bands from 0% of Yr. 3 and Yr. 5 in 2017 (no students below National Minimal Standard) to 3% of Yr.3 and Yr.5 by 2020.

School-based improvement targets

Increase % of students in top two NAPLAN bands in Year 3 and 5 by 2022 for:

- numeracy from 43.5% to 49.9% or above
- reading from 54.3% to 60.4% or above

People

Students

Engage as both learners and leaders; which instil the values of respectful and responsible citizenship and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Staff

Utilise professional learning to improve their knowledge, skills and understandings, in order to deliver programs for improved student outcomes including the use of innovative technologies.

Staff

Broaden the teaching of curriculum and use of progressions in order to extend student learning as per the goals of the Melbourne Declaration.

Parents/Carers

Engage in opportunities to develop their knowledge, skills and understandings to support their children's learning through participation in classroom/school parent information sessions.

Leaders

Lead and manage key school projects/initiatives to develop their leadership, management and administrative capabilities.

Processes

School values

Students actively engage in a wide variety of internal and external extra-curricular activities which promotes learning, engagement and wellbeing.

Research informed literacy and numeracy

Teachers implement high quality professional understandings in literacy and numeracy teaching practices.

Data to inform practice

Analysis of student data by teachers is used to identify areas in which students' learning needs can be supported, developed and enhanced.

Evaluation Plan

Monitor NAPLAN and internal school based program assessments (SENA and PAT).

Tell Them From Me (TTFM) survey.

Analysis of student reward, wellbeing, behavioural and attendance data.

Program analysis.

Personalised Learning Pathway (PLP) process and feedback.

Schools Excellence Framework (SEF) analysis.

Practices and Products

Practices

Teachers differentiate literacy and numeracy lessons and assessments to improve student achievement.

Staff and students reflect on reporting the achievements of their own learning.

Explicit targets for improvement in student achievement levels have been set and regularly communicated.

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully, irrespective of ability, disability, culture or socio-economic status.

Products

ATSI students can articulate their learning goals and progress towards achieving them including future directions.

Teachers regularly use internal and external data to inform and to monitor student progress.

Teaching and learning programs have future focussed skills, values and practices embedded.

A positive school culture based upon wellbeing and high learning expectations.

Strategic Direction 1: Enhancing the quality of student learning and engagement.

Improvement Measures

School-based improvement targets

Increase % of students achieving expected growth Year 3 to 5 by 2022 for:

- numeracy from 51.7% to 58.6% or above
- reading from 62.7% to 66.9% or above

Strategic Direction 2: Fostering quality teaching and leadership practices.

Purpose

To promote, build and sustain the professional learning of all staff, by creating systems for teachers to learn from each other as an enabler for continual development. This will allow for an alignment of policies, research, data and practices that describe, develop and evaluate teacher, leader and school capacity and provides peer feedback on current performance in order to enhance student outcomes.

Improvement Measures

All teachers effectively use professional learning, collaborative planning and programming to enhance practice and student outcomes.

Improved teacher confidence and collective efficacy.

People

Students

Demonstrate a deeper understanding, towards improved engagement, learning, and wellbeing outcomes.

Staff

Challenge their assumptions about their practice through research based professional learning, to deliver quality student outcomes across all key learning areas (KLAs). Work collaboratively with colleagues to support student achievement and continuous improvement.

Leaders

Promote an alignment of policies and practices that are embedded in research, which describe, develop and evaluate teacher, school leader and school capacity.

Leaders

Identify professional learning opportunities that are aligned with school priorities, Professional Development Plans (PDP) and DoE accountabilities.

Parents/Carers

Demonstrate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.

Community Partners

Share in positive learning alliances within the local management group (LMG) of schools.

Processes

Lesson Observations

Teachers participate in regular lesson observation sessions to demonstrate best practice in teaching literacy and numeracy.

Effective Feedback

Teachers focus on feedback aligned to improving tasks, processes and student self-regulation.

Future Focused Pedagogy

Teachers draw on research to develop and implement Future Focused teaching and learning strategies, in alignment with National Education Standards Authority (NESA) requirements.

Evaluation Plan

Tell Them From Me (TTFM) surveys.

Schools Excellence Framework (SEF) analysis.

Performance and Development Plan (PDP) analysis.

Colleague feedback.

Program supervision.

Professional learning transcripts.

Practices and Products

Practices

Teachers use quality pedagogy, research and data to improve teaching and learning.

Proactive teacher learning across the school supports quality educational and organisational practices in alignment with DoE policy (Australian Professional Standards for Teachers, School Excellence Framework, Performance and Development Plans, NSW syllabus for Australian curriculum).

Products

Improved teacher confidence levels in enhancing student outcomes.

Collaborative planning, programming and assessment documents.

Coaching and mentoring frameworks, skills and practices are applied to build staff capacity through collaborative efficacy.

Strategic Direction 3: Developing strategic community learning partnerships.

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. This will be achieved through quality community partnerships to make learning core school and community business, having students' engagement, learning and wellbeing as a central focus.

Improvement Measures

Sustained high levels of positive school culture.

High levels of quality student learning, engagement and wellbeing.

School-based Target for Improvement

Attendance: Increase % of students averaging 90% attendance or more from 82.5% to 87.5%.

School-based Target for Improvement

Wellbeing: Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 85.1% to 89.6% or above in 2022.

People

Students

Engage in our Values Program and school activities and demonstrate emotional resilience, social intelligence, confidence and proactive leadership behaviours.

Demonstrate overall improved attendance and wellbeing.

Staff

Enrich community relations through regular high level two-way consultation.

Parents/Carers

Collaborate to support student engagement, learning, attendance and wellbeing.

Community Partners

Strengthen current external and internal learning alliances to support school programs including, Indigenous, creative arts, enrichment, environmental, sporting, transition and other innovations.

Staff

Administer, manage and lead key projects to develop their leadership and management capabilities in alignment with professional standards.

Processes

Consultative Decision Making

Consultative processes and opportunities to support active and culturally sensitive collaborative relationships between the school, parents/community and AECG representatives are operating.

Community Partnerships

Parents/community members support P&C, School Council, Student Representative Council (SRC) and other school initiatives, including key teaching and learning sessions aligned to curriculum and classroom practice.

Professional Learning Alliances

Collaboratively planned professional learning sessions across the local management group (LMG) of schools, are culturally and cooperatively developed with and for all stakeholders.

Evaluation Plan

Tell Them From Me (TTFM) surveys.

Schools Excellence Framework (SEF) analysis.

LMG and AECG feedback.

Randomly selected 1:7 ratios of staff, students and parents school culture surveys.

P&C attendance and event data.

Scout data analysis.

Attendance percentages.

Practices and Products

Practices

Provide opportunities for the school community to give feedback on school performance in which student engagement, learning, attendance and wellbeing are the central focus.

Quality early intervention, transition, cultural and specialist programs operating within strategic community learning partnerships.

Teachers collaborate within and across schools to share curriculum knowledge, data and pedagogy to enhance student engagement, learning, development, attendance, wellbeing and success.

Products

A positive learning culture exists across the school among students, staff and parents/carers.

Community alignments proactively support public education and the strategic purposes of the school with feedback a key enabler.

Combined community of schools networking, professional learning and capacity building opportunities for students, staff and parents/carers accessed.