

School plan 2018-2020

Wallsend Public School 3357



School background 2018–2020

School vision statement

Our vision is to make a difference to the lives of every student at Wallsend Public School. We are committed to caring, supporting and equipping our students for a brighter and more successful future both educationally and socially. We are dedicated to providing a safe and happy learning environment where success is celebrated at all levels and creates an excitement about learning and increases self-esteem as a learner.

School context

Wallsend Public School believes, 'Successful learners show respect, take responsibility and make safe choices.' We call this 'The Wallsend Way'.

We value our partnerships within our community. Our P&C work tirelessly to raise funds to support our programs. Being an integral part of the Callaghan Collegiate strengthens our relationship with our local high school and other feeder primary schools.

Our enrolments have steadily increased as the Wallsend community began a change process. In 2018 enrolments reached 288 allowing 12 classes to be formed. Included in these enrolments is a district class for the mildly intellectually delayed student.

With 13% Aboriginal students and 16% students from English as an Additional Language or Dialect, our cultural diversity enriches our learning.

Our programs support the diverse learning needs of our students and strengthens their learning outcomes. Best practise learning support processes ensures students with individual needs are catered for. Several programs operate to support those students who just need minimal interventions to get their learning back on track.

School planning process

Our planning process for the 2018–2020 cycle began in 2017 with the beginning of ongoing final evaluation on our progress when measured against the goals of the 2015–2017 plan. Opportunities included consultation with P & C, parent focus groups, parent surveys, staff surveys, ongoing planning meetings which used gathered evidence to inform judgements.

Staff participated in the Focus on Learning pilot survey and staff meetings were used to further discuss planning and school direction.

Students, teachers and community were surveyed using the Tell them from Me instrument.

Aboriginal community consultation occurred at the Wallsend Public School Aboriginal Education Team meetings and with members of the Muloobinbah Aboriginal Consultative Group. All families have received personal letters alerting them to the programs specific to the needs of Aboriginal students.

Community survey asked the community to respond to what they liked, didn't like and would change about Wallsend Public School.

Our planning was also informed by our ongoing commitment to collect data. Using NAPLAN, PAT Maths, PBL data, TORCH data, phonemic awareness data and disability data, our greatest areas of need were identified and resources allocated to program that directly influence outcomes for students..

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Learning

Purpose:

To ensure all students are given every opportunity to do their best and achieve their potential in all areas of learning and well-being.



**STRATEGIC
DIRECTION 2**
Excellence in Teaching

Purpose:

To create an engaging learning environment underpinned by high quality teaching and learning that delivers student improvement and an ongoing commitment to improve practice.



**STRATEGIC
DIRECTION 3**
Excellence in Leading

Purpose:

To enable the leaders of the future to grow into resourceful and resilient citizens whilst empowering educational leaders to sustain a culture of ongoing professional learning and leadership development.

Strategic Direction 1: Excellence in Learning

Purpose

To ensure all students are given every opportunity to do their best and achieve their potential in all areas of learning and well-being.

Improvement Measures

Increase Aboriginal student's attendance to 90% or higher.

Increased student engagement in learning.

Increase value added results equal to or higher than State norms in literacy and numeracy.

People

Leaders

Use systematic procedures for assessment and data collection and model best practice for school improvement.

Leaders

Monitor the ongoing engagement of MGoals procedure and PLP development.

Staff

Deliver explicit teaching in Literacy and Numeracy underpinned by FoR, Writing, Get Reading Right, TEN and TOWN.

Staff

Access future focus teaching and learning strategies to engage students.

Students

Gain maximum learning opportunity by utilising a range of future focus learning to communicate, create and problem solve.

Parents/Carers

Ensure children arrive to school on time and are equipped for learning.

Parents/Carers

Attend information sessions, IEP, PLP meetings, PATCH to increase their understanding.

Community Partners

Support student wellbeing programs that equips students with the necessary personal skills to engage in learning.

Processes

Professional Learning

Support the needs of staff and ensure training in key school initiatives in literacy and numeracy including progression use and application, Focus on Reading, Writing, Get Reading Right, TEN and TOWN.

Data Analysis

Clearly defined systems are in place to develop, monitor and evaluate collected data.

Evaluation Plan

Focus on Reading, Writing, Get Reading Right, TEN and TOWN data.

Lesson observation.

Lesson plans.

Student surveys.

Student Self Assessment of Learning.

Intervention groups.

Staff survey

Resource audit

Engagement tool-TTFM, photo evidence, student observation.

Practices and Products

Practices

All Aboriginal and Torres Strait Islander students engage in quality teaching and learning programs that support Personal Learning Pathways and regularly reviewed.

Internal and external data (SMART, PAT Maths, TORCH, benchmarking etc.) for Aboriginal students is analysed and used to plan PLPs.

All K-6 students are plotted at regular five week intervals against the Literacy and Numeracy progressions and collected data is analysed to inform teaching and learning programs and practices.

Products

Aboriginal students achieve outcomes through tracking progress in personalised learning pathways.

All students receive a differentiated program to maximise engagement and achievement.

Analysis of data is used to monitor achievement and identifies areas of need to direct teaching and learning sequence to increase students outcomes.

Strategic Direction 2: Excellence in Teaching

Purpose
To create an engaging learning environment underpinned by high quality teaching and learning that delivers student improvement and an ongoing commitment to improve practice.
Improvement Measures
All teaching and learning programs and practices reflect DoE and NESA requirements.
All teachers explicitly program, teach and assess future focused skills.
Greater than 90% of students demonstrate wellbeing expectations.

People
Leaders
Provide optimum opportunity for staff to engage in professional learning "Unleash Learning Project.
Staff
Staff engage in collaborative coaching opportunities to further develop their capacity in delivering explicit learning sequences.
Staff
Staff use collected and analysed data to inform their teaching and guide differentiation for individual needs.
Leaders
Leaders build teacher capacity by providing coaching and support to implement quality pedagogy.
Students
Students develop a positive attitude to learning with increased confidence in their ability to achieve.
Community Partners
Acclaimed researcher support staff in their journey to increase their capacity to engage all students in learning.
Staff
Provide opportunities in their teaching and learning programs for students to develop strengths in relation to the capability framework.

Processes
Outstanding programming and practices.
Develop systems and structures that meet school/DoE/NESA requirements to enhance consistency and achievement of student outcomes.
Future Focused
Professional learning programming and systems to explicitly plan, teach and assess to enhance the general capabilities.
Evaluation Plan
SEF analysis
Program checklists and analysis
General Capabilities checklist
TTFM
Classroom observations and walk throughs
PDPs
NESA Checklist
TPL register of attendance
PBL data: attendance, classroom and playground data.

Practices and Products
Practices
Teachers regularly participate in coaching based on planning teaching, reflecting and repeating.
Students reflect and report on their own capacity to engage in their learning and achieve goals.
All teachers engage in developing their own professional practice through the use of the Australian Teaching Standards as a reference point for reflection and improvement.
All teachers employ explicit and effective teaching strategies to improve student outcomes measured against the syllabus and reflected in teacher programs.
All teachers and students give and receive feedback to improve performance.
Products
Coaching is an embedded practice.
Daily writing lessons occur in every classroom with explicit lessons at least three times a week.
Technology audit identifies areas for strategic development from which a plan is formulated and implemented.
Students are self directed learners.
Feedback drives improvement.

Strategic Direction 3: Excellence in Leading

Purpose

To enable the leaders of the future to grow into resourceful and resilient citizens whilst empowering educational leaders to sustain a culture of ongoing professional learning and leadership development.

Improvement Measures

All staff evidence their impact of School Planning through monitoring processes.

50% Increase in responses to school and community surveys,

All students and teachers evidence in their leadership roles.

People

Leaders

Seek out opportunities to connect to all community stakeholders.

Staff

Recognise the importance of effective and timely communication with parents/carers.

Students

Express a desire to their parent/carer to attend assemblies, community events.

Parents/Carers

Develop confidence that will support their participation in the learning environment.

Staff

Staff take on authentic leadership opportunities.

Students

Staff take on authentic leadership opportunities.

Processes

Parent Engagement

Deliver parent training and engagement opportunities to support learning and strengthen community ties.

Leadership

All staff evidence authentic leadership roles to support the achievement of the school plan and the building of professional capacity.

Evaluation Plan

SEF analysis

PDPs

Roles and Responsibilities

Milestone Evidence

Community surveys

Program audit

Staff evidence reviews

Practices and Products

Practices

All staff regularly review and reflect on data from surveys and implement recommendations.

All staff contribute to the ongoing implementation and evaluation of the school plan through team roles.

Leadership team provides ongoing support for high performing teachers to engage in teacher accreditation process.

Products

High levels of parent participation in school programs.

Community feedback recognises Wallsend Public School as a centre of learning based on high expectations and equity in access of opportunities.

All staff have an understanding of the school plan and strategic direction and are able to articulate their role in achieving whole school improvement.