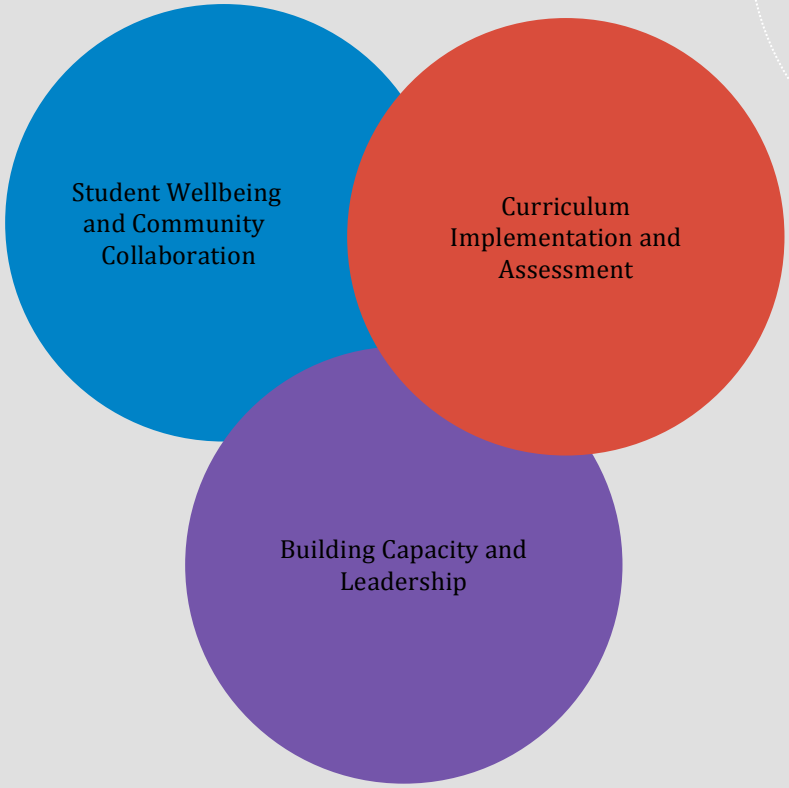
NSW GOVERNMENT Education & Communities
Public Schools NSW

School plan 2015 – 2017



School Background 2015 - 2017

School vision statement

Our diverse school community works collaboratively in a safe and supportive environment, empowering resilient learners to have a positive future by equipping them with skills and knowledge to embrace the 21st Century.

School context

Mount Warrigal Public School proudly provides public education in a safe, supportive and technologically progressive learning environment.

Established in 1967, our school is positioned in a large suburb in the city of Shellharbour. Caring and dynamic, experienced and new scheme teachers are committed to the emotional, social and academic success of every student. The school's focus is to maximise the learning outcomes for each student through providing quality teaching and learning programs.

Kindness, safety, respect and fairness are the core values that underpin all interactions at Mount Warrigal Public School. The school has a 20% Aboriginal student enrolment and 15% of students have a multicultural background.

In addition to its mainstream classes, the school integrates a Preschool, providing quality education for children in the year before commencing kindergarten.

The school site also encompasses two multicategorical classes, one moderate intellectual disability support class and Intervention Unit.

Our students enjoy additional benefits and support due to the outstanding fundraising and commitment of our active Parents and Citizens' committee, who play an integral role and provide input into our school's decision-making process.

Mount Warrigal Public School students' are immersed in outstanding and innovative programs in literacy, numeracy, leadership, Positive Behaviour for Learning, choir, public speaking, Aboriginal education, technology, sporting programs, and transition to kindergarten and high school to name a few. The school is currently participating in the Early Action for Success initiative.

The development of the school vision statement by the whole school community provides strategic direction for all school initiatives. All students are encouraged to strive towards the school motto - "Aim Higher".

School planning process

Our school has worked strategically and collaboratively with teachers, students and parents to prepare our 2015-2017 School Plan.

Preparation and consultation with our school community included:

- staff orientation regarding the new planning processes utilising professional learning opportunities and resources from the DEC website.
- information sharing and consultation with members of the Parents and Citizen's Association.
- discussion and the sharing of ideas with staff – shared vision for the future, combined with student and parental responses to surveys shaping the platform for creation of the school vision.
- discussion with the President of the Wollongong Local AECG determining future direction.
- utilising the National School Improvement Tool with staff enabling informed judgements and reflection allowing for the priority of particular domains in our improvement efforts.
- analysis of NAPLAN and Continuum data to inform practice required to shift student learning outcomes in a positive direction.
- comprehensive communication in the school newsletter.
- parent and student evaluation surveys. Data collection methods enabled the school to generate reports that reflected the thoughts and opinions of our students and parents about their values and expectations.

Staff worked collaboratively and productively with parental support to establish our school vision, establish our school directions, and guide and develop our 2015-2017 School Plan.

Mount Warrigal Public School Strategic Directions 2015 - 2017

Purpose:

To promote active family and community relationships fostering a culture of collaboration and engaged communication.

Continue to develop positive and respectful relationships across the school community, which will underpin a productive learning environment, and support students' strong identities as learners.

Purpose:

To provide every student with quality learning experiences through innovative curriculum delivery and evidence based teaching practices.

To empower students with the necessary skills and knowledge to become successful 21st Century learners.

Track and monitor individual student progress in literacy and numeracy through ongoing assessment in order to inform differentiated teaching programs.

Purpose:

Through collaborative practice, provide a high standard of education that inspires every student and teacher to excel and learn to his or her full potential.

To empower staff and students to develop leadership and build the collective capacity of the school community in order to make strategic decisions, resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Student Wellbeing and Community Collaboration

Purpose

Why do we need this particular strategic direction and why is it important?

To promote active family and community relationships fostering a culture of collaboration and engaged communication.

Continue to develop positive and respectful relationships across the school community, which will underpin a productive learning environment, and strongly support students' identities as learners.

Improvement Measures

Increase whole school attendance from 92% in 2014 to 94% in 2017 so that attendance data is equal to or above state average.
Reduction in oppositional classroom behaviours as indicated by referral slips and STARS data.
Reduction in aggressive playground incidents indicated by referral slips and STARS data.

People

How do we develop the capabilities of our people to bring about transformation?

Students:
Engage the students in PBL to improve emotional resilience, social intelligence, attendance and respect.

Staff:
Engage the staff in the review and update of the Student Welfare Policy.

Parents/Carers:
Facilitate increased collaboration within our school community for more effective communication.

Parents to understand the expectations and importance of regular attendance.

Community Partners:
Continue to build collaboration with outside agencies and services applicable to our school community.

Leaders:
Develop purposeful leadership roles for staff based on professional expertise and aspirations.

Processes

How do we do it and how will we know?

Positive Behaviour for Learning
Explicit PBL lessons using the Matrix of Expected Behaviours including bullying and its effects.
Implement LST review recommendations.

Attendance
Monitor, review and analyse attendance patterns.
Review current policies and practices during planned meeting times in order to update and meet B school needs.
Monthly monitoring of attendance data and ongoing reviews of behaviour trends

Communication
Staff and parents/carers are made aware of current policies and procedures regarding attendance.
Working in partnership to enable community programs and meetings beneficial to the whole school community.eg. P&C, Family School Connect, 2528 Project.
The school will provide opportunities for review of current communication systems ensuring that necessary school information is efficiently and effectively accessed by the school community. Eg. School electronic sign, newsletter, website, assessment and reporting.

Products and Practices

What is achieved and how do we measure?

Increase whole school attendance from 92% in 2014 to 94% in 2017 so that attendance data is equal to or above state average.
Reduction in oppositional classroom behaviours as indicated by referral slips and STARS data.
Reduction in aggressive playground incidents indicated by referral slips and STARS data.

Products
Relevant and easily accessible policy, resulting in a clear and consistent approach by all staff.
Improved awareness of school wide and community events reflected in increased community engagement.
Effective partnerships between home and school for increased awareness of student progress, attendance, achievements and needs.
Frequent and open communication within the school community.

Practice:

Staff consistent in following up attendance and following policy in regard to behaviour management.
Students are putting anti-bullying knowledge into practice.
Communication and feedback to parents – positive and follow up.

Strategic Direction 2: Curriculum Implementation and Assessment

Purpose

Why do we need this particular strategic direction and why is it important?

To provide every student with quality learning experiences through innovative curriculum delivery and evidence based teaching practices.

To empower students with the necessary skills and knowledge to become successful 21st Century learners.

Track and monitor individual student progress in literacy and numeracy through ongoing assessment in order to inform differentiated teaching programs.

Improvement Measures

- 80% or more of K-2 students are achieving or exceeding the expected benchmarks in literacy and numeracy.
- Decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Reading, Writing and Numeracy to 20% by 2017 (currently 34% in Reading and Writing and 28% in Numeracy).
- 100% of teachers using PLAN to track and monitor student progress.

People

How do we develop the capabilities of our people to bring about transformation?

Students:
Engage students in opportunities, which are significant in supporting student development in Literacy and Numeracy.
Empower students (P-6) to become life long learners.

Staff:
Instructional Leader working with teachers to implement L3K, L3S1 and TEN programs. Early Action for Success Interventionist and Reading Recovery teacher provide intervention for students at risk.

Participate in professional learning to support the implementation of current syllabus documents incorporating Quality Teaching practices.

Develop capacity in the use of PLAN to support valid teacher judgements of student achievement and drive differentiated teaching and learning programs.

Parents/Carers:
Provide opportunities for parents/ carers to develop further knowledge of current teaching and learning practices.

Provide parents with updates of student progress.

Leaders:
Support high quality curriculum implementation and assessment through deliberate and strategic decision making by school leadership teams.

Processes

How do we do it and how will we know?

Curriculum Implementation
- Provide professional learning opportunities during planned meeting times to cater for implementation of syllabus.
- Early Action for Success will provide opportunities for professional learning in Literacy and Numeracy and support for students at risk.
- Develop whole school scope and sequences through collegial planning to support syllabus implementation.
- Monitor class sizes and adjust, where possible, to assist in facilitating differentiated instruction and quality teaching.
- Parent information sessions and workshops in Key Learning Areas. E.g. PATCH, Maths for Parents.

Assessment
- Facilitate increased collaboration between our Community of Schools
- Identify students achieving below expectation in Literacy and Numeracy and provide intervention support eg. ILP, SLSO, LAST, EAfS interventionist, Reading Recovery, Norta Norta.
- Align staff processes and school systems for collecting and analysing data, then reporting to parents.

Technology
- Technology accessible across all learning environments supporting student engagement.

Products and Practices

What is achieved and how do we measure?

- 80% or more of K-2 students are achieving or exceeding the expected benchmarks in literacy and numeracy.
- Decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Reading, Writing and Numeracy to 20% by 2017 (currently 34% in Reading and Writing and 28% in Numeracy).
- 100% of teachers using PLAN to track and monitor student progress.

Product:
- Self motivated learners, confident and creative individuals with the personal resources for future success and well-being.
- Inclusive learning experiences for all students by providing targeted intervention support and adjustments, as required.
- Evidence based assessment and reporting, reflecting knowledge of expected Stage outcomes.
- Parents engaged in the learning process.

Practice:
- Regular (5/10 weekly) PLAN updates to inform teaching programs resulting in differentiated instruction.
- Students confidently engaging with various technologies and applying this knowledge to support independent learning and 21st Century pedagogy.

Strategic Direction 3: Building capacity and Leadership

Purpose

Why do we need this particular strategic direction and why is it important?

Through collaborative practice, provide a high standard of education that inspires every student and teacher to excel and learn to his or her full potential.

To empower staff and students to develop leadership and build the collective capacity of the school community in order to make strategic decisions, resulting in sustained and measurable whole school improvement.

Improvement Measures

- ❖ 100% of teachers have professional learning goals aligned to the school plan and meet Performance and Development Framework requirements.
- ❖ 100% of teachers access professional learning opportunities based on their professional learning plan.
- ❖ Preschool achieve National Quality Standard governed by the Early Childhood Education and Care directorate (ECECD).

People

How do we develop the capabilities of our people to bring about transformation?

Students:
- Engage students in learning opportunities reflecting 21st Century pedagogy.
- Provide leadership opportunities for students.

Staff:
- Develop learning programs encompassing the Quality Teaching Framework.
- Pursue learning opportunities, which are significant, support student development and are aligned with the school's vision.
- Preschool staff utilise the Early Years Learning Framework to support the implementation of the Quality Improvement Plan.

Parents/Carers:
- Provide opportunities to participate in workshops and experiences to build capacity in supporting student learning.

Community Partners:
- Work collaboratively with community partners and agencies to provide a productive learning environment.

Leaders:
- Continue to build purposeful leadership roles for staff based on professional expertise and aspirations.

Processes

How do we do it and how will we know?

Building Capacity
- Immerse students and teachers in quality learning experiences using current technology.
- Classes and individual students given additional opportunities within the school and community including Uni 4 certain, Men's Group, K-6 Peer Support.
- Professional learning plans developed in consultation with school leaders.
- Staff (P-6) opportunities for professional development in identified areas of need.
- Teaching and learning programs reviewed using the Performance and Development Framework.
- Parents involved in school based activities and programs eg. NAIDOC, In2Uni, PATCH, Family School Connect Program

Leadership
- Opportunities provided through the formation of curriculum teams.
- Staff have purposeful responsibilities based on school and COS initiatives.
- Young Leaders conference for selected stage 3 students.
- Classes have representatives attending SRC meetings.

Evaluation Plan
- Shared school wide responsibility is evident through leadership, teaching, learning, and the community.

Products and Practices

What is achieved and how do we measure?
- 100% of teachers have professional learning goals aligned to the school plan and meet Performance and Development Framework requirements.
- 100% of teachers attend professional learning opportunities based on their professional learning plan.
- Preschool achieve National Quality Standard governed by the Early Childhood Education and Care directorate (ECECD).

Product:
- Teachers have a documented learning plan based on the school plan and the needs of students.
- A school wide collective responsibility for student learning and success developed through effective leadership teams.
- The preschool meet the 18 standards across the seven quality areas of the National Quality Standard.

Practice:
- Professional learning plans reviewed and updated in consultation with school leaders.
- School leaders place high priority on the ongoing professional learning of all staff focused on improving outcomes for students.
- The Preschool Quality Improvement Plan (QIP) is up to date.