

# School plan 2015 – 2017

**Warners Bay Public School 3384**





## School vision statement

We believe that all children can be successful learners, becoming active informed citizens and leaders of the future. In a culture of high expectations and genuine partnerships, we are committed to quality educational programs in a nurturing and supportive learning environment, promoting equity and excellence for all.

## School context

Warners Bay Public School is situated on the eastern side of Lake Macquarie and has a current enrolment of 445 students. We currently have 19 classes from Kinder to Year 6 with 225 boys and 217 girls, including a multi-categorical support class and a class for students with Emotional Disturbances. . With a FOIE of 78, our school has a mix of low and high socio-economic status backgrounds. We have 24 Aboriginal students and 19 families with Aboriginal Torres Strait Islander backgrounds.

Our staff, including teachers, SASS staff and School Learning Support Officers are a dedicated team of professionals, ranging from those in their first years through to far more experienced staff.

The school receives Equity funding for Aboriginal students and for Low Socio-Economic Status families, and ESL support for those students who have English as a second or other language.

At Warners Bay Public School our school motto is Our Best Always. The school uses the You Can Do It program to recognise the values of Resilience, Organisation, Getting Along, Persistence and Confidence. Each day, all students K-6 recite the school pledge.

The school community highly values extra-curricular activities, including boys and girls dance, drumming, gymnastics, and aerobics.

Warners Bay Public School is part of the Warners Bay Community of Schools, including Valentine, Eleebana, Biddabah and Warners Bay High School. We have a small but supportive Parents & Citizens Association (P&C) who contribute to the school. The school attempts to engage parents in curriculum-related activities including home reading helpers, as well as cultural and other non-academic celebrations.

## School planning process

The process in the evaluation and planning for the 2015-2017 school plan spanned a 6 month period in which staff, community, students and executive were all involved.

This included:

### Community Consultation:

Consultation through a combination of individual discussions, a wide range of surveys, P&C discussions, Aboriginal parent focus groups and AECG representation.

### Staff Consultation:

Undertaken through surveys, individual discussions, focus groups, stage meeting discussion and executive meetings. Discussions with the Warners Bay Community of Schools were held to determine common directions.

### Student Consultation:

Students were consulted through surveys, individual discussions, focus groups and school Parliament.

### Data Analysis:

Student progress including internal school achievement data, PLAN, class and stage assessments, NAPLAN data, ICAS competition results, Student Well-being records, SLST records, school systems, classroom environments, student books and school programs. DEC reforms, associated initiatives and evidence based research. All data was triangulated, to support the conclusions drawn through the Evaluation process, with recommendations made for future directions.

### School vision, strategic directions and

recommendations were collaboratively developed, shared, and discussed with the school community.



## SCHOOL PLAN – Warners Bay Public School

**OVERALL PURPOSE:** To provide a learning environment where students and staff are actively engaged in the learning process, through an inclusive curriculum, focusing on the development of confident, creative, resourceful citizens.



**Purpose:**

To develop a school culture where all teachers are activators of learning, students are actively engaged in their own learning, and all parties are accountable for their role in the learning process.

To ensure a culture of high performance through high level accountability and support for both students and staff.

**Purpose:**

Developing a culture of sustainable, effective leadership, through the provision of targeted support, opportunities and effective feedback to ensure that leadership across the school is effective, sustainable and valued across the school community.

To ensure high quality outcomes for all students are reached through high performance leadership, with quality systems around building and maintaining highly effective, sustainable leadership for students, teachers, executive and community.

**Purpose:**

Increasing our capacity as partners in learning, ensuring that the wider school community work together, in collaboration and trust, to ensure high quality outcomes for all parties.

Targeted strategies to increase all stakeholder capacity as partners in learning, with the ability to engage in authentic, shared understandings about student success.

# Strategic Direction 1: Accountable Teaching and Learning

## Purpose

To develop a school culture where all teachers are activators of learning, students are actively engaged in their own learning, and all parties are accountable for their role in the learning process.  
To ensure a culture of high performance through high level accountability and support for both students and staff.

## Improvement Measures

- ❖ Teacher handbook developed and implemented in relation to explicit classroom practices. Classroom audits identify the handbook procedures are being followed.
- ❖ LST process is identifying and supporting students across the school. School data shows interventions are timely and effective, with a reduction in the number of children who are below the Zone of Expected Achievement. 2014 data as baseline data.
- ❖ Technology Scope and Sequence utilised and 90% of teachers report increased confidence in embedding technology into meaningful learning. Using the ICT, there is a shift from ICT Level 2 to 3 or greater across a majority of areas.

## People

### Staff

- Capacity to deliver explicit, high quality teaching and learning programs, underpinned by PLAT markers and the Quality Teaching Framework.
- Capacity to plan, program and evaluate quality teaching and learning programs.
- Understanding of their role in developing students who are independent, accountable learners by delivering meaningful, purposeful learning opportunities.
- Capacity to collaboratively develop personalised learning plans (PLP's ) for students.
- Understanding of their role in using the LST to meet the needs of all students.
- Understanding the role of effective feedback in quality pedagogy and student success, and capacity to deliver multi-modal feedback.

### Students

- Develop an understanding of their role and responsibility in identifying and engaging with their own learning goals.
- Capacity to understand the "I can" statements / clusters and their role in tracking individual progress.
- Understanding of the role of effective feedback and its impact on learning

### Parents (Link Strat 3)

- Understanding of their role in supporting students in learning.

### Leaders (Link Strat. 2)

- Have the understanding and skills to build the capacity of all stakeholders to maximise student outcomes through explicit instruction and individualised, tiered intervention processes stemming from the PLAT initiative.
- Executive staff have the understanding and skills to lead LST meetings and communicate information to LST manager, counsellor and parents.
- Capacity to provide effective feedback for teachers to improve teaching / student outcomes.

## Processes

### LST

- Develop LST processes which support student learning and individualised needs. ( Link PLAT)
  - Provide staff professional learning on Personalised Learning Plans and stakeholder participation in these processes.
  - Continue to build school systems to develop and support implementation of meaningful and workable PLPs.
- ### PLAT
- Develop knowledge of markers, in relation to syllabus and continuum, and implement tiered intervention programs/pedagogies, including SLSO's to participate effectively in the intervention phases.
  - Staff participation in regular reflection sessions to ensure consistency of implementation of explicit instruction and intervention strategies.
  - Utilise 5 week data cycle to monitor student progress to inform future teaching / learning / intervention strategies.
  - Teaching staff provide students with a differentiated set of learning experiences consistent with the Australian Curriculum, Australian Teaching Standards and Quality Teaching Framework.
  - Implementation of benchmarks, reflecting high expectations.

### EXPLICIT INSTRUCTION / QUALITY PEDAGOGY

- Establish a Teaching & Learning Handbook, with reference to Agreed Practice.
- Continue staff discussions to finalise Teacher's Handbook.

### STUDENT LEARNING AND ACCOUNTABILITY

- Students engage in learning processes which focus on their accountability / responsibility for engaging in their own learning.
- Develop responsibility for engaging in intervention processes through personalised goal setting (PLP) and student conferences

## Products and Practices

- A teaching / learning handbook which provides support for all staff in relation to WBPS expectations and procedures.
- High quality teaching & learning programs which reflect curriculum requirements and intellectual rigour for all students.
- Documented, highly effective learning processes which:
  - Utilise five week data cycle to track student growth and inform teaching and learning
  - Provide for personalised learning through PLPs
  - Engage students in dialogue about their own learning
  - Encourage students to take responsibility for their own learning through "I can" statements and Friday Focus Days.
- Parent/ teacher/student conferences which provide parents and students with the opportunity to set goals and students the opportunity to report on these throughout the year.
- Students who can track their own learning and develop a growth mindset.
- An LST process which drives the allocation of LAST support through the use of :
  - Effective data collection processes
  - Effective learning support team referrals
  - Effective PLPs to support individualised learning needs
  - Effective allocation of LAST support to address student needs
  - Timely interventions that are needs based and evaluated on evidence and impact on learning.
- Technology Tools and Scope and Sequence which provides:
  - Teachers with structured, clear expectations about embedding technology into learning
  - Students with the opportunity to develop technological skills that enhance their current and future learning opportunities.



# Strategic Direction 2: Effective Sustainable Leadership

## Purpose

Developing a culture of sustainable, effective leadership, through the provision of targeted support, opportunities and effective feedback to ensure that leadership across the school is effective, sustainable and valued across the school community. To ensure high quality outcomes for all students are reached through high performance leadership, with quality systems around building and maintaining highly effective, sustainable leadership for students, teachers, executive and community.

## Improvement Measures

- ❖ Through the use of Guskey thermometer, teachers report that professional development is effective and can identify how this has impacted on the learning / success of students.
- ❖ 100% of teachers have completed Professional Development plans PDPs, have observed peer lessons and have been observed, and can identify strengths and areas for improvement according to Teaching Standards and Quality teaching Framework (QTF)
- ❖ All Executive staff report confidence in leading staff through the school plan, and identifying areas for improvement.

## People

### Leaders (Link Strat 1)

- Develop capability of leadership team to implement and support the school strategic directions.
- Develop executive staff capacity to lead change by participating in, supporting and offering quality staff professional learning opportunities.

### SASS Staff / SAM

- Develop capacity to implement SAP /SALM while managing current school requirements and integrating processes.

### Staff (link Strat 1)

- Capacity to lead / contribute to school initiatives, linked directly with strategic directions.
- Capacity to mentor staff to plan program and evaluate quality teaching and learning programs. This will include teacher observations and effective feedback
- Understanding of their role in leading students who are independent, accountable learners.
- Capacity to understand Australian Teaching Standards and higher accreditation levels requirements.

### Students

- Develop an understanding of their role and responsibility in supporting students across the school.

### Parents (Link Strat 3)

- Understanding of their role in supporting students in learning through P&C processes.
- Develop capacity to effectively participate in canteen processes through the school canteen committee.

## Processes

### Implement SAP and SALM

- Establish a school LMBR implementation team.
- Engage in DoE training package and support staff to ensure sustainability.

### Australian Teaching Standards

- All staff engage in the process of goal setting, with reference to Australian Teaching Standards and Performance and Development Framework –PDP process
- Engage in discussions about accreditation levels and decisions about whether this is appropriate for staff at differing levels of experience / expertise.

### Student Leadership / Student Voice

Engage in leadership opportunities which are authentic and include student voice in the school decision making process.

### Collaborative Professional Development Model: (Link Strat. 1)

- Implement structured collaborative discussion/ planning days (stage and across-stage).
- Team teaching lessons with all staff and executive to develop teacher skills and knowledge referenced to the Australian Teaching Standards and Quality Teaching Framework.
- Engage in reflection on team teaching of lessons, feedback and change to personal practices.

## Products and Practices

Executive staff provided with purposeful professional learning opportunities to lead the stage and school including:

- The Art of leadership
- Peer Coaching
- LEAP / Executive conference
- Team Leadership for School Improvement

### Professional Learning:

- Decisions for professional learning are made based on Strategic Directions.
- Professional learning meetings are planned, delivered and recorded using MYPL.
- Professional learning is evaluated using the Guskey thermometer, measuring impact on student learning.
- Teachers working with teachers and being informed by current research, is recognised as a highly effective means of professional development and improving practice.

### Staff

- Completion of higher levels of accreditation.
- Regularly engaging in effective feedback processes for all stakeholders.

### Student Leadership:

- Effective buddy training programs are evaluated and embedded.
- Students engage as highly effective and appropriate buddies to new kinder students.
- School parliament operates with minimal teacher guidance, and contributes actively to school administration and leadership.
- Students complete the Tell Them From Me survey, to inform school planning and improvement.

### School Canteen:

- The canteen operates under the guidance of a school canteen committee with student teacher and parent representation.

### P&C

- The P&C operates effectively within the school and is an authentic partner in supporting the school's Strategic Directions.

# Strategic Direction 3: Authentic Partnerships

## Purpose

Increasing our capacity as partners in learning, ensuring that the wider school community work together, in collaboration and trust, to ensure high quality outcomes for all parties.

Targeted strategies to increase all stakeholder capacity as partners in learning, with the ability to engage in authentic, shared understandings about student success.

## Improvement Measures

- ❖ Survey for students, staff and parents. Establish a baseline in 2015 for future comparison.
- ❖ Using the Community Engagement Matrix, school data shows a progression from Involvement to Participation Level 2 or greater.
- ❖ Through the exit survey, Yr 6 students identify areas of partnership and connectedness in their learning and areas of improvement for school leadership. Student recommendations are triangulated and incorporated into the school plan.

## People

### Parents (Link Strat 1)

- Understanding of their role in supporting students in learning.
- Capacity to effectively participate in school processes which support improved student outcomes.
- Understanding of their role in supporting students who are independent, accountable learners.

### Staff

- Display confidence in interacting with parents regarding education and student progress.
- Have understanding of and commitment to, communicating key messages and positive aspects of WBPS to parents using contemporary means.
- Have the capacity to actively foster and instill a positive identity of WBPS in the community.

### Leaders (Link Strat 1)

- Understanding of authentic partnerships and capacity to include all stakeholders as authentic partners in student learning.

### SASS Staff

- Capacity to work effectively with all stakeholders in a safe and supportive environment.

### School Community

- Capacity to collaborate and contribute to school initiatives.

### External providers

- Understanding of school systems and capacity to work collaboratively with school staff in order to improve student learning outcomes.

### Warners Bay Community of Schools

- Understanding of effective feedback and capacity to implement common strategies across local schools, as per Hattie's Visible Learning.

## Processes

### School Identity

- Staff and community participation in the development of key messages that identify the school. (Reference: Communicating with the School Community Course materials.)
- Ensure that key messages are advertised within the wider community / and local businesses.

### Parent Education

- Renew the "WBPS Handbook for Parents".
- Implement a range of structured and informal interactions between parents and staff.
- Utilise a range of strategies to "Get the Good Messages out There".

### Community Communication

- Survey community regarding "How to Communicate and What to Communicate."
- Take action based on results of the parent communication survey.
- Review the school website and school app to improve school communication and document accessibility.

## Products and Practices

### Staff

- Complete the "Communicating with School Community" workshop.
- School website has current information and key messages which are positive and accessible.
- School app is and Facebook page used effectively to communicate instant messages to the school community.

### Leaders:

- Parental workshops to meet parent identified needs and wants – at least one per term.
- Proactive leadership of stage teams/whole school to facilitate a school wide approach and understanding of expectations with regard to parental collaboration and discussions.
- Sustained implementation of contemporary communication strategies.
- Communication of key implementation procedures / DEC policies to facilitate understanding and goodwill.

### Whole School Community:

- Progress on the matrix for Community Engagement. 2014 as baseline.
- Yearly Parent Satisfaction Survey shows improvement in the areas of communication and education. 2014 Survey as baseline.
- Exit Survey for families leaving provides feedback for school leadership team.
- Entry Survey, after the family have been in the school for four weeks, to provide data to leadership team on initial impressions of welcome and service.

### Students

- Yr 6 Exit Survey provides an opportunity for students to give feedback about partnerships/ connectedness to learning and suggestions for improvement for the school leadership team.