School plan 2015 – 2017

Wallerawang Public School

Excellence in Teaching and Learning

Excellence in Leading

Community Partnerships

3354
### School vision statement

Our vision is to provide a happy, consistent, caring and educationally stimulating environment where children will recognise and achieve their fullest potential, so that they can make their best contribution to society in future years.

Wallerawang Primary School is a place where:

- we learn, achieve and work together
- everybody is welcomed
- high standards of learning are set and the achievements of each child celebrated
- children are expected to participate in their learning through working cooperatively with teachers and support staff
- parents participate in the learning of their children
- teachers communicate with parents with integrity
- we respect and care for everyone and everything around us
- everyone is different and has importance

Wallerawang Public School will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities.

It will equip children for the increasing challenges, demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all.

A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve their full potential.

In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her development encouraged.

### School context

Wallerawang School with a current enrolment of 304 students has a highly regarded educational reputation in the local area. It is recognised for being a welcoming and friendly school community. There is a strong network of schools, early childhood providers and communities across the Lithgow area all of which encourage collective efficacy in order to capitalise on the effectiveness of one another.

The school boasts a modern facility featuring twelve air conditioned classrooms, a large modern library (incorporating a networked computer lab and video conferencing facility), school hall, outdoor games court, fixed equipment area, grassed play area and sports field along with a two court multi-purpose indoor sports stadium.

The community of Wallerawang is currently experiencing high unemployment, with further job losses from the mining and electrical generation industries pending and limited growth in terms of town population over the past 10 years.

The school has established the following areas of priority: the new Australian Curriculum implementation, literacy, numeracy, quality teaching, student engagement and wellbeing, community engagement, staff professional learning and positive behaviour learning reforms.

Various innovative programs are offered by the highly qualified, experienced and committed staff. A strong Learning Support Team leads staff in catering for individual learning styles through differentiation of curriculum content taught.

Community involvement has been vital in contributing to the success of the school over the past decade.

### School planning process

The school plan was developed in consultation with staff, parents and students of Wallerawang Public School and resulted from a wide-ranging analysis of relevant data.

Consultation occurred through / with:

- surveying parents
- wide-ranging conversations
- executive meetings
- staff meetings
- canteen volunteers
- the Wallerawang School P&C Association

Numerical information was gathered from:

- Best Start entries
- Language, Learning and Literacy (L3)
- Planning Literacy and Numeracy (PLAN)
- NAPLAN (Yr 3 and Yr5)
- School based learning data
- Ongoing assessment analysis
- Centrally collating student learning needs
- Learning adjustment data

These processes have led to the development of strategic directions to inform the Wallerawang Public School Plan for 2015-2017.
Wallerawang Public School

Wallerawang Public School staff and community are committed to working together in partnership to maximise student participation and achievement in education.

**Purpose:**

In working together

- build the capabilities and capacities of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st Century.

- contribute to the development of systems and structures within the school that ensure experienced teachers provide a motivating, safe, stimulating and well-resourced learning and working environment for students, fellow staff, community members and visitors.

**STRATEGIC DIRECTION 1**

Excellence in teaching and learning

**Purpose:**

In working together

- build leadership capacity through focused professional learning and development that generates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at both an individual and collective level.

- embed the school plan at the core of leadership development and in school wide continuous improvement efforts, ensuring the schools vision and strategic directions are reflected in classroom practice and school organisational structures.

**STRATEGIC DIRECTION 2**

Excellence in leading

**Purpose:**

In working together

- to form enriched relationships with the community through providing families the opportunity to share in school activities and work with staff to enrich school values, enhance student engagement in their learning and empower students to be responsible and respectful citizens who display empathy, self-regulation and resilience as they grow and mature.

**STRATEGIC DIRECTION 3**

Community partnerships
Strategic Direction 1: Excellence in Teaching and Learning

Purpose

In working together:
• build the capabilities and capacities of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st Century.
• contribute to the development of systems and structures within the school that ensure experienced teachers provide a motivating, safe, stimulating and well-resourced learning and working environment for students, fellow staff, community members and visitors.

People

Students: immerse students in learning that is relevant, sequenced, critically constructed, appropriate to ability, engaging and supported
Staff: engage staff in collaborative practices that develop the mindsets and capabilities to analyse their overall learning and teaching capabilities and performance against Australian Professional Standards for Teachers (AITSL), to make informed judgements and work together to plan the next steps
Parents: Work together with parents to ensure their understanding of curriculum expectations, teacher responsibilities and student learning expectations are clear
Leaders: School leaders lead and participate in ongoing professional learning focused on school and systemic policies, procedures and expectations in conference with the principal, continually seeking improvement for the benefit of all stakeholders

Improvement Measures

❖ All students are engaged in experiences across all key learning areas as identified through review of school programs
❖ 80% of students are achieving grade appropriate growth as reflected in tracking on the literacy and numeracy continuum
❖ Students achieving expected growth in NAPLAN has increased

Processes

• Teams contribute to staff meetings and professional learning that supports the direction of the school and is aimed at improving the capacity of teachers in their core work
• Establish a culture of high expectations on both teacher capability and student performance in order to improve student learning outcomes
• Staff regularly review key teaching and learning improvements by analysing various forms of internal and external data and using it to inform both their teaching and children’s learning

Products and Practices

Products:
• Enhanced teacher practice as a result of professional learning
• Staff collaboratively plan, assess and report in line with Australian curriculum
• All students demonstrate individual level of growth across all Key Learning Areas

Practices:
• School wide collective responsibility for student learning and success, with high levels of student, staff and community engagement
• Curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate
• School staff utilise internal and external student data to track and improve individual growth
• Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement
• Professional Learning reflects the needs of classroom teachers and their students
### Strategic Direction 2: Excellence in Leading

#### Purpose

In working together
- build leadership capacity through focused professional learning and development that generates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level
- embed the school plan at the core of leadership development and in school wide continuous improvement efforts, ensuring the schools vision and strategic directions are reflected in classroom practice and school organisational structures

#### People

- **Students:** Provide leadership opportunities to students through various school initiatives
- **Staff:** engage staff in collective practices to foster individual strengths, learn and apply new knowledge and participate in school leadership planning methods and in doing so increasing the capacity of self and others.
- **Leaders:** School leaders model professional ethics and team collaboration practices through high expectations, professional support and mentoring for teaching and support staff

#### Processes

- **Professional Learning and teacher performance and development plans developed in line with school’s vision and strategic directions**
- **Establish a School Improvement Team to oversee the implementation of the School Plan and evaluate its impact**
- **Develop structures to guarantee a culture of high expectations of teachers and leaders to plan, develop and deliver various learning experiences to students that improve individual levels of student achievement**

#### Products and Practices

**Products:**
- Focus group and survey data indicates that school leadership is inclusive, proactive and visible
- School’s performance in leadership shows growth against the NSW Excellence framework
- Teaching staff participate in Professional Learning in line with school priorities and their Professional Development Plan

**Practices:**
- The school leadership team makes strategic use of its skillsets to effectively build teacher capacity, enhance community relations and foster improved achievement in student learning
- Explicit and clear school wide goals and achievements are regularly communicated to parents, families, teachers and students
- Clear processes focus school leadership action towards the effective implementation of the school plan
- Executive staff continually seek improvement in self and others through applying successful leadership strategies and providing purposeful Professional Learning
- Leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success

#### Improvement Measures

- All staff engage in collaborative practice with colleagues to support teaching
- Focus group and survey data indicates that school leadership is inclusive, proactive and visible
- Analysis of the NSW Excellence Framework reflects growth in targeted school improvement areas
## Strategic Direction 3: Community Partnerships

### Purpose

In working together
- to form enriched relationships with the community through providing families the opportunity to share in school activities and work with staff to enrich school values, enhance student engagement in their learning and empower children to be responsible and respectful citizens who display empathy, self-regulation and resilience as they grow and mature

### People

- **Students:** are actively involved in their school and local community
- **Staff:** work collaboratively with parents and the community to build a high level of respect through open communication and participation
- **Parents:** parents and broader community are involved and valued within the school
- **Leaders:** School leaders embed and encourage community partnerships within their role

### Processes

- Student learning is enriched by parent volunteers working in partnership with school staff on various academic, sporting, administrative, promotional, cultural and curriculum programs
- Staff and students are provided with opportunities to lead, participate, contribute and represent in a range of school and community events
- Parents and the broader school community are well informed using various forms of communication

### Products and Practices

**Products:**
- School has a strong and supportive P&C committee
- School survey data indicates that parents and community recognise the school as a leading educational facility
- School sponsorship and in-kind support from outside groups and business is maintained

**Practices:**
- Students are involved in a range of school activities that contribute to their social and academic development
- School staff encourage, value and promote a positive school culture and value relationships with parents that support student learning
- The school is responsive to community input and is committed to ongoing improvement in partnership with parents and the broader community
- Parent representation is central to planning and financial processes
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners
- The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans

**Improvement Measures**

- Survey data analysis indicates high level satisfaction in the school
- Increased parental attendance at school assemblies, celebrations, P&C meetings and special events
- School-attendance rates maintained above the state average of 92% (reflective of an inclusive and positive school learning culture)
- School sponsorship and in-kind support from outside groups and business is maintained