

# School plan 2018-2020

## Woonona East Public School 4296



# School background 2018–2020

## School vision statement

At Woonona East Public School, every child is known, valued and cared for. We believe that the responsibility of a school is to help every child exceed the potential they see in themselves. They should emerge from school as critical, reflective and life long learners.

## School context

Woonona East Public School serves a coastal suburban community north of Wollongong. We currently support 190 students in eight classes. The school has two assistant principals and is supported by a librarian, creative arts teacher, early interventionist and learning support teacher.

The dedicated teaching staff engage in regular purposeful and in-depth professional learning, enabling them to provide a challenging and engaging curriculum for students. Emphasis is placed upon the development of sound English and mathematics skills in combination with student wellbeing programs. We highly value experiences in the creative and performing arts including the school band, choir, dance and public speaking programs.

Woonona East is a committed member of the Woonona Community of Schools which includes Woonona Public School, Russell Vale Public School and Woonona High School.

Parents value their involvement in the school and there is a strong and supportive P&C Association.

Our three core values of respect, responsibility and resilience and our vision, jointly developed with our school community, guide our practice.

## School planning process

The principal, executive and staff have worked collaboratively to write a school plan that puts students at the centre of all decision making. In 2017 Woonona East Public School prepared a submission for an external validation panel. The validation provided an opportunity for our school to discuss and make judgements about our practice. An external validation panel report was provided to us and recommendations have informed directions in this school plan to ensure a sustainable path of performance and improvement.

As a staff, we also did an intensive evaluation of the 2015–17 School Plan targets and strategies. Project evaluations, NAPLAN results, PLAN/Continuum data, L3 exit reading levels in K–2 and parent and student survey results were interrogated along with data from the *Tell Them From Me* survey.

The parents and carers of students at Woonona East Public School were consulted on the above processes through surveys, P&C meetings and we also used newsletter bulletins to disseminate information to the school community and responses were sought. Local members of the AECG were also consulted for advice and endorsement of our three year plan.

Data gathered and analysed as a result of these processes has been used to inform the ongoing future direction of the school and this school planning cycle.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Exceptional and High Quality  
Teaching

### Purpose:

At Woonona East we want to ensure we are exceeding one year's growth for every year of learning. This is the case for every student, teacher and leader. We know that student learning is underpinned in excellent schools by high quality teaching and a close monitoring of student growth and progress data. We will continue to develop a culture of continuous improvement responsive to the needs of the students. Professional learning will be responsive to ongoing data analysis and school evaluation.

## STRATEGIC DIRECTION 2

Knowing Thy Impact – Focus on  
Student Growth and Progress

### Purpose:

At Woonona East we place students at the centre of what we do in teaching and learning, making data today become instruction tomorrow. Leaders and teachers work together to honour each student's learning needs, readiness and interests through thoughtful planning, targeted flexible instruction, and strategic assessment in order to maximise each student's learning potential and achievement. Teachers regularly work collaboratively to make consistent, evidence based judgement and moderation of assessments and learning progressions. Teachers will regularly monitor student academic growth and progress as well as monitoring academic achievement. There will be a strong focus on adding significant value to all students' education in our school and therefore, a close focus on monitoring value added data.

## STRATEGIC DIRECTION 3

Connect, Succeed, Thrive and  
Learn; Maximising Student  
Engagement

### Purpose:

At Woonona East, we will build meaningful relationships with Aboriginal families, communities, elders and the local Aboriginal Education Consultative Group, to merge high quality teaching and cultural practices in Aboriginal education for all students. We also acknowledge the critical role of families in their child's learning. We encourage all families and community members to contribute to the life of the school. We will work hard to build effective partnerships in learning with parents and students so that students have a sense of belonging and are motivated to deliver their best and continually improve.

# Strategic Direction 1: Exceptional and High Quality Teaching

## Purpose

At Woonona East we want to ensure we are exceeding one year's growth for every year of learning. This is the case for every student, teacher and leader. We know that student learning is underpinned in excellent schools by high quality teaching and a close monitoring of student growth and progress data. We will continue to develop a culture of continuous improvement responsive to the needs of the students. Professional learning will be responsive to ongoing data analysis and school evaluation.

## Improvement Measures

Evidence of teachers engaging in regular learning cycles, ensuring their programming and planning is highly differentiated in literacy and numeracy, rich in diagnostic and formative assessment.

STEM lessons are taught K–6, increasing student engagement. Data indicates improvement in students' creative thinking and problem solving skills.

Evidence of improved teaching practice through the Personal Development (PDP) process and lesson observations for feedback on the impact of their teaching on student results. Professional learning will reflect the needs of the students and be data informed.

## People

### Students

Students will be explicitly taught core literacy and numeracy skills by highly knowledgeable teachers. They will have the opportunity to transfer these skills across other key learning areas. Students will be highly engaged and motivated in their learning.

### Staff

Teachers will participate in relevant, evidence based professional learning to gain a deep understanding of each NSW syllabus and improve the capacity of every teacher. Areas for development in teacher expertise are identified and addressed through Professional Development Plan meetings and targeted lesson observations. Teachers will understand the school curriculum areas for further growth and development.

Staff will be engaged in high quality professional learning for Aboriginal Education, such as the Connecting to Country workshop.

### Leaders

The school leadership team identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative and evidence based, future-focused practices. Leaders will manage time, resources and people to support teachers to work collaboratively and participate in current professional learning. Leaders will also coordinate high quality and ongoing evaluation of school curriculum areas and strategic directions.

## Processes

### Ongoing Professional Learning

Professional learning in literacy, numeracy and other key learning areas will be evidence based and use current teaching and learning approaches. This professional learning will be brought back to all staff in the school through our regular professional learning whole staff meetings.

### Future Focused, Critical Thinking, Problem Solvers

Teachers will review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. There will be provision of professional learning in innovative teaching practices such as STEM, coding and the effective use of technology as a tool in the classroom.

### Quality Teaching

Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning through PDPs that are linked to the professional standards for teachers and identified school/student needs.

## Evaluation Plan

Progress on this strategic direction will be measured against the milestones. Data will be gathered via a range of methods including surveys, student focus groups, evidence of planning and programming, work samples and internal and external school data/information.

## Practices and Products

### Practices

Teachers will work collaboratively to gain a deep understanding of how to teach English and mathematics, ensuring all learning is explicit, innovative, engaging and appropriately challenging.

All staff will begin using the learning progressions as a resource to facilitate a shared professional understanding of literacy and numeracy development.

STEM lessons and coding skills are taught K–6, linking students learning to new projects and more complex skills using skills from all key learning areas.

Expert teachers will share their knowledge with others through staff meetings and collaborative practices, such as mentoring and coaching. All teachers will engage in ongoing pedagogical improvement as a result of them observing each other teach and providing constructive feedback on identified areas for improvement.

### Products

All students will be highly motivated in their learning and feel appropriately challenged. They will have a deep understanding of their academic strengths and areas for further improvement. Parents/carers will also be aware of these learning goals and encourage their children on their journeys of continued educational achievement.

On-going lesson observations and coaching sessions provide opportunities for teachers to alter their practice and are linked to the Australian Professional Standards for Teachers and our school

# Strategic Direction 1: Exceptional and High Quality Teaching

## People

They will ensure staff are highly informed about all feedback and evaluation to create a culture of ongoing and high quality school improvement.

## Parents/Carers

Parents/carers will be highly informed about the learning opportunities that their children are engaged in at Woonona East Public School. They will provide feedback to the school on the quality of their child's education. Parents/carers will be proactive when working with their child's teacher to support their child to experience ongoing academic success.

## Practices and Products

plan.

# Strategic Direction 2: Knowing Thy Impact – Focus on Student Growth and Progress

## Purpose

At Woonona East we place students at the centre of what we do in teaching and learning, making data today become instruction tomorrow. Leaders and teachers work together to honour each student's learning needs, readiness and interests through thoughtful planning, targeted flexible instruction, and strategic assessment in order to maximise each student's learning potential and achievement. Teachers regularly work collaboratively to make consistent, evidence based judgement and moderation of assessments and learning progressions. Teachers will regularly monitor student academic growth and progress as well as monitoring academic achievement. There will be a strong focus on adding significant value to all students' education in our school and therefore, a close focus on monitoring value added data.

## Improvement Measures

Increase our school's value added data, as determined from external measures, primarily the NAPLAN assessment.

All teachers will use PLAN2 to track student progress in literacy and numeracy using the data to inform teaching and ensure progress for every student.

Increased evidence of teachers using diagnostic, formative and summative assessment strategies including pre and post assessments, to identify student need and have evidence of progress for every student.

Increased proportion of students achieving expected growth in literacy and numeracy, as measured by internal and external

## People

### Students

Students will be explicitly taught and challenged at their level of need. They will use self-regulation strategies and will be learners who can set goals, articulate what they are learning and know what their next learning steps are. Students will be engaged and motivated because of the culture of high expectations and a growth mindset.

Our Aboriginal students will have personalised learning and high expectations, which will be supported by ongoing monitoring of academic growth.

### Staff

Visible learning practices are embedded into daily teaching practice. Teachers will be expert in data use because they know that effective teachers collect, analyse and respond to data to enhance the quality of their teaching and learning programs. They will be continuously gathering, analysing, interpreting and using information about students' progress and achievement to improve teaching and learning outcomes.

### Parents/Carers

Students will be able to communicate to parents/carers where they are at with their learning, and where they need to go next. Parents/carers will value their child's progress and effort. They will also read, understand and value their child's academic reports.

### Leaders

School leaders will ensure the school has

## Processes

### Formative Assessment/Visible Learning

Teachers will use formative assessment/visible learning methods, including learning intentions, success criteria and individualised student learning goals, where appropriate.

A variety of formative assessments strategies for, of and as learning are shared and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

### Diagnostic and Summative Assessment

Teachers will engage in ongoing professional development in diagnostic and summative assessment strategies.

### Collaborative Practice

Teachers will work collaboratively with their peers to 'know thy impact'. They will work on consistent teacher judgement to allocate grades and plan for teaching. Teachers will use the whole school data wall to see the big picture and the detail (the faces).

### Clear Focus on Adding Academic Value and Monitoring Progress

Teachers and leaders will maintain a very clear focus on the school's value added data (external data). They will also use internal measures to monitor this closely on a frequent basis. Whilst achievement will still be recognised, academic progress will be closely monitored and intervention strategies will be implemented for all

## Practices and Products

### Practices

Visible learning strategies are embedded throughout the school, with a strong focus on high quality formative assessment and students who are well-informed about their academic progress.

Development of diagnostic and summative assessment practices across the school to identify students' achievement of learning outcomes and inform teachers of the effectiveness of their teaching practices. Teachers and students will also learn to give specific feedback that initiates the next level of learning, turning summative assessments into formative.

Teachers regularly use data to modify and inform their teaching. Every 2 weeks teachers work collaboratively to analyse their data and plan for explicit literacy and numeracy lessons from each students' point of need. They will plan differentiated lessons for students at all levels and measure student progress and achievement so that they will know thy impact.

### Products

All students will experience academic progress that is at or above their expected set progress target. Any student who is not making academic progress will have immediate intervention and will be monitored by the Learning and Support Team.

Our school's internal and external value added data will continue to improve, thus representing the ongoing improvement of the quality of pedagogy at Woonona East Public School.

## Strategic Direction 2: Knowing Thy Impact – Focus on Student Growth and Progress

### Improvement Measures

measures.

### People

processes in place to support teachers to have time every two weeks, in infants and primary meetings, to work collaboratively on literacy and numeracy lessons.

### Processes

students not achieving their individualised, expected academic growth.

### Evaluation Plan

Progress on this strategic direction will be measured against the milestones. Staff surveys, focus groups and regular practices such as instructional walks and the faces on data process, to gauge the effectiveness of initiatives.



# Strategic Direction 3: Connect, Succeed, Thrive and Learn; Maximising Student Engagement

## Purpose

At Woonona East, we will build meaningful relationships with Aboriginal families, communities, elders and the local Aboriginal Education Consultative Group, to merge high quality teaching and cultural practices in Aboriginal education for all students. We also acknowledge the critical role of families in their child's learning. We encourage all families and community members to contribute to the life of the school. We will work hard to build effective partnerships in learning with parents and students so that students have a sense of belonging and are motivated to deliver their best and continually improve.

## Improvement Measures

All students have a positive sense of belonging; feeling known, valued and cared for by both staff and fellow students.

Ensure the our school's rich Aboriginal culture is at the heart of our decision making and continue to improve the quality of Aboriginal Education at Woonona East Public School.

Increased evidence of family and community members contributing to projects and activities in the school, building effective partnerships in learning to improve student outcomes.

Provide high quality school transition processes, both pre-school to Kindergarten and Year 6 to Year 7. This will ensure our students are set up for success when arriving at our school and when moving on to high school.

## People

### Students

Students will benefit from strong relationships amongst the broader community making them more connected to school. Positive relationships with adults at school will inspire students to learn and feel valued. Students will engage in high quality Aboriginal Education and cultural programs.

### Staff

Teachers communicate with students about their progress towards learning goals and achievements. They will get to know students academically and socially-emotionally. Staff attend local AECG meetings and implement Aboriginal content in all areas. Teachers and office staff will work hard to have positive and respectful relationships across the school community, resulting in a school wide collective responsibility for student learning, risk taking and success. School staff will be involved in a variety of professional learning experiences to improve wellbeing practices and procedures.

### Leaders

Develop plans and strategies for ongoing improvement to our school's wellbeing procedures. Leaders will also oversee a coordinated effort by all school staff to engage the school community in reflecting upon student progress and achievement data.

### Parents/Carers

Parents/carers will recognise that they share responsibility and will work together

## Processes

### Engagement

All students will indicate through surveys and focus group interviews, that they are engaged in their learning on a regular basis. Students will be able to explain in detail, ways in which their teacher/s make their learning interesting, challenging and fun.

### Outstanding Opportunities in Aboriginal Education

All students will engage in high quality learning experiences in Aboriginal Education. They will continue to develop a strong connection with our country's Aboriginal culture. Our Aboriginal students will be given specific opportunities to celebrate their Aboriginality, both inside and outside of the school setting. We will continue to recognise and promote knowledge of and connections with the local Aboriginal community and the local AECG.

### Wellbeing

Maintain a positive climate of respectful relationships, through PBL (Positive Behaviour for Learning) and a variety of school programs. Students will be involved in opportunities of reflection when they have made poor behaviour choices. This will support them in changing their behaviour for the future, with a focus on the positive outcome process (internal psychology).

## Evaluation Plan

Progress on this strategic direction will be measured against the milestones. Data will

## Practices and Products

### Practices

Students, parents and community members will work with the school to beautify the school and encourage a sense of community. Gardening and environmental projects will utilise the skills of our community to strengthen engagement with the school.

Regularly consult with Aboriginal parents, families, community members and the local AECG to ensure Aboriginal culture is thriving in the school culture by participating in various events and including it regularly in teaching and learning programs.

The WEPS Wellbeing Procedures document will be consistently monitored to ensure that all students connect, succeed, thrive and learn at Woonona East Public School.

Maintain strong Community of Schools links with continued participation in transition programs from year 6 to 7 and other programs and initiatives.

### Products

The whole community is effectively involved in merging high quality teaching and high quality cultural practices for all students in Aboriginal education. All Aboriginal students will know that their Aboriginality is celebrated and is a big part of our identity at Woonona East Public School.

Effective partnerships in learning will exist with parents, students and the community will strengthen family and community engagement.



## Strategic Direction 3: Connect, Succeed, Thrive and Learn; Maximising Student Engagement

### People

with the teachers to develop positive attitudes to learning and the school. They will feel that parental involvement in the school and their child/ren's learning is valued. Parents/carers will support the school's wellbeing procedures and assist in teaching their children the importance of positive and good behaviour. They will also value the importance of Aboriginal Education and culture at Woonona East Public School.

### Processes

be measured through a range of methods including surveys and regular monitoring of milestone achievements. Feedback on our school's wellbeing procedures will be regularly sought and monitored. Students' will express that they feel known, valued and cared for by a number of staff within the school, not just their classroom teacher. Feedback from Aboriginal community members will affirm that our rich Aboriginal culture is celebrated within the school.

### Practices and Products

Our new Kindergarten and old Year 6 students will start school with high levels of transition opportunities having been in place. This will set them up for a highly successful start to their new school journeys.