Waitara Public School Plan 2015-2017

Together we learn and grow in harmony
## School background

### School vision statement
Waitara Public School is an innovative, vibrant and engaged school community committed to delivering rich, inclusive learning in a nurturing environment. Students will be successful, creative independent thinkers who challenge themselves and inspire others, embodying a genuine passion for lifelong learning through equity and excellence in education.

### School context
Waitara Public School is a growing school in the Hornsby School Education Area. There are approximately 702 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. Students come from diverse language backgrounds with approximately 85% from language backgrounds other than English. There are 52 cultures represented within the school community, with Chinese, Indian, Korean and Sri Lankan the predominate groups.

There are approximately 60 school based personnel including executive staff, classroom teachers, specialist EAL/D, a Reading Recovery teacher, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

Student achievements in NAPLAN assessments are excellent, with a large percentage of students achieving in the top two bands in all areas.

School staff is enthusiastic and highly committed. The school enjoys a good mix of enthusiastic young teachers supported by highly skilled, experienced colleagues. One laudable feature of the staff at Waitara is the level of team work, supported by a strong commitment to ongoing professional learning.

Waitara is equipped with the technology to support 21st Century learners with a strong technology infrastructure that allows all students access to wireless hubs and a selection of devices. A continued focus will be staff professional development to increase ICT competency, differentiating the curriculum and the ongoing implementation of the Positive Behaviour for Engagement in Learning (PBEL) program to improve student learning.

Parents continue to be valued and supportive in the many roles they undertake. Community relationships are integral to the growth and development of students within our school.

### School planning process
A key component in delivering the Plan was the active community engagement process. In developing this plan the school involved the entire school community from the outset. This approach saw an extensive consultation process build the plan from the ground up.

The school recognises that the depth and detail of information offered by a wide range of members of the school community has enabled a comprehensive picture of our strategic direction to be created. The detailed reports from all workshops and surveys will be retained and remain available for reference during the life of the Plan, while progress will be regularly reported to the school community. The plan has been developed to set the roadmap for the next three years in the life of our school. During executive planning days, the workshops generated much discussion and interaction whilst looking at past data, the present situation and the future aspirations of the school. Staff workshop deliberations were then compiled into an unedited report which captured the thoughts and ideas of the workshop participants. The community engagement officer was utilised to draw on the needs of our multicultural community and research was conducted by students through Macquarie University’s social science internship program. All data was then analysed and used by a team of executive and staff members to compile the final plan.

Our consultation process involved:

I. clarifying the focus or content of a plan with P&C and other parent groups;
II. determining the effectiveness of prior teaching and learning adjustments; and
III. making valid judgements about student progress or achievement through data analysis.

We believe the Strategic Plan is exciting, contemporary, reflective of our needs and, above all, achievable. The Plan establishes the community’s vision for Waitara’s future and its aspirations and learning expectations. It drives the development of action plans, resourcing and supporting strategies.
Purpose:
To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future-focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive citizens.

STRATEGIC DIRECTION 1
Highly engaged, resourceful and reflective lifelong learners.

Purpose:
To create a culture where all staff strive to meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As 21st Century educators we model reflective practice and seek to build our leadership capacity for the benefit of all.

STRATEGIC DIRECTION 2
Innovative and collaborative teachers and leaders demonstrate a high standard of professional educational practice.

Purpose:
To build a learning community with strong student, staff and parent relationships by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

STRATEGIC DIRECTION 3
A multicultural community working in partnership with a shared vision.
Strategic Direction 1: Highly engaged, resourceful and reflective lifelong learners.

**Purpose**
To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future-focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive citizens.

**People**

- **Students**: Understand the need to become active participants in their own learning, focusing on independent projects and developing a voice in their own learning.
- **Students**: Understand the relevance and purpose of their learning experiences using 21st Century fluencies.
- **Staff**: Understand that creative and critical thinking skills will enable their students to solve complex problems and challenges in their learning.
- **Staff**: Develop the knowledge, understanding and skills of all students, using evidence-based learning through effective teaching practices.
- **Staff**: Understand differentiated approaches to curriculum development, delivery and assessment including extension, acceleration and enrichment for all students in the context of Australian Curriculum implementation.

- **Parents**: Understand that learning has changed through parent workshops and information sessions that offer strategies to support their child.

**Processes**

All staff actively participate in ongoing professional development in differentiating learning, project-based learning and 21st Century fluencies in line with the Australian Curriculum.

All students set goals through the processes of reflection, self-assessment and feedback strategies.

**Evaluation plan:**
- Use the TTFM surveys to evaluate the effectiveness of student engagement.
- Closely monitor and analyze internal and external school-based assessment data, including NAPLAN, PLAN, PAT and class assessment. Develop targeted programs to improve in these areas as required.
- Student evaluations and self-reflections.

**Products and Practices**

- **Products:**
  - 80% of students achieve their expected cluster on the Literacy and Numeracy Continuums.
  - Students in Years 2, 3, 4, 5, and 6 demonstrate growth in their scores using the ACER online Comprehension and Mathematics Assessment Tool.
  - TTFM surveys reflect growth in scores relating to student engagement.

- **Practices**
  - All teaching programs reflect a change in pedagogy with 21st Century fluencies, embedded use of technology and differentiated teaching to address the learning needs of all students.

  Students are involved in their learning decision making through a continuous whole-school commitment to project-based learning, student voice and leadership.

  Parents encourage and support their children use creative and critical thinking skills approach challenges at school or in the wider community.

**Improvement Measures**

- 80% of students achieve their expected cluster on the Literacy and Numeracy Continuums.
- Students in Years 2, 3, 4, 5, and 6 demonstrate growth in their scores using the ACER online Comprehension and Mathematics Assessment Tool.
- Tell Them From Me (TTFM) surveys reflect growth in scores relating to student engagement in learning.
# School strategic directions 2015 - 2017

## Strategic Direction 2: Innovative & collaborative teachers and leaders demonstrate high standard of professional educational practice.

### Purpose

To create a culture where all staff strive to meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As 21st Century educators we model reflective practice and seek to build our leadership capacity for the benefit of all.

### Improvement Measures

- 100% of teachers at proficient level with an increased number of teachers aspiring to be Highly Accomplished and Lead teachers from 2 to 4.
- Survey 21st Century Fluencies - TTFM pre-post critical and creative thinking capabilities survey for students and teachers.

### People

**Leaders:** Cultivate staff workforce capabilities through the implementation of quality school-wide systems and organisational structures that promote active distributive leadership and accountability.

Leaders: Align staff performance and development to the Australian Institute for Teaching and School Leadership (AITSL). Providing staff with opportunities for professional development, reflection and self-assessments to maintain Proficient, Highly Accomplished or Lead teaching standards.

Staff: Recognise and share outstanding teaching practice, through lesson observations, collaborative meetings, mentoring and coaching to encourage ongoing staff learning and build the leadership capabilities of teachers aspiring to be Highly Accomplished or Lead teachers.

Staff: Embed authentic connectedness between ICT, critical and creative thinking general capabilities in order to extend student learning in 21st Century mindsets and capabilities.

Staff: Implement the Australian Curriculum and ACARA general capabilities and cross-curriculum priorities to improve student outcomes, teaching practices and support current reforms in education. Staff:

**Students:** All students set goals through the processes of reflection, self-assessment and feedback strategies to build student capacity to facilitate their own learning.

**Parents/Community**

Engage parents in all aspects of the education process through Professional Development on curriculum, pedagogy, assessment and reporting and Every School Every Student (ESES). Work collaboratively with partner schools to promote and support initiatives.

### Processes

Leaders foster a dynamic learning organisation by engaging all staff in professional development that is relevant, future focused and shaped by research evidence and feedback to build staff capacities as learners, teachers and leaders.

Differentiated professional learning for all staff to achieve stage and personal professional goals through peer coaching and Community of Schools learning networks to improve student outcomes and build leadership capabilities for inspiring leaders.

**Evaluation Plan:**

- Survey staff to review organisational practices throughout the implementation of new systems and educational reforms.
- Review professional development plans Ongoing monitoring and tracking of data and comparison to benchmarks through school based and standardised assessments.
- Executive staff to monitor the implementation of the Strategic Plan and seek feedback from the community.

### Products and Practices

- **Products:** 100% of teachers at proficient level with an increased number of teachers aspiring to be Highly Accomplished and Lead teachers from 2 to 4.
- Survey 21st Century Fluencies –TTFM surv pre-post critical and creative thinking capabilities survey for students and teacher

**Practices:** Great Teaching Inspired Learning (GTIL). A strong induction of early career teachers is supported by the schools implementation of K-6 and lead change through the implementation of new Australian Curriculum and educational reforms.

Enhancing opportunities for aspiring leaders lead change through the implementation of new Australian Curriculum and education reforms.

Performance management and professional development linked to school plan a professional standards for all staff.

Full implementation of the Australian Curriculum and ACARA general capabilities and cross-curriculum priorities are evident in K-6 teacher practices and student learning outcomes in explicit lessons that include differentiation and learning adjustments where necessary.

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P4. Waitara Public School 3334
Purpose
To build a learning community with strong student, staff and parent relationships by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

People
Leaders: Acknowledge and support inclusive teaching practices and collaboration amongst agencies.
Leaders: Develop a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have alignment to the school vision and plan.
Staff: Work towards high quality outcomes through vigorous, meaningful and dignified learning for every student.
Staff: Actively seek opportunities to communicate with parents through formal and informal contacts. Reduce language and cultural barriers by utilising translation and interpreting services.
Staff: Support staff to strengthen relationships with parents and the wider community by creating opportunities to participate in all areas of school endeavours, including workshops, curriculum development and student support.
Students: Provide students with opportunities to experience a variety of cultures in the school to establish a good understanding of multiculturalism and build a solid cultural identity.
Students: Demonstrate the PBEL school values across the school and wider community.
Community/parents: Actively encourage parents to access the school newsletter or communicate with other parents through social networks.
Encourage parents with limited social support and English skills to join the services that the School and Community Hub provides.
Promote positive learning alliances within our Community of Schools and universities. Build strong relationships with partner schools to enhance the delivery of innovative practices.

Processes
Implement the ESES framework for learning and support to provide professional development in the following areas; curriculum, teaching and learning, teacher quality, accountability and collaboration.
Executive communicate with parents, preschools, high schools and outside agencies to promote and lead practices to enhance continuity of learning at transition points.
Technology is accessible to staff and students and flexible learning spaces ensure a physical environment that encourages creativity.
The school and families work together to develop strategies to use in the home to build on students’ strengths and develop parents’ understanding of teaching and learning programs and their capacity to become partners in their child’s learning.
Work in partnerships with Macquarie University encouraging tertiary staff and students to undertake projects at the school and update staff members on contemporary research findings from around the world.
Develop links with the local Aboriginal community to assist with the implementation of the Aboriginal 8 Ways of Learning.

Evaluation plan:
• Use internal review processes to monitor community engagement on a regular basis.
• Review longitudinal data on Social Emotional Wellbeing Surveys to monitor staff and student opinions.
• Ensure consistency in all public relations, publications, intranet, internet and communications measured by parent feedback and satisfaction survey data.

Products and Practices
Products: Our school is rated as building or sustaining on all seven dimensions of the School Assessment Tool Reflection Matrix.
• TTFM survey reflects growth in parents’ knowledge and understanding of their children’s education.
• TTFM survey reflects parent support initiatives towards the development of their children’s confidence and resilience.

Practices: Enriched and expanded opportunities for Waitara parents are engaged partners in 21st century learning and leadership.
Teachers and leaders facilitate opportunities for the participation of all parents in school activities through specific strategies and practices.
The school community promotes the school value to ensure the safety and wellbeing of every student at Waitara PS through consistent practice and explicit teaching.
Strong community ties between preschools and high schools to support pedagogy across transition programs.
High volumes of community members access information via the school app, website and P&C Facebook page to ensure efficient communication between school, students, parents and the community.
Long-term financial planning integrated into school planning with sustainability process embedded across all areas of school management practices and processes using LMBR operating systems. Continuing to make our work visible intentional and purposeful.

Our school is rated as building or sustaining on all seven dimensions of the School Assessment Tool Reflection Matrix.
• TTFM survey reflects growth in parent knowledge and understanding of their children’s education.
• TTFM survey reflects parent support initiatives towards the development of their children’s confidence and resilience.