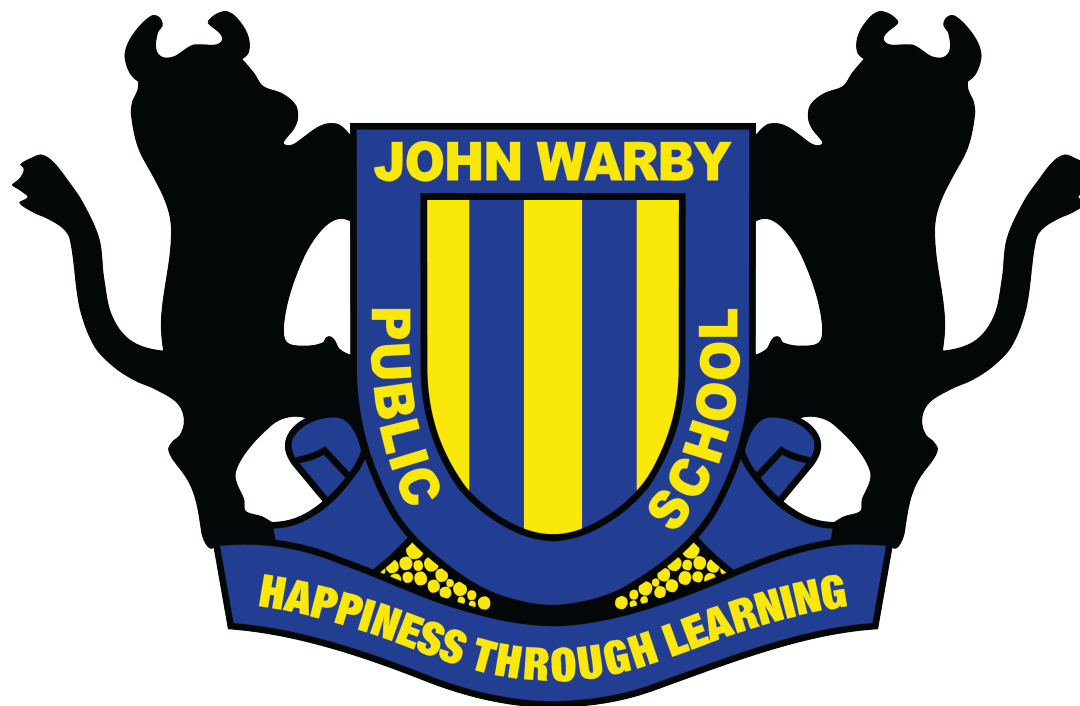


School plan 2015-2017

John Warby Public School 4479



School background 2015–2017

School vision statement

We are committed to creating a dynamic, engaging and nurturing environment that promotes a passion for life-long learning. We foster positive relationships, embrace cultural diversity and develop outstanding leaders.

School context

John Warby Public School is situated in the Campbelltown School Network. There are 250 students enrolled from Pre-school to Year 6. Classes include Pre-school, mainstream, classes for students with intellectual disabilities and autism. There is a strong emphasis on Aboriginal Education at John Warby Public School with many strategies being embedded across all areas of school life.

John Warby Public School has students who come from a variety of cultural and language backgrounds including 21% Aboriginal and Torres Strait Islander and 18.5% Pacific Islander. 99% of students who attend John Warby Public School currently live in Department of Housing properties. By the end of 2016, 172 private dwellings will have been constructed for occupation within the school's drawing area under the Airs/Bradbury Housing Renewal Project. A further 133 residences will be ready for occupation mid-way through 2017. This initiative will significantly impact the ratio of students from public housing within the school population. It is envisaged that this will change the cultural make-up of the student body.

The school has strong links with the Airs/Bradbury Community of Schools including Briar Road PS, Bradbury PS and Airs High School. This network provides opportunities for professional development, Aboriginal learning and leadership programs and transition to high school initiatives.

School planning process

The school executive evaluated the 2012–14 school plan and reviewed data, both external and internal to identify areas to target for improvement. We looked at existing programs and whether they were beneficial to the improvement of student outcomes. We reviewed surveys of staff and students through 'Tell Them From Me'. The school executive prepared a draft school vision statement and strategic directions from information obtained during staff evaluation sessions as well as reviews carried out. Parents were invited to a P&C meeting to discuss the new school plan. Information was provided to parents on the needs identified through the data analysis. A brainstorming activity was carried out with parents to formulate their school vision and thoughts on the strategic directions for the school. A further brainstorming activity was carried out with staff. All information was collated and a shared vision statement was put together and strategic directions amended to reflect the ideas of the combined school community.

Further surveys were carried out of parents, carers and students. The information collected from these sources was then included in the school plan. The executive compiled the 5P Plan from the information collected. The draft School Plan was then presented to parents at a P&C Meeting and to staff.

Following the appointment of our Instructional Leader under the Early Action for Success strategy, data was again reviewed and the plan was adjusted and finalised.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Engage students through innovation and best practise to develop a culture that creates critical thinking and values high expectations.

Purpose:

To equip students with the literacy and numeracy skills that will allow them to develop into active, engaged and self-motivated learners.

STRATEGIC DIRECTION 2

Forge strong community partnerships to create a sense of belonging making the school the hub of the community.

Purpose:

To create a culture of welcome, inclusion and belonging for all families that reflects and respects diversity within our school community.

STRATEGIC DIRECTION 3

Staff value and participate in ongoing quality professional learning.

Purpose:

To ensure teachers are up to date with current and evolving pedagogical practices so that all students are immersed in quality learning experiences.

Strategic Direction 1: Engage students through innovation and best practise to develop a culture that creates critical thinking and values high expectations.

Purpose

To equip students with the literacy and numeracy skills that will allow them to develop into active, engaged and self-motivated learners.

Improvement Measures

1.5% increase in Reading, Writing and Numeracy NAPLAN results for 'At and Above' (Year 3 Band 5–6, Year 5 Band 7–8 and Year 7 Band 8–9).

1.5% increase in Reading, Writing and Numeracy NAPLAN results for 'Proficiency' (Year 3 Band 5–6, Year 5 Band 7–8 and Year 7 Band 8–9).

Students demonstrating NAPLAN growth in line with, or better than, state achievement.

70% of students K–2 and 60% of students 3–6 achieving at or above expected PLAN exit continuum clusters in Aspects of Reading, Writing, Comprehension, Counting Sequences and Early Arithmetic Strategies and/or Place Value.

100% of teachers using Best Start and PLAN data to guide programming.

100% of teachers effectively using Learning Intentions and Success Criteria within their classrooms.

People

Students

Students will think deeply and critically to make relevant connections, work collaboratively and actively engage in the learning process through explicit and systematic differentiated teaching and learning experiences.

Students aspire to become student leaders across the school.

Staff

Whole school, grade, stage or individual teacher professional learning based on current research and emerging pedagogical practices, including the development of meaningful and sustainable professional networks. Ensure staff have access to relevant professional learning to cater for the social, emotional, cognitive and cultural educational needs of all students.

Parents/Carers

Provide opportunities for parents to engage with the curriculum through the provision of workshops and information sessions.

Leaders

Opportunities for leadership development provided within the school management model and through coaching and mentoring initiatives.

Processes

School leadership team will facilitate a whole school focus on the continual refinement of explicit teaching and assessment processes to improve student outcomes. Data obtained from assessment practises will inform programming and support the reporting process. Implementation of a school funded Deputy Principal to mirror the Early Action for Success Model 3–6 with a focus for 2017 on Writing, Reading and Number.

Implementation of the Early Action for Success strategy K–2 including:

- Individualised Professional Learning;
- Targeted 3 tiered student interventions;
- Collection and analysis of data focused on Reading, Comprehension, Writing, Counting Sequences and Early Arithmetic Strategies to inform programming and support reporting processes.

Students develop the skills to critically reflect upon their learning.

Development of the leadership skills of students across the school.

Evaluation Plan

- Regular classroom observations.
- Data collected and analysed on an ongoing basis to inform the teaching and learning cycle.
- A student/school satisfaction survey conducted on an annual basis.

Practices and Products

Practices

Consistent implementation of explicit reading and comprehension strategies.

Regular opportunities for students to give and receive authentic feedback.

Up skilling staff to deliver modelled, guided and independent activities in literacy and numeracy.

All classrooms are using available technology as effective tools to promote and support student engagement.

Teachers continually incorporate formative, summative and diagnostic data of student performance relating to syllabus documents to inform teaching practice.

Products

Improve student performance in school based and external assessments.

Teachers are creating differentiated class programs linked to data.

Culture of high expectations for all students to achieve.

Students are engaged in and responsible for their learning.

School community receives positive feedback from staff on a weekly basis through JWPS Postcards and Positive Phone Calls.

Student leaders are publically displayed and celebrated.

Strategic Direction 2: Forge strong community partnerships to create a sense of belonging making the school the hub of the community.

Purpose
To create a culture of welcome, inclusion and belonging for all families that reflects and respects diversity within our school community.
Improvement Measures
5% increase in parents/carers involved in the PLP process.
5% increase in parents/carers actively involved in the IEP process.
5% increase in parents/carers attending 3 Way Learning conferences.
5% increase in positive student behaviour incidents recorded each term.
1% improvement in attendance rate.

People
Students
<ul style="list-style-type: none"> • Students value and have pride in their culture, heritage and are provided with opportunities to share and celebrate the diverse cultures within our community. • Students demonstrate respectful culturally sensitive behaviour.
Staff
<ul style="list-style-type: none"> • Provide communication channels to facilitate improved networks by respecting and celebrating the diversity with the school community. • Develop improved partnerships with cultural groups through activities, workshops and programs, utilising the skills of the community to support and enhance programs and initiatives.
Parents/Carers
Parents and carers feel that the importance of their role as educators of their child is genuinely acknowledged and valued. They openly communicate with the school and the wider community. Families actively support positive student welfare practices.
Community Partners
School and community agencies assist families to better understand and access support services and connect with community resources.
Leaders
School leaders facilitate the ongoing, open communication between school, families and the community. Leaders actively engage with community agencies.

Processes
<ul style="list-style-type: none"> • School encourages and supports community representative bodies and works together with families and community members' to both celebrate student achievement, in culturally positive and respectful ways, and to celebrate the cultural diversity in the school. • Review and improve communication processes between the school and the community to provide authentic opportunities for involvement that are respectful and inclusive. • Smoothing transitions for students and families at key points in the education continuum through programs that are conducted to help prepare students and families for the next step in schooling.
Evaluation Plan
<ul style="list-style-type: none"> • Surveys of staff, students and parents/carers on an annual basis. • Incorporate aspects of the School Assessment Tool (Community Engagement Reflection Matrix). • Regular review of Attendance data.

Practices and Products
Practices
Consistent implementation of the school's reward and discipline systems, with shared expectations informed through data analysis.
School community demonstrate the PBL values of safe, respectful learners across all school settings.
Greater use of social media to engage, communicate and celebrate student learning and achievement with our community.
Products
Increased positive parental involvement and participation within the school community.
Increased positive student behaviour.
Improved attendance levels.
Improved communication between the school and its community.

Strategic Direction 3: Staff value and participate in ongoing quality professional learning.

Purpose

To ensure teachers are up to date with current and evolving pedagogical practices so that all students are immersed in quality learning experiences.

Improvement Measures

100% teachers undertake professional learning to drive quality teaching in the classroom.

Formative assessment practices evident in all classrooms.

100% staff engage in professional learning linked to improved engagement and quality teaching models ('Maths Building Blocks', FoR, L3, PBL).

All teachers making progress towards the achievement of their Professional Goals as outlined in their annual Performance and Development Plan.

All SAS staff making progress towards the achievement of their Professional Goals as outlined in their annual Performance and Development Plan.

People

Staff

- Engage in ongoing professional learning and reflection sessions to develop and improve quality teaching practices.
- Provided with differentiated professional learning linked to school priorities.

Community Partners

- Community of schools is enhanced to ensure current pedagogies and best practice is shared amongst colleagues.
- Parents and carers are equal partners in the education process and are provided with learning opportunities to support their child/children.

Leaders

- Leaders will identify, coach and mentor personnel who display exemplary classroom practice for future leadership roles.
- Leaders provide mentoring, resources and support to staff undertaking the accreditation process.

Processes

Implementation of Formative Assessment practices (Learning Intentions/Success Criteria) to guide student reflection, improve teaching practice and support critical feedback.

All teaching staff actively participate in Reciprocal Teaching classroom model and focussed feedback sessions.

All staff up skilled to embed Aboriginal perspectives in classroom and whole school practise across the school.

All staff engaged in Positive Behaviour for Learning through ongoing professional learning.

All staff engaged in developing and achieving professional goals related to their classroom practise and leadership aspirations in line with the Performance and Development Framework.

Evaluation Plan

- Targeted internal Professional Learning evaluated on a regular basis.
- Annual staff surveys.
- All staff engage in the Performance and Development Process.

Practices and Products

Practices

Teaching excellence maintained through a consistent and collaborative approach to professional learning that is school based and responsive to student needs.

Formative assessment practices strategically implemented and embedded in quality teaching and learning programs across the school.

Reciprocal Teaching model embedded in school practice.

Ongoing opportunities provided to staff to develop their leadership skills.

Support structures implemented for all levels of mandatory accreditation.

Products

Formative assessment practices underpin teaching and learning, feedback and assessment. Staff embed Positive Behaviour for Learning in classroom practise to support student engagement.

Staff engage in a facilitated reflection and feedback process to improve practice.

Aboriginal education enhanced and supported at all school levels.

100% of staff supported to reach professional learning goals through continuous and differentiated professional learning as outlined in their annual Performance and Development Plan.

Teachers effectively undertaking leadership roles linked to the School Leadership Model.