School plan 2015 – 2017

Woollahra Public School 7442
| School background 2015 - 2017 |

**School vision statement**
Woollahra Public School aims to continue offering a rigorous, innovative and cohesive program of learning. Using a holistic approach that highlights 21st century learning skills enables and engages students in lifelong learning for a sustainable future.

**School context**
Woollahra Public School (WPS) is a large primary school with a diverse student population (44% of the students from language backgrounds other than English) serving the communities of Woollahra, Edgecliff, Paddington and Bondi Junction.

Woollahra has an enrolment of 737 students organised into 29 classes, 14 K-2 and 15 Years 3-6. Four of these classes are Opportunity Classes (OC) for gifted and talented students in Years 5 and 6. Learning in our classrooms is stimulating and relevant, ensuring outstanding achievement.

The school community supports literacy and numeracy programs as well as a vibrant extra curricula creative arts program that includes band, choir and dance.

As part of the ‘Community of Schools in the Eastern Suburbs (CoSiES)’ we continue to move from strength to strength receiving the Director’s award for ‘Outstanding Contributions to Public Education’ in 2014.

In this inclusive environment, strong student welfare practices underpin all aspects of day to day school life. There is a focus on ensuring student well-being and responsibility.

The highly skilled and dedicated teaching team is committed to supporting our students so they become successful learners, confident creative individuals and active, informed citizens.

**School planning process**
A collaborative, transparent process has underpinned all consultation processes with the school community. The schools vision is ongoing, the current path is meeting all expectations and it will continue within the parameters identified by DEC.

**Staff**
Targeted teams of staff have attended local area information workshops, leading the executive team to develop the new school plan.

Staff consultation was conducted in both small and large forums to ensure maximum participation. Follow up discussions were encouraged to promote ownership of the process.

**Community**
Parent engagement was a key feature of the process. The parent body expressed confidence in the school’s direction. Parent feedback flows readily through established channels.

Initial drafts of the plan were created after consultation from all parties. Quality assurance personnel were consulted throughout the draft stage. Drafts were then presented to groups for review and amendment.

**Ongoing Evaluation**
Scheduled revision for the plan will occur annually. This review will incorporate school self-evaluation data from sources such as the ‘Tell Them From Me’ survey to determine which targets, strategies and indicators need modification.
Purpose:
A strong sense of wellbeing and engagement is essential for student success. WPS continues to develop processes that reflect a holistic and respectful approach to education and others.

The school evaluates and modifies learning practices to add value to students’ learning. Skills of 21st Century learning are integral to class programs.

STRATEGIC DIRECTION 1
Learning
School community promotes well being and engagement of students.

STRATEGIC DIRECTION 2
Teaching
Build on current initiatives and capacity to support an engaging and a productive learning environment.

Purpose:
Teacher development in understanding collaborative practices, data usage, and personal responsibility for professional accreditation, will provide a stronger platform for creating a productive learning environment that improves student outcomes.

STRATEGIC DIRECTION 3
Leadership
Build an understanding of leadership and develop capacity of all staff and students.

Purpose:
Developing strong, strategic and effective management in the school leadership team will further a school wide culture of shared responsibility and high expectations.

Developing an understanding of leadership fosters exemplary practice within the school community.
**Strategic Direction 1:** School community promotes well-being and engagement of students.

### Purpose

A strong sense of wellbeing and engagement is essential for student success. WPS continues to develop processes that reflect a holistic and respectful approach to education and others.

The school evaluates and modifies learning practices to add value to students’ learning. Skills of 21st Century learning are integral to class programs.

### People

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>Students will continue to engage in respectful relationships with peers, teachers and wider community to promote wellbeing.</td>
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<tr>
<th>Staff</th>
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<tbody>
<tr>
<td>Staff will continue to review the effectiveness of the school’s Wellbeing Policy and participate in Child Protection updates.</td>
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<tr>
<th>Parents and Carers</th>
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<tr>
<td>Parents will be engaged as active participants to develop an understanding of the learning process to provide support at home and within the school.</td>
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<tr>
<th>Community Partners</th>
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<td>The CoSiES network will be utilised as a primary source of professional learning to assist with effective introduction of new syllabuses.</td>
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<th>Leaders</th>
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<td>Leadership team will continue to develop frameworks, protocols and upskill the wider staff.</td>
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### Processes

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<th>Project 1 - Assessment</th>
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<td>A school wide assessment policy that incorporates external assessment, DEC continuums and internally consistent protocols with a sequence of benchmarks and continuum targets.</td>
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<th>Project 2 - Curriculum</th>
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<td>Action Learning Projects within the school, and across the CoSiES group, utilising University mentors to develop curriculum understanding and implementation of best practice for 21st century learning.</td>
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<tr>
<th>Project 3 - Wellbeing</th>
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<tr>
<td>Evaluation and consistent use of the school’s Wellbeing Policy.</td>
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### Evaluation Plan

- Surveys of students, staff and parents
- Review of programs with clear G&T provision and 21st century skills
- Analysis of growth data
- Classroom observation

### Products and Practices

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<th>Products</th>
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<td>100% of students achieve growth in NAPLAN testing.</td>
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<tr>
<th>Practices</th>
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<td>Improved learning outcomes are achieved through consistent, school-wide practices for assessment and reporting.</td>
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Challenging learning environments are provided for gifted and talented students.

Students use 21st century skills in all areas of the curriculum.

WPS has a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students.
**Strategic Direction 2:** Build on current initiatives and capacity to support an engaging and a productive learning environment.

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| Teacher development in understanding collaborative practices, data usage, and personal responsibility for professional accreditation, will provide a stronger platform for creating a productive learning environment that improves student outcomes. | **Students**
Teachers know their content and how their students learn (Standard 1 & 2 from the Australian Professional Standards for Teachers), which allows students to develop their capabilities as learners. | **Project 1 – PDF**
• Teacher learning and accountability is documented in the PDF process. Performance and Development Plans (PDP) guide ongoing professional learning. | **Products**
Student learning improved through the co-operative planning of a cohesive whole school program. 100% of teachers plan, implement and review their own PDPs. |
| **Staff**
Teaching staff develop a deep understanding of the Professional Standards, and use this knowledge to inform their teaching. | **Project 2 - Accreditation**
• Teachers are supported through an introduction, maintenance or transition into, accreditation by regular mentoring from experienced teachers, peer meetings and professional learning. | **Practices**
WPS has clearly articulated processes for collecting, analysing and using assessment data from both internal and external assessment, to program relevant learning for groups and individuals. Teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. |
| **Parents/Carers**
Parents bring expertise in their field to relevant class programs. | **Project 3 – Programming**
• Collaborative programming occurs across the school in alignment with new curriculum and 21st Century learning skills. | **Evaluation Plan**
• Successful attainment of accreditation by all staff. • Staff discussion • Review of curriculum |
| **Leaders**
The skills of proficient staff are harnessed by modelling quality teaching and learning founded upon evidence based practice. | | |
| School Leadership Team support teachers in the implementation of the PDF. | **Improvement Measures**
• 100% of teachers achieve accreditation. • 100% of teachers plan, implement and review their own Performance and Development Plan (PDP). • 100% of classrooms work from a collaboratively planned program. |
### Strategic Direction 3: Build an understanding of leadership and develop capacity of all staff and students.

#### Purpose
Developing strong, strategic and effective management in the school leadership team will further a school wide culture of shared responsibility and high expectations.

Developing an understanding of leadership fosters exemplary practice within the school community.

#### Improvement Measures
- Formalised pathways, and increased participation, for aspirational leaders and executive learning.
- Increased student participation in leadership opportunities.
- 100% of teachers engaged in sustainable leadership roles.

#### People

| **Students** | Students are actively involved in the school leadership process. K-6 students have leadership opportunities. |
| **Staff** | Aspirational staff are identified and given opportunities to develop skills. Where appropriate, skilled staff members act as mentors. |
| **Parents/Carers** | Parents support the leadership of the school through school planning contributions. The P&C assists the school with formal and informal decision making. |
| **Community Partners** | External opportunities are utilised for further training and induction to executive roles and responsibilities. |
| **Leaders** | Leaders facilitate and create opportunities for teachers and students. |

#### Processes

**Project 1 – Executive Learning**
- A formalised aspirational leaders and executive learning program. External opportunities and training are sought and offered to staff, such as ASPIRE.

**Project 2 - Mentoring**
- Mentoring and shadowing strategies used both formally and informally, to enable development of skills to administer and lead extracurricular programs.

**Project 3 – Student Leadership**
- Leadership opportunities and learning for students are sought, extended and embedded into school programs and extracurricular activities.

#### Products and Practices

**The school leadership team makes deliberate and strategic use of partnerships and relationships to access resources to enrich the school’s standing and improve student outcomes.**

**Products**
- 100% of staff engaged in sustainable leadership roles.
- Student learning improved through mentoring programs, with a focus on 21st Century learning skills.

**Practices**
- Teachers take on additional training and lead extra-curricular responsibilities.
- Students have a greater understanding of leadership, and participate in a range of experiences and opportunities to increase their skill and confidence in leading others.

**Evaluation Plan**
- Structured feedback discussion
- Self-assessment by the school against the School Excellence Framework
- Parent survey