



2015
2017

Wahroonga Public School SCHOOL PLAN

School Background

School Vision Statement

The teachers, parents and students at Wahroonga Public School work together within a happy and supportive educational environment to ensure that everyone can realise their full potential. The school is a dynamic learning organisation striving for improvement in the context of 21st century education.

School Context

Wahroonga Public School is a metropolitan school in the Ku-ring-gai local government area in the northern suburbs of Sydney with an enrolment of 737 students from Kindergarten to Year 6. The community serves an ever-growing number of families newly arrived in Australia. Wahroonga is an affluent demographical area with a high percentage of families achieving tertiary educational qualifications. The school relies on the support of its parent community through the representative P&C Association in order to run a number of academic programs in-line with local need.

Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions.

The school has 29 mainstream classes and offers students a range of extra-curricular activities including chess, sport, dance and choir. The school band is renowned in the local area.

School Planning Process

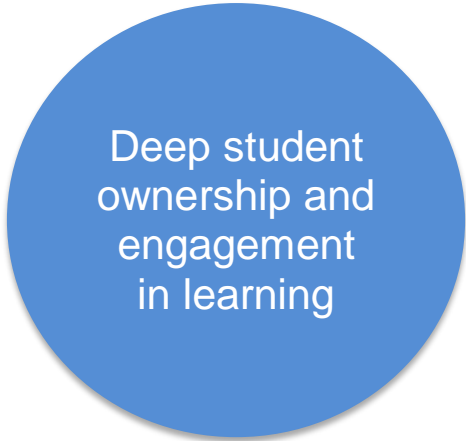
In late 2014 and early 2015, the school plan was informed by input from the school community. Parents, staff and other community members provided input through regular surveys, presentations, question/answer meetings, regular P&C meetings and other avenues such as 'Coffee with the Principal' mornings.

In mid 2015 a new Principal was appointed to the school. A number of focus group meetings were held with parents to discuss the full scope of the school's operations and elicit the aspirations of the parent body. Parents contributed to discussions about grounds, curriculum, teaching and learning, business operations and wellbeing. Teachers each completed a survey and had one-on-one meetings with the Principal to discuss their own situational assessments of the school and its operations. Student leaders were also consulted.

The school plan is therefore an evolving document that aims to continually reflect the changing nature of the school's purpose and vision.

School Strategic Directions

Strategic Direction 1



Deep student ownership and engagement in learning

Purpose:

To develop the students' skills and understandings of the 21st century fluencies outlined in the Australian Curriculum's 'General Capabilities': literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability and intercultural understanding.

Strategic Direction 2




Excellence in delivering quality teaching

Purpose:

To develop teachers' classroom effectiveness, capacity to reflect on their teaching, and adjust methods as appropriate as a result of deep reflection against the NSW Quality Teaching Framework.

Strategic Direction 3



Strong, resilient and happy students

Purpose:

To develop students skills and understandings when facing challenges, with focus on raising the level of personal responsibility in supporting the wellbeing of themselves and others.

Strategic Direction 1: Deep student ownership and engagement in learning

Purpose	People	Processes	Products & Practices
<p>To develop the students' skills and understandings of the 21st century fluencies outlined in the Australian Curriculum's 'General Capabilities': literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability and intercultural understanding.</p>	<p>Students are effective and ethical users of ICT, developing their literacy, numeracy and social capabilities.</p> <p>Students are creative, self-directed learners.</p> <p>Parents develop their understanding of quality teaching and general capabilities across the primary syllabus.</p>	<p>1) Consolidation of students' deep engagement with the General Capabilities including ICT skills and creativity and critical thinking through inquiry learning.</p> <p>2) Further partnerships of teacher action learning teams with academic mentor to conduct research into student engagement in STEAM subjects.</p>	<p>Product: To achieve and sustain 75% or more of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to reduce the gap in student writing achievement relative to reading and numeracy.</p>
Improvement Measures			
<p>Product: To achieve and sustain 75% or more of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to reduce the gap in student writing achievement relative to reading and numeracy.</p> <p>Product: teaching programs and practice reflecting the implementation of the ACARA General Capabilities.</p>	<p>Teachers explicitly develop the ACARA general capacities across all Key Learning Areas</p>	<p>3) Opportunities for students and teachers to work with and share new learning with others in the community of schools and globally.</p> <p>Evaluation Plan Survey teachers, parents and students</p> <p>Analysis of NAPLAN results Examine teaching programs and practices</p>	<p>Product: teaching programs and practice reflecting the implementation of the ACARA General Capabilities.</p> <p>Product: Assessment rubrics and quality feedback to include a creative dimension.</p> <p>Practice: All teachers implementing the ACARA General Capabilities.</p> <p>Practice: Students displaying deep knowledge across the syllabus and engaging fully in the intellectual struggle that underpins powerful learning.</p> <p>Practice: teachers engaging in self-reflection and action learning conversations about pedagogy.</p>

Strategic Direction 2: Excellence in delivering quality teaching

Purpose	People	Processes	Products & Practices
<p>To develop teachers' classroom effectiveness, capacity to reflect on their teaching, and adjust methods as appropriate as a result of deep reflection against the NSW Quality Teaching Framework.</p>	<p>The teaching staff are more effective educators through developing a deeper understanding of the NSW DEC Quality Teaching Framework (QTF) and implementing these understandings across all Key Learning Areas.</p>	<p>1) Develop a professional learning program for all teachers to ensure they are familiar with the Quality Teaching Framework.</p>	<p>Product: All teachers have a record of two lessons coded using the QTF that shows growth across the three domains.</p>
Improvement Measures			
<p>Product: All teachers have a record of two lessons coded using the QTF that shows growth across the three domains.</p> <p>Product: In the national assessment program, for 75% of students in year 3 to be placed in the top two bands for writing and numeracy, and for 70% of year 5 students in numeracy, and 50% of year 5 students in writing to be placed in the top two bands.</p>	<p>Students are more deeply engaged learners through quality teaching lessons inspiring them to achieve at a high level.</p> <p>Parents develop their understanding of quality teaching and general capabilities across the primary syllabus.</p>	<p>2) Teachers reflect on their own teaching within the framework of the NSW QTF with the aim of continuous improvement.</p> <p>3) Teacher to teacher peer feedback on lessons in terms of the NSW QTF.</p> <p>Enquiry learning is the focus of a number of lessons each week.</p> <p>Students set goals, reflect on their own learning and take greater ownership of their own learning.</p> <p>Evaluation Plan All teachers self-reflection in terms of NSW DEC QTF.</p> <p>Survey teachers, parents and students</p> <p>Analysis of NAPLAN results</p> <p>Examine teaching programs and PDP plans</p>	<p>Product: In the national assessment program, for 75% of students in year 3 to be placed in the top two bands for writing and numeracy, and for 70% of year 5 students in numeracy, and 50% of year 5 students in writing to be placed in the top two bands.</p> <p>Product: Lesson plans from all teachers reflecting the QTF and feedback on these plans</p> <p>Practice: All teachers implementing lessons that reflect the QTF</p> <p>Practice: Quality teaching informed by quality assessment</p> <p>Practice: Differentiation is evident in curriculum instruction</p>

Strategic Direction 3: Strong, resilient and happy students

Purpose	People	Processes	Products & Practices
<p>To develop students skills and understandings when facing challenges, with focus on raising the level of personal responsibility in supporting the wellbeing of themselves and others.</p>	<p>Teachers, students and parents articulate their role in student-welfare policy and practices.</p> <p>Students engaged actively in the 'good bystander' role.</p> <p>Teachers understand restorative justice model.</p>	<p>1) Review and refine current student welfare policy and practices informed by the DoE Wellbeing Framework</p> <p>2) Build upon programs to develop resilience in students including Bounce Back</p> <p>3) Development of enhanced staff and student responsibility and leadership in behavior monitoring and modification through consistent school-wide practices</p>	<p>Product: Teacher, student and parent awareness of and satisfaction with student well-being practices to rate at or above 90%.</p>
Improvement Measures			
<p>Teacher, student and parent awareness of and satisfaction with student well-being practices to rate at or above 90%.</p> <p>A reduced number of recorded negative behavioural incidents and an increased number of recorded positive behavioural incidents.</p>	<p>Students identify and explain their demonstrated behaviour level on the responsibility ladder.</p> <p>Parents contribute to wellbeing policy update.</p> <p>Teachers distribute bronze awards and other recognition mechanisms fairly and equitably, to award and not to control.</p> <p>A shared community definition of bullying is articulated.</p>	<p>Evaluation Plan</p> <p>Survey teachers, parents and students to determine satisfaction ratings with student wellbeing policy and practices.</p> <p>Analyse behaviour records currently kept on the Sentral wellbeing data-base.</p> <p>Focus group of parents and teachers to give detailed feedback on student-welfare policy and practices using an action learning model.</p>	<p>Product: A reduced number of recorded negative behavioural incidents and an increased number of recorded positive behavioural incidents.</p> <p>Product: Revised Student Well-Being policy with new easy to understand school rules.</p> <p>Products: Accurate data base of behaviour incidents</p> <p>Practice: Restorative justice dialogues support all students involved in negative behaviour incidents.</p> <p>Practice: Parents supporting restorative justice procedures</p> <p>Practice: Consistent teacher management of positive and negative behaviour.</p> <p>Practice: Students responding in responsible and behaviourally appropriate ways when faced with challenges.</p>