

School plan 2015 – 2017

Waratah West Public School 3932





School vision statement

At Waratah West Public School we are working in partnership with the parents and the community to prepare students for a complex, rapidly changing world. The school pursues a holistic approach to learning focused both on well-being and learning that is student centred and embedded in 21st century pedagogy.

The school's mission statement indicated the belief that by building strong bonds between the school, parents and the community we aim to create a caring, co-operative learning environment which develops outstanding skills, attitudes and feelings which will prepare students for their future, by ***Moving Forward Together.***

School context

Waratah West Public School is located in the Western Suburbs of Newcastle, 10km from the city centre, serving a diverse population within a low socio-economic context. There are currently 60 students enrolled.

The school population includes 24 Aboriginal students (40%). With committed neighbourhood spirit, the school works in close, highly professional and strategic partnership with our secondary partner school to deliver innovative academic and social curricula for students across the Callaghan Education Pathways (K-12)

The core values of the school are: Respect, Responsibility and Learning. These are actively supported in the daily life of the school. Positive Behaviour for Learning processes have been followed to develop a responsive and effective student welfare system.

Students are offered a highly personalised education, with teachers offering differentiated learning opportunities in quality learning environments. The schools' small size allows a team approach to all students who receive individualised learning, through the effective school Learning Support Team.

Waratah West Public School offers a full and well-rounded curriculum with many co-curricular opportunities made available for all students, including but not limited to:

Aboriginal Education –

Aboriginal perspectives and content are embedded across the curriculum.

The school has formed an Aboriginal Education Team which works closely with teaching staff to ensure DEC policies in Aboriginal Education are

School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence formed the basis of forming priorities for the 2015-2017 school plan. This process included a review of the strengths, opportunities and areas for development across the school. Our consultation processes included:

- Students taking part in the Tell Them From Me survey (centre for education statistics and evaluation)
- All staff participating in Teacher Professional Learning sessions in term four 2014 with a focus the 5P planning process.
- Dare to Lead completing an external independent review of Aboriginal And Torres Strait Islander Education at the school.
- Collaboration with the school Aboriginal Education Team in the planning process to develop strategic directions. (See School context).
- Forwarding school plan to AECG for endorsement and continuing to support the AECG and its initiatives in Aboriginal Education.
- Recognition that consultation with the local AECG throughout the planning process needs to be strengthened and this has been addressed in the body of the plan.
- Analysis of student achievement data Year 3 and Year five including detailed NAPLAN SMART analysis.
- Analysis of Best Start Data and Kindergarten



adhered to. The Aboriginal Education Team has contributed to and endorsed the planning process.

The AECG has contributed to and endorsed the planning process.

Early Action for Success

The school is supported by an Instructional Leader K-2 Literacy/Numeracy .4 for 2015 and 2016. The Instructional Leader will be pivotal in ensuring the strategic directions literacy/numeracy of the school plan are met. Support will include K-2 teacher professional development, L3, L3 Stage One, TEN classroom /individual support, mentoring. Implementation of the Parents As Teachers and Community Helpers program. This is an Early Action for Success community engagement initiative.

Technology – students participate in daily opportunities which are integrated into the teaching and learning programs of the school. This includes a fully integrate cross-site network, tablet and SMART technology in each classroom and a computer laboratory.

Creative Arts –in addition to classroom opportunities, students participate in specialist groups with a focus on Visual Arts, Music and Singing.

Student Wellbeing – include an umbrella of programs which ensure all students’ wellbeing. These include school run programs and links to community or statutory organisations. These include but are not limited to: **Nutrition Programs** (Live Life Well At School, Stephanie Alexander Kitchen Garden, Breakfast Club, Eat It To Beat It), **Health Initiatives** (, Speech Pathology in Schools, Hearing Screening Testing University of Newcastle

Orientation Program led to links with University of Newcastle First Chance Little Yarns program and funding for an ongoing speech therapist.

- Review of PBL program by all staff led to modification of school and classroom reward system.

As a result, three key strategic directions were identified as a basis for continued development at Waratah West Public School. These are:

- Literacy
- Numeracy
- Community Engagement

The school plan articulates the purpose (why), people and processes (how) and products and practices (what) which will be realised for each strategic direction.



PE students mentoring /sport exercise program and **Links to the Community** (Chuck Duck Charity, Surf Safety, Rail Safety).

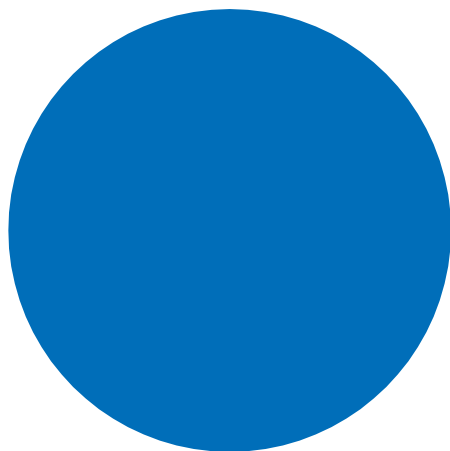
Links to the University of Newcastle (Aim High Program, Careers Through Reading, Careers through Science).

Sport – variety of programs which promote participation and skill development, including: OzTag, Rugby League, Cricket, Small Schools Carnival, Soccer and Swimming.

Environmental Sustainability Project – which assist students in developing environmental awareness at a local level: Stephanie Alexander Kitchen Garden, Gardening program, Living Streets Program, Wetland Care, Chicken Pen, Bee Hives, Local Birdlife Study. These programs are integrated into classroom teaching and learning units in HSIE and Science & Technology.

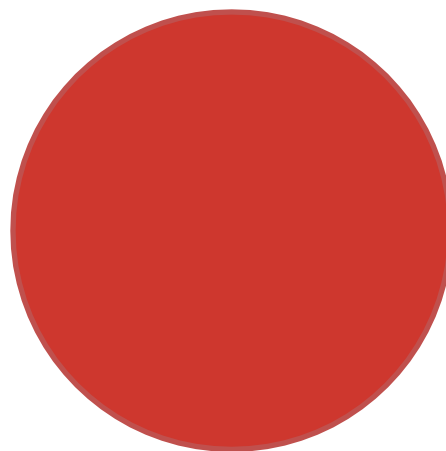


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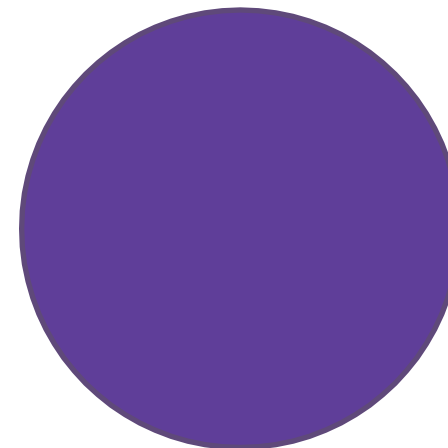
Purpose:

to improve student learning and outcomes in literacy through the development and delivery of consistent, differentiated, high quality teaching practice in the areas of: reading (with comprehension), writing, speaking and listening



Purpose:

to improve student learning and outcomes in numeracy through the development and delivery of consistent, differentiated high quality teaching practice in all areas of mathematics



Purpose:

to increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals in the 21st century

Strategic Direction 1: *improving students ability within literacy*

Purpose

to improve student learning and outcomes in literacy through the development and delivery of consistent, differentiated, high quality teaching practice in the areas of: reading (with comprehension), writing, speaking and listening

Improvement Measures

People

Students:

Levels of achievement will be improved through the participation in engaging and differentiated teaching and learning programs. These programs will be designed and continually evaluated to meet the needs of all learners.

Staff:

Teacher capacity will be increased by pairing professional learning needs with the needs of the students. School-wide systems will be implemented to ensure all educational needs of students are being met. Staff will participate collaboratively in support processes to ensure all learners are engaged.

Parents:

The school community will be involved in the development of meaningful education programs. Parent forums will be offered in the implementation of current DEC, Callaghan Education Pathways and BOSTES requirements.

Processes

Teaching and learning cycle

- End of term program review indicate all students are mapped against the literacy continuum
- Analysis of teaching programs shows assessment data has informed differentiation of teaching programs
- Tracking of students each term against specific learning intentions

Differentiation

- Teachers will differentiate: environment, content, processes and product as needed
- PLP's for all students completed by end Term 1
- Each PLP will have a minimum of 2 meaningful literacy goals

Professional Learning

- Development of literacy expectations K-6 in line with Literacy continuum and English syllabus
- Development of consistent data collection K-6, including the formation of assessment tasks.
- L3 Stage One training offered to all K-2 teachers.

School Structures

- Formation of four smaller size classes to provide all students with more individualised literacy programs.

School to implement the Speech Pathology in Schools Program (SPINS) Semester Two to meet

Products and Practices

Products

K – 6 students to be tracked on the literacy continuum and whole school data tracking will be completed by an executive member each term

Aboriginal students to be tracked on the literacy continuum. Data to be monitored by an executive member each term

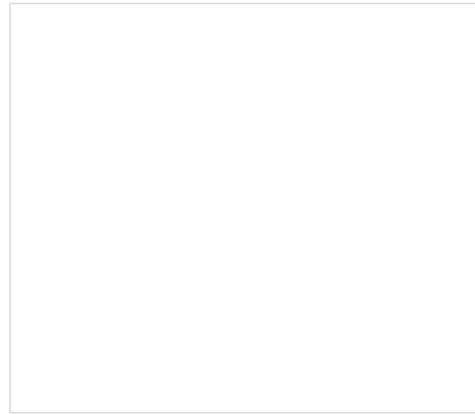
Teachers develop assessment rubrics to inform on student learning and inform learners' needs

Teachers formulate grade expectations in focus area Reading Texts ,Comprehension and Writing to inform teaching programs

Teachers K-2 supported by Instructional Leader: to track students on the literacy continuum and to use PLAN data to inform teaching learning programs classroom implementation of L3 Early Stage one /stage one provide tiered intervention for targeted students

Practices

Teachers will engage in professional learning opportunities which investigate student learning in the key aspects of literacy and collaboratively map future



specific students' needs with Speech and Language Impairments.

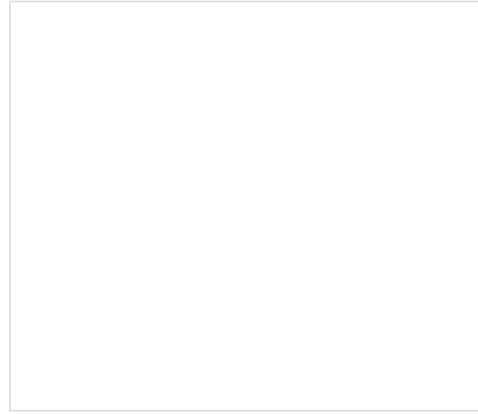
directions for learners

Teachers to analyse reading assessment data in Weeks 4 and 8 of term to inform teaching programs.

An 'English Block' will be present in each classroom for 2 hours per day. This will include: guided, modelled and independent opportunities in Reading & Viewing, Speaking & Listening and Writing & Composing.

Strategic Direction 2: improving students ability within numeracy

Purpose	People	Processes	Products and Practices
<p>to improve student learning and outcomes in numeracy through the development and delivery of consistent, differentiated high quality teaching practice in all areas of mathematics</p>	<p>Students: Levels of achievement will be improved through the participation in engaging and differentiated teaching and learning programs. These programs will be designed and continually evaluated to meet the needs of all learners.</p> <p>Staff: Teacher capacity will be increased by pairing professional learning needs with the needs of the students. School-wide systems will be implemented to ensure all educational needs of students are being met. Staff will participate collaboratively in support processes to ensure all learners are engaged.</p> <p>Parents: The school community will be involved in the development of meaningful education programs. Parent forums will be offered in the implementation of current DEC, Callaghan Education Pathways and BOSTES requirements.</p>	<p>Teaching and Learning Cycle</p> <ul style="list-style-type: none"> End of term program review indicate all students are mapped against the numeracy continuum Analysis of teaching programs shows assessment data has informed differentiation of teaching programs Tracking of students each term against specific learning intentions Scope and Sequence for new Mathematics curriculum is implemented. A review of this document will occur after Term 1. <p>Differentiation</p> <ul style="list-style-type: none"> Teachers will differentiate: environment, content, processes and product as needed PLP's for all students completed by end Term 1 Each PLP will have a minimum of 2 meaningful numeracy goals <p>Professional Learning</p> <ul style="list-style-type: none"> Development of numeracy expectations K-6 in line with Numeracy continuum and new Mathematics syllabus Development of consistent data collection K-6, including the formation of assessment tasks. <p>School Structures</p> <ul style="list-style-type: none"> Formation of four smaller size classes to provide all students with more individualised 	<p>Products</p> <p>K – 6 students to be tracked on the numeracy continuum and whole school data tracking will be completed by an executive member each term</p> <p>Aboriginal students to be tracked on the numeracy continuum. Data to be monitored by an executive member each term</p> <p>Teachers develop assessment tasks to inform on student learning and inform learners' needs</p> <p>Teachers K-2 supported by Instructional Leader: to track students on the numeracy continuum and to use PLAN data to inform teaching learning programs, classroom implementation of Targeted Early Numeracy program provide tiered intervention for targeted students</p> <p>Teachers to develop a whole school number (including K- 2) assessment program that follows on from the modified version of Schedule for Early Numeracy Assessment (SENA).</p> <p>Practices Teachers will engage in professional learning opportunities which investigate</p>
Improvement Measures			



numeracy programs.
Targeted Early Numeracy in
implemented in all K-2 classrooms.

student learning in the key areas of
literacy and collaboratively map future
directions for learners

Strategic Direction 3: enhancing community engagement and participation

Purpose

to increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals in the 21st century

Improvement Measures

People

Staff

Continue to foster and develop community relations with parent from all social and cultural backgrounds. To maintain open lines of communication with parents and carers.

Students

Engage in curricular and co-curricular activities to experience a well-rounded education. Represent the school within the greater community demonstrating pride and respect always.

Parents

Avail of opportunities for providing feedback and insight into school programming. Contribute to school learning experiences in classrooms and on special school days.

Processes

Connecting Learning and Home

- Conduct three way parent teacher student interviews Term 2.
- Provide parent and community workshops to engage parent carers in their children's learning.

Communication

- Strengthen partnerships and communication between the home and school through the provision of information via parent information sessions, the school website, Facebook and community engagement strategies.
- Incorporate how to use technology for parents through the newsletter, school website and parent workshops.

Participation and Community Learning

- Build and strengthen local management group initiatives. E.g. Indigenous Education Reference Group, High school links, Orientation programs, Cultural Days.
- Implement collaborative teacher, parent, community and student Aboriginal Personalised Learning Plans.
- Aboriginal Community /AECG representation on school planning
- Implement Parent As Teachers and Community Helpers teams program – an Early Action for Success community engagement

Products and Practices

Products

- One information session is held each term with an alternating focus of: literacy, numeracy and supporting learning at home
- School Facebook page implemented and updated on a daily basis
- A minimum of 10 Kindergarten transition weeks are implemented during Terms 3 and 4.
- 80% of Kindergarten Orientation students and their parents/carers turn up to each session.
- School Preparation Package distributed by end of Term 2.
- Students attend LMG initiatives
- PLP's for all students completed in consultation with parents, students and teachers by end Term 1.
- PLP goals evaluated by end of Term 2 and Term 4.
- The newsletter is on the school website and updated on a weekly basis, with reference to technology
- Implementation of PATCH program by Instructional Leader Term 2 2015.

Practices

- Three way parent interviews are conducted
- Feedback from parent/carers indicate interviews support engagement in their children's learning
- Feedback from parent/carers indicate engagement in the use of technology

initiative.

- Strengthen and expand Aboriginal Education Team involvement in planning and implementation of culturally inclusive curriculum Eg: 8 Ways of Learning, planning cultural events and encourage an increase in parent participation in school events.

Student Wellbeing

- Staff to explicitly teach modified PBL lessons focused on student expectations
- Calmer Classrooms to be implemented into each class.
- Implement and continue school programs to engage students. Eg, Get Fit Get Active, Sporting Teams and Active After School Sport Communities program
- Kindergarten transition to be extended further for future Kindergarten students.
- Newcastle Family Support worker to work with Aboriginal students on their transition to high school.
- Deadly Streaming Program – a University of Newcastle Higher Education Pathways program that provides an Aboriginal Mentor to implement a cultural awareness program for 3-6 students 1 hours/week.
- University of Newcastle First Chance Support Worker – 1 hour/wk in Semester 1 supporting Aboriginal students in Numeracy and Literacy.

with the school

- Community members and AECG committee members invited to organising committees for local events E.g. NAIDOC, carnivals, grandparents day.
- Continue to support the Muloobinbah AECG through attendance at meetings, invitations to school events, endorsing school Aboriginal education initiatives.