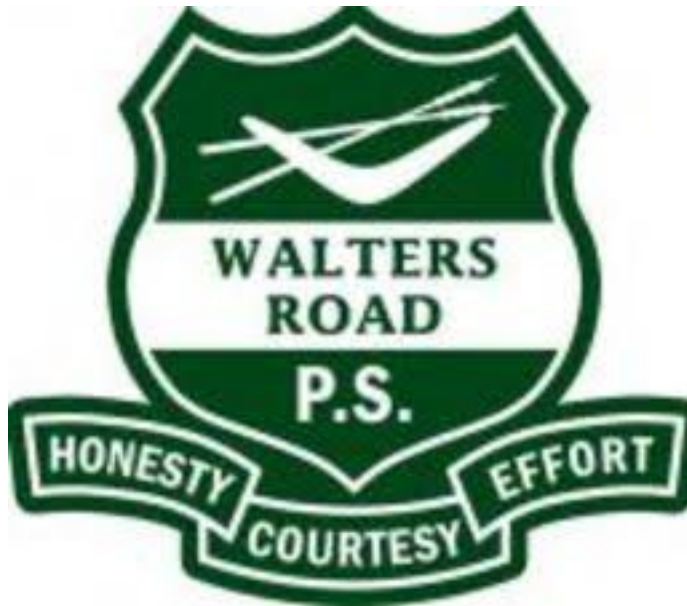


# School plan 2018-2020

## Walters Road Public School 4310



# School background 2018–2020

## School vision statement

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop dynamic and future focussed teaching and learning programs that prepare our students to be independent and life long learners.

## School context

Walters Road Public School is a growing school community located in Blacktown. We provide for approximately 600 students with 59% from language backgrounds other than English (including refugees) and 5% of students from Aboriginal or Torres Strait Islands. We are a large multicultural school which is highly regarded in our community.


## School planning process

The process to develop this school plan has included all members of the school community.

Through student SRC reps, classes were able to share their vision and ideas for forward planning. Mobile cafes were established for parents where input was sought and data presented.

Staff worked through SCOUT reports, NAPLAN data, SEF version 1 feedback to seek out the best ways to support our school through the next planning cycle.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Quality teaching

**Purpose:**

A whole school approach that ensures high impact evidence based teaching practices that optimises learning progress.




## STRATEGIC DIRECTION 2

Quality learning environments

**Purpose:**

Our school uses systematic and reliable information to evaluate student learning overtime and implements changes in teaching that leads to measurable improvement.



## STRATEGIC DIRECTION 3

Opening the school gates

**Purpose:**

Our school engages in strong collaborations between parents, students and the community.

# Strategic Direction 1: Quality teaching

## Purpose

A whole school approach that ensures high impact evidence based teaching practices that optimises learning progress.

## Improvement Measures

Increase number of students in top two bands of NAPLAN Literacy.

Teachers employ observable evidence based effective teaching strategies.

Teachers clearly understand and develop and apply a full range of assessment strategies in determining teaching and learning directions.

## People

### Staff

Staff have the skills to utilise a range of effective teaching strategies.

### Staff

Distributed instructional leadership has the time and opportunity to develop and share their skills and knowledge.

### Students

Students approach tasks with a positive growth mindset.

### Parents/Carers

Parents develop an understanding and value of theories and models of learning.

### Leaders

Leaders continue to mentor and support teachers in implementing effective teaching strategies.

## Processes

**Application**—: The leadership team will draw in research to develop and implement high quality professional learning in Literacy and Numeracy practices.

**Access**—: All staff members will be responsible for implementing teaching strategies are differentiated to cater for targeted students which will ensure opportunities for continuous improvement occurs. (This includes small group, withdrawal lessons)

## Evaluation Plan

5 weekly milestone check in procedures

Finance review in week 6 and 9 each term

Student data maintained on PLAN

## Practices and Products

### Practices

Leadership team researches best practices

Identification of students performing under National Minimum Standards occurs.

Evidence of wider instructional leadership is evident and observable across the school.

Alignment of PDP goals and professional learning is seen.

### Products

A common language of effective teaching programs can be seen in all teaching learning programs (including L.I.S.C)

Teaching programs demonstrate evidence based effective teaching strategies.

Increased student engagement is evident through reduced behaviour notifications during class times and improved attendance rates

## Strategic Direction 2: Quality learning environments

Purpose	People	Processes	Practices and Products
Our school uses systematic and reliable information to evaluate student learning overtime and implements changes in teaching that leads to measurable improvement.	<b>Students</b>  Students articulate their learning and understand what they need to know next to enable continuous improvement	<b>Understanding of assessment –:</b>  Staff will develop a shared understanding, value and purpose of the types of formative and summative assessment.  Research will be evidence based	<b>Practices</b>  Every teacher analyses and utilises data to inform and differentiate teaching and learning  Formative assessment is used flexibly and teachers provide regular feedback to students  Teachers share criteria for assessments with students and communicate assessment practices with staff and community
Improvement Measures	<b>Leaders</b>  Literacy and Numeracy leaders have the skills and knowledge to effectively deliver high impact programs	<b>Application of assessment –:</b>  Visible Learning will be evident in all classrooms and program documentation  There will be evidence of student and staff goal setting	<b>Products</b>  Teaching and learning programs are data driven for individual student learning in Literacy and Numeracy  Programs include open ended tasks and opportunities for higher order thinking,  Formative and summative assessments are embedded in teaching and learning  A whole school data tracking procedure is established
Quality assessment practices are embedded across the school  Analysis of data that directs and informs teaching and learning occurs  An improvement in number of students in top two bands of NAPLAN literacy is evident	<b>Staff</b>  Staff have the skills to utilise and analyse a range of formative and summative assessment types  <b>Parents/Carers</b>  Parents and carers develop an understanding and value of school assessment practices.	<b>Evaluation Plan</b>  5 weekly milestone check in  week 6 and 9 finance meetings  Program discussions term 1 and 3	

# Strategic Direction 3: Opening the school gates

Purpose	People	Processes	Practices and Products
Our school engages in strong collaborations between parents, students and the community.	<b>Staff</b>  Staff value and welcome partnerships with the whole school community	The leadership team will research knowledge based programs which support parents as learners  Staff will refocus on the value and rewards of parents as partners  Administration and leadership team will focus on improved enrolment and information collection strategies to ensure accurate information supports school processes and student needs  The school will invite the wider community through the school gates for events and other opportunities	<b>Practices</b>  Valuable learning opportunities are provided for community groups  Eg– Life skills , Literacy and Numeracy workshops, transition to High School, assessment and learning support  Improved enrolment procedures in entry to school is established  The school takes a creative approach to the use of physical environments to ensure that it optimises learning
Improvement Measures	<b>Community Partners</b>  Parents/ carers are active partners in their child's education	<b>Evaluation Plan</b>  Leaders will measure <ul style="list-style-type: none"> <li>– participation rates</li> <li>– Roles in classrooms</li> <li>– feedback from TTFM</li> </ul>	<b>Products</b>  Engaging and inviting learning spaces within the school are created through community partnerships  Parents are active in school events
School practices reflect current community profiles	<b>Students</b>  Students value and understand that they learn best when home and school partnerships are strong		
The school regularly and directly engages with parents to improve student learning outcomes	<b>Staff</b>  Every student will be known, cared for and respected		
The school community values the importance of parental involvement in children's learning			