School plan 2015 – 2017

Waratah Public School 3377
### School vision statement

We are a positive, caring and forward thinking school aiming to prepare our students to become successful learners, confident and creative individuals and active and informed citizens through equity and excellence in education.

### School context

Waratah Public School is a large inner city Newcastle school serving the Waratah/Mayfield community. It has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

Apart from hard working main stream classes, there is an integrated preschool that caters for 80 children five days per fortnight. There is an Early Intervention support class that caters for preschool students with disabilities in the region. There is also a multi categorical class that caters for K-6 students with disabilities in the region. We are proud of and celebrate the diversity of cultures within our community with 14 per cent of students having an Aboriginal background and 14 per cent with English as an additional language or dialect.

We provide all our students with quality learning experiences delivered by committed and passionate teachers. The school also works closely with a very supportive parent and family school community. To support our students’ learning and to enable our students to be the best that they can be, we offer an extensive range of other services and programs. There are 2 specialist Learning and Support Teachers, an ESL teacher, School Librarian, a School Counsellor and 16 Learning and support officers. This helps give our students optimum opportunity to become successful and happy citizens.

### School planning process

Our School Planning processes involved a shared vision aligned with DEC strategic directions. It was a tiered approach incorporating analysis of internal and external school data, surveys, focus discussion groups and a variety of evaluation tools.

This planning process involved a specific school planning team as well as the staff, students and school community members. During this process it was recognised that consultation with the local AECG, needs to be strengthened throughout the planning phase and this has been addressed in the body of the plan.

The School community were shown the Dec Strategic Plan and NSW Strategic Directions 2015-2017 and were then involved in a variety of consultation processes.

These processes included Surveys, GAP analysis, 5 Why’s, interviews, discussion groups, NALAN, internal and external data, BEST Start, PLAN and attendance and behaviour data.

This information was then interpreted and used to create the focus areas for the school and to build the 3 strategic directions. Using the information gave the planning team the ability to create purpose and meaningful directions for the school.
Purpose:
To improve student learning and engagement through student centred quality teaching practice. To create an environment where students are challenged and enjoy coming to school, while ensuring students are supported to reach their full potential.

STRATEGIC DIRECTION 1
Students are engaged through the delivery of quality teaching and learning programs, resulting in successful lifelong learners.

Purpose:
To produce the best quality teachers and leaders, ensuring that the teacher's professional learning journey precisely meets the needs of our school and fulfilling the requirements of the Australian Professional standards for teachers.

STRATEGIC DIRECTION 2
Building the capacity of teachers and Leaders in our School, pursuing excellence in professional knowledge, practice and engagement.

Purpose:
Creating and strengthening relationships within and outside the school. Developing strong and meaningful partnerships with families, community groups, educational institutions and other schools to maximise the opportunities for our students.

STRATEGIC DIRECTION 3
Strengthening and expanding partnerships with our community to enhance and support a positive learning environment.
### Strategic Direction 1: Students are engaged through the delivery of quality teaching and learning programs, resulting in successful lifelong learners

#### Purpose
Why do we need this particular strategic direction and why is it important.

To improve student learning and engagement through student centred quality teaching practice. To create an environment where students are challenged and enjoy coming to school, while ensuring students are supported to reach their full potential.

#### People
How do we develop capabilities of our people to bring about transformation?

Students will be shown how to actively participate in the learning process and acknowledge the personal responsibilities of good learners.

Students of Aboriginal heritage will develop more confidence, knowledge and skills in learning through our current and successful Reach Program, Catch Program.

Staff working with students requiring adjustments for learning will be trained and supported.

Staff will have a variety of strategies to choose from to support students make positive learning choices.

Parents will understand the quality teaching and welfare practices in the school.

Parents will be aware of learning and engagement strategies and the high behaviour expectations.

Leaders will be well versed in current and departmental pedagogy and behaviour modification techniques.

#### Processes
How will we do it and how will we know?

**Student Centred Quality Teaching**
Continue to implement and build upon successful learning programs in the school.

Professional learning of effective pedagogy using 21st Century learning, quality teaching framework and differentiation.

Staff development on Assessment and recording strategies to guide teaching and learning activities.

Parent information sessions on current school and DEC policies, procedures and strategies relevant to school priorities.

**Engagement (Learning Programs)**
Encourage, inspire and build confidence in students to strive through programs targeting student’s needs and interests.

REACH, Catch Program, LAST ESL, Creative Arts programs, CSO’s.

Whole school processes and policies will be developed to accommodate and support staff catering for students needing differentiation.

**Belonging**
Whole school assemblies, improvement in communication, after lunch assemblies to deliver common messages referencing values, attitudes and high expectations.

**Uniform.**

#### Products and Practices
What is achieved and how do we know?

**Products**
80% of students demonstrating expected growth across DEC Literacy and Numeracy continuums.

Increased student Literacy and Numeracy skills as measured by the percentage of students reaching the expected growth in NAPLAN (Year 5 and Year 7).

Evidence of effective teaching practice using the quality teaching framework, including differentiation of student learning and Lesson Study model in class programs.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices**
All positive behaviour interventions and teaching strategies reflected in class program and playground procedures and supported by stage leaders to ensure consistency across the school.

All Aboriginal students fully engaged in learning including active involvement in cultural experiences.

Explicit targets for improvement in student achievement levels have been set and regularly communicated to parents and staff.

#### Improvement Measures
- 90% of students reaching expected growth in NAPLAN in Year 5 and Year 7.
- A reduction of the negative incidents recorded on Sentral.
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<tr>
<th><strong>Purpose</strong></th>
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<th><strong>Processes</strong></th>
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| To produce the best quality teachers and leaders, ensuring that the teacher’s professional learning journey precisely meets the needs of our school and fulfilling the requirements of the Australian Professional standards for teachers. | How do we develop capabilities of our people to bring about transformation?  
- **Students**: use new learning strategies to gain deeper understanding, heightened engagement and improve student outcomes.  
- **Students** understand assessment and are actively involved in it.  
- **Staff**: are able to design and implement assessment and teaching and learning experiences that include critical thinking, innovation and creativity in order to improve quality student outcomes.  
- **Leaders**: Identify and implement professional learning for staff that is aligned with individual, school, community and DEC priorities.  
- **Parents/Carers**: Build and articulate a shared purpose with staff, to support students to meet targeted academic and social needs. | How will we do it and how will we know?  
- **Professional Learning**: Provide school leaders time to effectively lead stages, school and community in latest reforms; school initiatives; performance and development and student welfare;  
- Introduce and implement DEC policies such as Performance and development Framework, National standards etc to support and encourage staff to maximise their learning and positive experiences.  
- Present professional learning around effective pedagogy using 21st Century learning, quality teaching and differentiation techniques.  
- **Assessment**: Use Class programs to give timely feedback to ensure reflection of the Quality Teaching Framework and inclusion of school based initiatives.  
- Modernise and update Assessment and recording strategies to guide teaching and learning activities.  
- Consistently collect meaningful data that guides teaching practices.  

- **Evidence in teaching and learning programs, including but not limited to PLPs, IEPs, behaviour Management Plans, Risk Assessments, class grouping etc.**  
- Increased numbers of staff achieving higher levels of accreditation, as per the Australian Professional Teaching Standards  
- What are our newly embedded practices and how are they integrated and in sync with our purpose?  
- Practices  
- Differentiation of professional learning.  
- Programs designed using evidence of formative assessment strategies in forward planning |

**Improvement Measures**

- The alignment of, quality professional learning to school Strategic directions; system requirements; and professional/personal learning goals of staff.  
- Class and individual Programs will be reflective of professional learning targets.
Strategic Direction 3: Strengthening and expanding partnerships with our community to enhance and support a positive learning environment.

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<td>Creating and strengthening relationships within and outside the school. Developing strong and meaningful partnerships with families, community groups, educational institutions and other schools to maximise the opportunities for our students.</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How will we do it and how will we know? Improve Aboriginal students learning results by ensuring PLPs target individual student needs in partnership with parents, caregivers and community, resulting in improvements at a similar level to school cohort.</td>
<td>What is achieved and how do we know? Increased participation by key groups in our school community in school activities eg P&amp;C, Assemblies, parent group meetings, parent training sessions, school sporting events and other auxiliary events.</td>
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<td>Increase attendance by creating a sense of belonging for students and families within the school and wider community.</td>
<td>Collegial partnerships with schools in the Callaghan Education Pathway group, sharing resources and building staff capacity, through initiatives such as the Technology Hub and the Digital Media Festival</td>
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<td>Partnership with Community groups and other educational institutions such as Rotary and Men’s Shed, Newcastle university, TAFE, CCWTC</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices</td>
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<td>Build positive staff morale through honest and trusting relationships and team building experiences.</td>
<td>Regular communication through a variety of sources eg newsletter, Skoolbag, App, meetings, website etc</td>
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<td>Create a sense of welcome and belonging for school community through involvement in Assemblies, meetings and improved communication.</td>
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<td>Schedule regular meeting times with Aboriginal community groups.</td>
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<td>Work closely with the AECG when evaluating, planning and implementing current and new initiatives for Aboriginal students and their families.</td>
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<td>P &amp; C actively participate in whole school events and develop partnerships with outside community groups.</td>
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<td>✗ 95% of parent/families downloaded Skoolbag app.</td>
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<td>✗ 50% increase of parent/carer attendance in school information sessions and assemblies.</td>
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