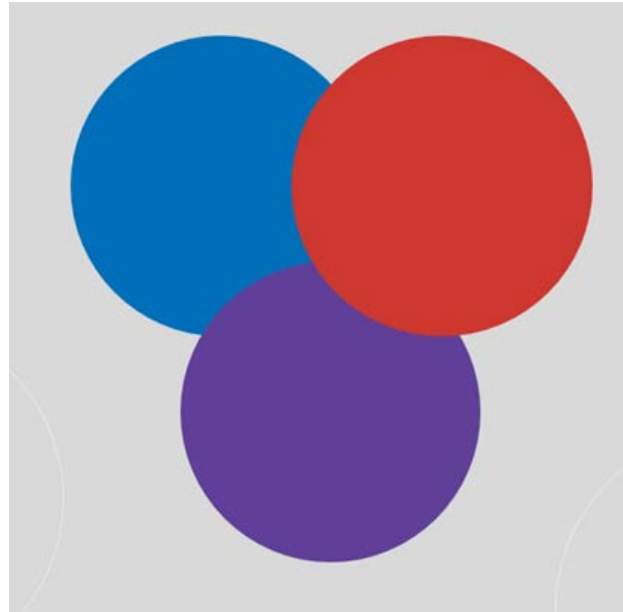


# SCHOOL PLAN 2015 – 2017

“Wiley Park PS – In Knowledge We Grow”



# SCHOOL BACKGROUND 2015-2017

## School vision statement

At Wiley Park Public School we believe in creating a happy and safe environment that values student learning and achievement. We aim to develop all students to become confident, independent learners, respectful citizens and creative and critical thinkers. We achieve this through providing engaging learning experiences, developing positive relationships and by working collaboratively with the school and wider community.

## School context

Wiley Park Public School (WPPS) is located in Sydney's South West. The school population of 520 students consists of 98% of students from language backgrounds other than English (LBOTE) including 22 students who are refugees. There are 39 languages and 31 countries of origin represented in the school the largest language groups being Arabic (42%), Bengali (14%), Vietnamese (6%), Samoan (6%), and Urdu (6%).

Student learning is supported by the English as a Second Language (ESL) and New Arrivals programs, Arabic, Samoan and Vietnamese community language programs, Reading Recovery and learning assistance programs.

Community programs which operate in the school include: Schools as Community Centres (SaCC), Good Beginnings multicultural playgroup. WPPS has productive partnerships with Books in Homes Australia, Australian College of Physical Education, Sydney University, University of New South Wales, Notre Dame University and Canterbury Community volunteers.

The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

## School planning process

Parents were consulted through parent interviews and a community consultation meeting which included community partnerships. Students participated in class discussions of focus survey questions and responses from each class were collated and summarised. Feedback from the SRC was also included. Staff reflected on their individual purpose and vision for the school and shared with colleagues, then analysed parent and student feedback to look for common values and priorities and used these ideas to develop a draft vision statement.

The school leadership team used the input of all groups to draft a vision statement which parents reviewed at a P&C meeting and staff reviewed at a staff meeting. All agreed to the final version.

Parents and teachers finalised a vision statement and priorities. Staff discussed some of the research and evidence of school improvement to consider how we could draw on it for school improvement. The leadership team refined all input to develop the three strategic directions and 5Ps with staff and parents being consulted for feedback and refinement.

# Strategic Direction 1: Creating engaged successful learners who achieve their potential

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programmes and leadership opportunities.

## Improvement Measures

- ❖ Demonstrated growth across multiple assessment including NAPLAN, PLAN, Best Start, L3, Whole School assessment.
- ❖ Increased number of students engaged in a variety of learning opportunities which develop the whole child.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students are engaged in their learning through academic and social /emotional programmes that meet their individual needs.

**Staff:** Staff to effectively use assessment data to inform teaching and learning programmes. Staff will value and develop the social and emotional wellbeing of all students.

**Community Partners:** WPPS will engage community partners such as SACC to enhance the social and emotional wellbeing programmes.

**Leaders:** Develop exemplary practice in assessing and data analysis and the development of the whole child.

## Processes

**How do we do it and how will we know?**

- **Getting on track**  
WPPS will work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
- **The whole child**  
WPPS will establish and refine a student welfare approach that incorporates discipline, leadership opportunities, CAPA, sport etc in addition to other learning opportunities.

### Evaluation Plan

- Analysis of Best Start, L2/L3, PLAN and other school based assessment data.
- Analysis of student Personalised Learning Plans.
- Analysis of whole school Welfare and Discipline data.
- Annual review of NAPLAN data.
- Student and staff feedback.

## Products and Practices

**What is achieved and how do we measure?**

### Product:

- ❖ Demonstrated growth across multiple internal and external assessments including NAPLAN, PLAN, Best Start, L3, Whole School assessment.
- ❖ Students are engaged in a variety of learning opportunities which develop the whole child.

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

### Practice:

- WPPS has implemented explicit processes to collect, analyse and report internal and external student and school performance data that encourages growth in all students.

### Practice:

- WPPS has consistently implemented a whole –school approach to wellbeing that has clearly defined behavioural expectations by having opportunities to participate in significant programmes that support the emotional, social and physical wellbeing of students.

# Strategic Direction 2: Staff participating in professional development across the curriculum in order to deliver high quality classroom practice

## Purpose

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

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

## Improvement Measures

- ❖ Improved professional implementation of evidence based programmes to deliver high quality classroom practice
- ❖ Demonstrated enhanced staff knowledge of NSW Syllabus for the Australian Curriculum content and ability to effectively communicate student achievement to families
- ❖ Professional Learning Plan goals linked to Professional Development schedule.

## People

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

**Students:** A shift in capabilities and mindset of students in response to change in school practices through high levels of classroom practice.

**Staff:** Staff develop a deep understanding of evidence based strategies, curriculum content and effective reporting practices.

**Parents/Carers:** Parents to have an understanding of NSW Syllabus for the Australian Curriculum and new school reporting practices.

**Community Partners:** Expanded relationships with external agencies, schools and service providers to support professional learning.

**Leaders:** Enhanced skills to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

## Processes

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

#### Professional Practice

Work with colleagues including SASS, to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving, and critical and creative thinking through programs including PLAN, L2, Multi-Lit, Instructional Rounds and TOWN.

#### Curriculum

Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices to report against the NSW syllabus for the Australian Curriculum.

#### Evaluation Plan

- Staff survey results from Professional Learning opportunities
- Staff and parent feedback on new report format
- Staff Professional Learning Plans

## Products and Practices

### What is achieved and how do we measure?

#### Product:

- ❖ Improved professional implementation of evidence based programmes to deliver high quality classroom practice.
- ❖ Enhance staff knowledge of syllabus content and implement a process to communicate student achievement to families.
- ❖ Professional Learning Plan goals targeting professional needs, school and system priorities.

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

#### Practice:

- Teachers actively participate in professional learning to update knowledge and practice targeted to individual professional needs and school priorities as identified in Professional Learning Plans.

#### Practice:

- The staff has current and comprehensive knowledge of NSW Syllabus for the Australian Curriculum content and construct accurate and informative reports for parents/carers about student achievement.



# Strategic Direction 3: A positive school culture supported by collaboration within our school and across our community of schools

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities.

## Improvement Measures

- ❖ Stronger links with schools, collegial networks, community businesses and organisations.
- ❖ Increased parental engagement with the school and local community across multiple points of access.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students to encourage and value the input of parents in school life.

**Staff:** Staff will actively work with parents and external organisations to strengthen links with schools, collegial networks, community businesses and organisations.

**Parents/Carers:** Parents will develop an understanding of the importance of engaging with the school community. Parents will participate in a range of new initiatives.

**Community Partners:** Will develop an appreciation for WPPS as a collaborative school that is open to the exchange of values, skills, knowledge and ideas.

**Leaders:** WPPS leaders initiate partnerships, policies and processes to support links with schools, collegial networks, community businesses and organisations.

## Processes

**How do we do it and how will we know?**

- **Educational Communities**  
WPPS will establish and expand on relationships with local businesses, sporting organisations, preschools, high schools and tertiary institutions.
- **Partnerships with Parents**  
Develop multiple, welcoming points of access for parents to engage with WPPS and the local community such as SACC, TVET and Environmental Project.

### Evaluation Plan

- Number of active participants in a range of school based opportunities.
- Feedback from parents and community on workshops.
- Number of opportunities the school has engaged with members of collegial networks, community businesses and organisations.

## Products and Practices

**What is achieved and how do we measure?**

### Product:

- ❖ Stronger links with schools, collegial networks, community businesses and organisations.
- ❖ Increased parental engagement with the school and local community across multiple points of access.

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

### Practice:

- Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

### Practice:

- Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.

