School plan 2015 – 2017

Woodland Road Public School 4492
School vision statement

To create a school community of positive relationships, to enable students to become self-directed lifelong learners and to develop each individual’s potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is consistent with the Melbourne Declaration. It is about equity: we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence: we aim to promote and support personalised learning with challenging and stimulating learning experiences.

It is about success as a learner: we aim to facilitate the learning of essential skills and abilities for each student:

- in literacy and numeracy
- to be creative and productive users of technology
- to think deeply and logically
- to obtain and evaluate evidence in a disciplined way
- to be creative, innovative and resourceful
- to plan activities independently, collaborate, work in teams and communicate ideas
- to make sense of their world.

It is about developing students who will grow into active and informed citizens locally, nationally and worldwide.

School context

Our feeder areas are Bradbury, Airds, St Helens Park and Wedderburn, suburbs which are diverse in social and economic context, yet connected by the school.

The school’s Index of Community Socio-Economic Advantage (ICSEA) at 950 shows a lower than average socio-educational spread with 47% in the lowest quartile and only 4% in the highest quartile. The NSW DEC measure of Family Occupation and Education Index (FOEI) is 140, which shows a disadvantage when compared to the mean of 100.

Enrolment in 2013 was 219; 2014 was 225; 244 in 2015. The student population includes 22% English as Additional Language students, 9% of students with an Aboriginal background with 3% of our students funded for significant disabilities. The school has a sizeable proportion of students with moderate to high support needs. We have 53% of our students classified as having a disability using the Department of Education and Training’s definition.

The Australian Educational Developmental Index in 2012 shows an average of 13% of students at this school start Kindergarten “developmentally vulnerable” 6% are “developmentally at risk” and 81% “on track”.

Our general NAPLAN performance is improving with significant upward trends in Year 3 especially in reading and writing. Year 5 NAPLAN performance is also improving but at a slower pace. Overall, literacy performance continues to move closer to the state average. The school’s NAPLAN numeracy performance is not as strong as the literacy

Aboriginal student performance varies from excellent, to average to poor on national testing, value added and attendance measures.

School planning process

A review of the 2012-2014 school plan was conducted with a series of opportunities for parents, staff and students, to contribute to an evaluation of what was successful and what areas required improvement.

Data and evidence was obtained by:

- Analysis of student achievement using NAPLAN and Best Start/PLAN in literacy and numeracy.
- Peer Classroom Observations and Instructional Rounds to evaluate the level of quality teaching.
- Surveys and discussion groups undertaken by students, teachers and parents regarding literacy, numeracy and quality of school life.
- Feedback collected during professional learning sessions, P&C Association meetings and community morning teas.
- Analysis of the Analytical Framework, attendance and the Teacher Assessment Review Schedule.

While completing a thorough evaluation of the previous school plan, discussions based workshops were held with parents, students and staff focussing on the following areas: The Melbourne Declaration; Culture and Values; Teaching and Learning; Student Engagement and Achievement as well as Community Partnerships.

Parents, students and staff feedback matched the analysis of the data and evidence and clearly indicated three focus areas for our strategic directions.

Once the strategic directions were agreed upon, further workshops and consultation continued to complete the 5Ps – People, Processes, Product and Practices.
This page identifies the 3 strategic directions and the purpose of each one.

Our strategic directions will be translated into actions, programs or initiatives that are data driven and accountable.

**STRATEGIC DIRECTION 1**
**DIFFERENTIATION AND TARGETED SUPPORT**

**Purpose:**
To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student’s stage of learning development.

We are committed to the provision of high quality educational opportunities for each and every child.

It is important that each child has strong literacy and numeracy foundations in order to become an effective self-motivated learner with the personal resources for future success and wellbeing.

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**STRATEGIC DIRECTION 2**
**EFFECTIVE SELF-MOTIVATED LEARNERS**

**Purpose:**
To develop effective learners who are productive, innovative and ready for life’s challenges.

We are committed to ensuring that our curriculum delivery integrates technology, information literacy, problem solving and creativity.

It is important that each student is able to:
- be a critical thinker,
- collaborate in a team,
- use technology for purposeful learning,
- be confident, and
- be creative.

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**STRATEGIC DIRECTION 3**
**INFORMED AND ENGAGED PARENTS**

**Purpose:**
To connect with our parent community and jointly develop high expectations and a shared sense of responsibility for student engagement, learning, development and success.

We are committed to supporting parents as active participants in their child’s education.

It is important that teachers and parents work together to maximise learning opportunities for the student. It is the key to improving student achievement.
Strategic Direction 1: DIFFERENTIATION AND TARGETED SUPPORT

Purpose
To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

We are committed to the provision of high quality educational opportunities for each and every child.

It is important that each child has strong literacy and numeracy foundations in order to become an effective self-motivated learner with the personal resources for future success and wellbeing.

People
Students:
Promote a positive mindset to education and actively involve students in their learning and regulation of behaviour. Strengthen students’ abilities to identify and monitor their own learning goals.

Staff:
Professional learning and collaboration with assessment and programming to focus on high expectations, high quality differentiated learning opportunities, effective feedback, learning difficulties, tracking as well as the new syllabuses.

Parents/Carers:
Support and educate parents to be actively involved in their child’s education, especially with recommendations from the Learning Support Team.

Community Partners:
Employ a speech therapist and an occupational therapist to support students and upskill teachers and School Learning Support Officers.

Leaders:
Provide professional learning that focuses on feedback, assessment and tracking as well as sharing quality teaching practices.

Processes
- Effective implementation of PLAN K-6 to ensure lessons in literacy and numeracy are effectively differentiated with quality teaching practices.
- Consistency of teacher judgement in assessment and tracking of students.
- Learning difficulties are identified and addressed through the Learning Support Team with recommendations for improving the delivery of support and tracking of students.

Evaluation Plan
External - Analysis of NAPLAN and PLAN data.
Internal - audit on teaching programs.
Internal - Students, staff and parents surveyed about the delivery of support in literacy and numeracy.
Internal - Analysis of Peer Lesson Observations.
External - Instructional Rounds to evaluate differentiation and targeted support.

Products and Practices
- Increase trend percentages of students achieving in the top 3 bands in reading, writing and numeracy.
- Performance for equity groups is comparable to the performance of all students in the school.

Product:
- Improved school literacy and numeracy performance evidenced by PLAN and NAPLAN data.
- Quality literacy and numeracy practices are identified and embedded across the school.
- Students with specific learning difficulties identified and addressed through group or individualised learning programs in place.
- The process of delivering support is effective and efficient through a shared responsibility for student achievement and wellbeing.

Practice:
Staff will systematically use the PLAN tool for planning, programming and assessment.

High quality teaching and learning practices are embedded with differentiated learning.

Staff are effective and efficient at identifying, through data, students requiring support and in turn providing explicit instruction.

Individual learning is supported by the effective use of the school’s Learning and Support Team through contextual decision-making and planning.

Improvement Measures
During the period 2015-2017:
- Increase the trend percentage of students achieving in the top 3 bands in the reading aspect of NAPLAN; Year 3 from 62% to 85% and Year 5 from 42% to 70%.
- Increase the trend percentage of students achieving in the top 3 bands in the writing aspect of NAPLAN; Year 3 from 59% to 75% and Year 5 from 19% to 50%.
- Increase the trend percentage of students achieving in the numeracy aspect of NAPLAN; Year 3 from 34% to 60% and Year 5 from 18% to 50%.
- Increase the trend percentage in student growth to greater than or equal to expected growth in reading, writing and numeracy from 44% to 60%.
- Increase performance of equity groups so it is comparable to the performance of all students in the school.
### Strategic Direction 2: EFFECTIVE SELF-MOTIVATED LEARNERS

**Purpose**

To develop effective learners who are productive, innovative and ready for life’s challenges.

We are committed to ensuring that our curriculum delivery integrates technology, information literacy, problem solving and creativity.

It is important that each student is able to:

- be a critical thinker,
- collaborate in a team,
- use technology for purposeful learning,
- be confident, and
- be creative.

### People

**Students:**

Actively take ownership of their own learning and demonstrate curriculum knowledge through formative assessment practices.

Take risks and actively build their confidence to participate in collaborative work and strengthen their skills to communicate.

Continually strive to do their best and be motivated to reach their full potential.

**Staff:**

Broaden the teaching of the educational curriculum in order to create meaningful and authentic learning experiences.

Teachers build their expertise to provide explicit, specific and timely formative feedback to students on how to improve.

Actively seek and participate in high quality professional learning that is evidence based and reflects school direction.

### Processes

**K-6 Library Project** – team teaching to develop information and critical literacy as well as using technology for purposeful learning.

**Skills and Habits for Success as a Learner** – explicitly teaching the skills needed to be an effective self-motivated learner.

**Effective Curriculum Implementation** – strengthen teacher understanding of the philosophy and pedagogy behind the new NSW syllabuses.

### Products and Practices

**Product:**

- A well-developed explicit information literacy program that embeds the use of technology and information literacy; using the library as a major resource.
- A teaching learning program that explicitly develops skills such as collaboration, confidence, creativity, communication and critical thinking in a collaborative environment.
- Strong, collaborative professional learning and curriculum planning that embraces the knowledge, skills and attitudes of the new syllabuses.

**Practice:**

- A school culture that embeds critical thinking, teamwork and creativity across all curriculum areas.
- A school culture where students know they are supported in their positive endeavours to increase their ownership of learning.
- A culture of high performance through ongoing professional learning, collaboration, classroom observation, and effective teacher feedback based on the new NSW syllabuses, Australian Professional Standards for Teachers and the School Excellence Framework.

### Improvement Measures

**During the period 2015-2017:**

- Students demonstrate a minimum growth of 5% each year in the areas of technology use, information literacy, critical thinking and problem solving.
- 100% of staff have teaching learning programs that reflect the pedagogy of the new syllabuses.
- 100% of staff engages in professional learning, programming collaboration and team teaching that increases their ability to deliver engaging, research driven literacy programs with ICT capabilities embedded.
- Student results on the school satisfaction survey improve by 5% each year.

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**Evaluation Plan**

Internal – Learning surveys and focus discussion groups with students, parents and teachers.

Internal – School satisfaction survey.

Internal – Pre and post ranking of skills and habits for success as a learner.

Internal – Program evaluations.

Internal - Data from Teacher Performance and Development learning plans and reviews.

External – Instructional Rounds to evaluate students as effective learners.
Strategic Direction 3: **INFORMED AND ENGAGED PARENTS**

### Purpose
To connect with our parent community and jointly develop high expectations and a shared sense of responsibility for student engagement, learning, development and success.

We are committed to supporting parents as active participants in their child’s education.

It is important that teachers and parents work together to maximise learning opportunities for the student. It is the key to improving student achievement.

### Improvement Measures
**During the period 2015-2017:**
- 25% of parents participate in parent helper programs and attend parent workshops.
- 25% of parents attend organised events that support the celebration of learning and recognise achievement.
- Formal and informal feedback from parents is positive and reflects knowledge and understanding of school communication, recommended strategies to support children and changes for school improvements.
- Parent results on the school satisfaction survey improve by 5% each year.

### People

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **Students:** Engage with parent mentors in a positive respectful manner and use opportunities provided to support their learning. | **Processes:**
- Formation and implementation of a community communication and marketing plan.
- Address parent concerns regarding supporting their child’s learning by providing workshops in the identified areas.
- Implement the ‘Parents as Learning Mentors’ Program. | **Product:**
- Increased parent participation in support programs, workshops and organised events.
- Increased parent satisfaction with communication, parent workshops and school planning. |
| **Staff:** Engage with parents in a positive respectful manner. | **Evaluation Plan**
Internal – Regular reporting against the milestones by the community partnership group. | **Practice:**
- Parents are informed and engaged in school activities.
- Parents are better prepared to support their child throughout their education.
- Parents have an understanding of how they can support their child’s learning at home and at school.
- Parent participation is accepted as part of school life. |
| **Parents/Carers:** Engage with school communication. Be actively involved in school activities. Attend workshops and implement recommended strategies to support their child’s learning. If possible, become an active participant in the ‘Parents as Learning Mentors’ program. | **Evaluation Plan**
Internal - Informal feedback from parents, students and teachers.
Internal - Focus group sessions with parents and community members. Internal – Parent, teacher and student survey. Internal – Monitoring attendance of school activities. External- Feedback from the wider school community. |

### Evaluation Plan
**Internal – Regular reporting against the milestones by the community partnership group.**

**Internal - Informal feedback from parents, students and teachers.**

**Internal - Focus group sessions with parents and community members.**

**Internal – Parent, teacher and student survey.**

**Internal – Monitoring attendance of school activities.**

**External- Feedback from the wider school community.**

### Products and Practices
- **Product:**
  - Highly effective parent communication and engagement strategies are in place.
  - Regular workshops are held to support parent understanding of and active participation in their child’s education.
- **Practice:**
  - Parents as learning mentors are engaged in supporting students with their learning goals.
  - Parents are informed and engaged in school activities.
  - Parents are better prepared to support their child throughout their education.
  - Parents have an understanding of how they can support their child’s learning at home and at school.
  - Parent participation is accepted as part of school life.