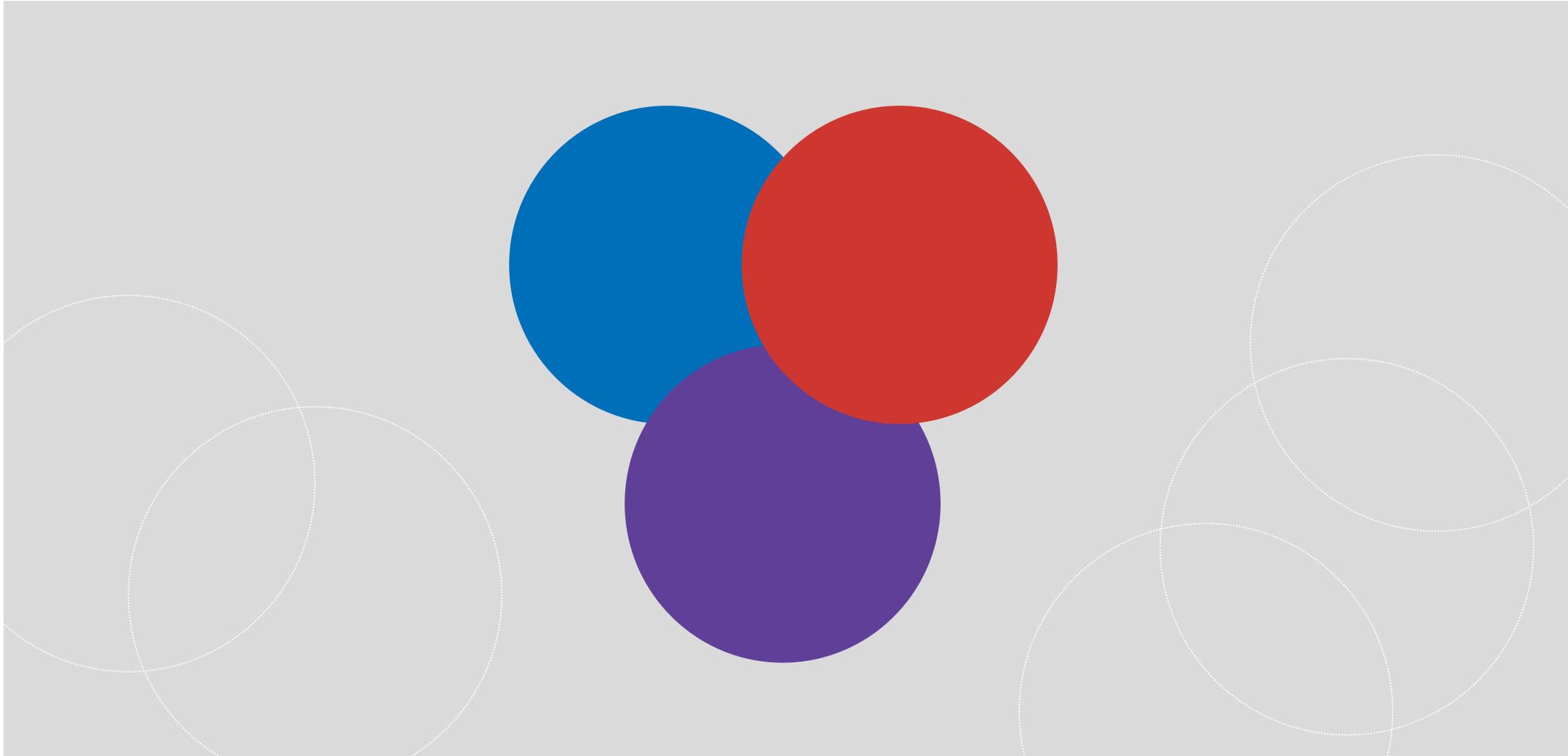


# School plan 2015 – 2017

## Waverley Primary School 3953





## School vision statement

Create an **inclusive**, supportive, **technological** environment that celebrates and **expands** the love of learning and inspires **the school community** to realise their full potential.

## School context

Waverley PS is a small P4 school in Sydney's Eastern suburbs. Waverley PS is fortunate to have spacious grounds, a netball/basketball court, an adventure playground and a climbing wall.

The current enrolment is 215 students. There is an even distribution of boys and girls, although girls just outnumber boys. Because of the variation in grade numbers Waverley PS is completely stage based, with stage composites throughout the school. The school is above 55% NESB, without any dominant ethnic group. With the small number of students participating in NAPLAN, results do tend to vary greatly from year to year. The percentage of students in the lowest bands is always small, therefore, most students are achieving above minimum standard, and are usually above state averages

There is success with students who have behaviour and learning difficulties. The family approach, which manifests itself through the Student Welfare and Discipline policy, is a major factor in the success students achieve. Students are well-behaved, respectful and supportive of each other.

The school community works tirelessly through the P&C to ensure the children are provided with resources. They like to be involved in decisions, school activities and know what is going on.

The school leaders are involved in school governance through the SRC. The Creative and Performing Arts form an important aspect of the school atmosphere. Success in art, and performance ensures, positive self-esteem.

The school is involved with the CoSiES (Community of Schools in the Eastern Suburbs) for professional development and support.

## School planning process

The school community: students, staff and parents were consulted on several areas:

- What will quality teaching and learning look like in the future? How do we get there?
  - ICT, teaching, values
- What do we do well?
  - Communication, environment/grounds, Community, programs, teachers
- What are our areas for improvement?
  - Communication, environment, programs, organisation
- What would you like the school's physical environment to look like in 5 years' time?
  - Interior, exterior
- What do you value in a school beyond the traditional teaching curriculum?
  - Environment, values, curriculum
- What are your thoughts on assessment in our school?
  - Feedback, organisation, attitudes
- What would you like the teaching to look like at our school?
  - Technology, values, in class, programs

These areas were taken into consideration in the compilation of the Strategic Directions.

The school vision was also a focus

- What would you like to see added?
  - Inclusivity, diversity, assist other, sustainability, community, interactive/creative learning; examine thought process.



## STRATEGIC DIRECTION 1

### Quality Systems

#### **Purpose:**

At Waverley Primary School, we will implement quality systems to ensure effective communication and organisation. Quality systems will also be implemented to ensure effective management of facilities and resources.

## STRATEGIC DIRECTION 2

### 21<sup>st</sup> Century Citizens

#### **Purpose:**

At Waverley Primary School we aim to develop 21<sup>st</sup> Century Citizens who think creatively and critically, enabling them to collaborate and communicate effectively. 21<sup>st</sup> Century Citizens will make positive connections with self, the community and the environment.

Extra-curricular, Technology, mindfulness, sustainability, creativity, enrichment programs, gifted and talented

## STRATEGIC DIRECTION 3

### Culture of Personal Best

#### **Purpose:**

Our aim is to develop a positive culture of high expectations for students, staff and the community.

Through innovative quality teaching  
Staff goals-raise QTL  
Student goals- higher expectations  
Innovative teaching staff engagement and changing mindsets.

# Strategic Direction 1: Quality Systems

## Purpose

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

At Waverley Primary School, we will implement quality systems to ensure effective communication and organisation. Quality systems will also be implemented to ensure effective management of facilities and resources.

The feedback we received through our community consultation with students, staff and parents felt the need to put an emphasis on the communication, organisation and environmental facilities at Waverley Primary School.

## Improvement Measures

- ❖ Communication: among staff; between leaders and staff; and between school and home; will be effective, regular, timely and open. A range of technologies will be tested to ensure the most effective communication.
- ❖ Introduction of quality systems to ensure better organisation within school. This includes: management of existing resources and procurement of new resources; staff and student orientation; programming for quality teaching and learning; systems for document management; calendar of school events.
- ❖ Facilities within the school are maintained to an excellent level. This includes: the physical appearance of the interior and exterior of the building; the grounds; the cleanliness and maintenance of all rooms, including toilets; appropriate furniture; procedures in place to ensure problems are swiftly solved; and that a culture of high expectation of excellent facilities is established.

## People

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

**Students:** Students need to be aware of many policies and procedures in place in the school. This will happen through orientation and regular effective communication.

**Staff:** Staff will be involved in the development of quality systems through regular meetings. Effective orientation will ensure that all new staff know how to apply these systems.

**Parents/Carers:** Parents will be invited to provide further feedback in the development of quality systems through P & C meetings and regular surveys.

**Community Partners:** School leaders will interact with community partners, such as the P & C, Waverley Council and local businesses to share their expertise and to organise and support fund raising activities.

**Leaders:** School leaders will undertake training that will enable them to develop draft quality systems and lead meetings with staff that will result in functional and effective systems.

## Processes

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

- To improve communication at WPS, school leaders will investigate practises at local schools and develop a communications policy. All current communications systems will be evaluated and changed if necessary.
- The organisation of the school will be detailed in a WPS handbook. School leaders will compile the policies and systems into student, staff and parent handbooks. As part of this process, current systems will be evaluated and changed if necessary.
- Resources and internal and external facilities will be audited. A timeline will be established to improve or procure facilities and resources that will lead to a culture of high expectation of excellence.

### Evaluation Plan

Data will be collected through regular surveys.

## Products and Practices

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

- ❖ Communication: among staff; between leaders and staff; and between school and home will be effective, regular, timely and open. The effectiveness will be measured through regular surveys to determine staff and community satisfaction.
- ❖ Quality systems that ensure better organisation within the school are established. This will be measured through regular surveys to determine staff and community satisfaction.
- ❖ Facilities within the school are maintained to an excellent level. This will be measured according to the achievement of tasks from the timeline established in processes.

### Product:

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

#### Practice:

- ❖ Our newly embedded practices will be outlined in the communications policy.

#### Practice:

- ❖ The creation of a WPS handbook will outline newly embedded practices to improve the organisation of the school.

#### Practice:

- ❖ The timeline established in processes will determine the practices relating to excellent facilities.

# Strategic Direction 2: 21<sup>st</sup> Century Citizens

## Purpose

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

At Waverley Primary School we aim to develop 21<sup>st</sup> Century Citizens who think creatively and critically, enabling them to collaborate and communicate effectively. 21<sup>st</sup> Century Citizens will make positive connections with self, the community and the environment.

## Improvement Measures

At Waverley Primary School our teachers will be proficient in using the new syllabus, including being skilled in the use of technology, sustainability, and mindfulness, whilst fostering creative and critical thinkers.

In order for our students to be prepared for the 21<sup>st</sup> Century world, they must become literate in 21<sup>st</sup> Century literacies, including multicultural, media, information and cyber literacies

Students at WPS will be educated about sustainability and will be provided opportunities to reduce waste, save energy and water, promote biodiversity and minimise greenhouse gas emissions.

Through the implementation of Kindkids, and the year 6 leadership program, students, staff and the wider community are learning about the importance of mindfulness and implementing mindfulness into daily classroom practice

## People

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

**Students:** Master core subjects to think deeply and critically and make relevant connections. Students will need to have the ability to make connections with themselves, the community and the environment

**Staff:** Engage in continuous professional development, skilling themselves to facilitate students with 21<sup>st</sup> Century teaching pedagogies as well as incorporating the use of technology, sustainability, mindfulness and creative and critical thinking into daily classroom practice.

**Parents/Carers:** Support the use of technology, sustainability and mindfulness and creative and critical thinking in daily classroom practice.

**Community Partners:** School leaders will interact with the community partners, such as the P & C, Waverley Council and local businesses to share their expertise and to support fundraising opportunities.

**Leaders:** Support staff and students in providing Professional Development so that staff are confident and competent in the integration of technology, sustainability, mindfulness and critical and creative thinking.

## Processes

How do we do it and how will we know?

- Teachers have been trained and are competent in teaching, programming and assessing the new curriculum, in particular: the use of technology, sustainability, mindfulness and creative and critical thinking.
- Teachers use project based learning. Staff immerse students in real-life problems in and around the school. Staff teach higher thinking skills and learn to apply this to all areas of the curriculum.
- Apply for grants regarding sustainability. Invite local members of the community to educate staff and students on waste management. Aim to have a trash free school by 2016.
- Incorporate technology to facilitate learning. Using digital media to compose and make responses across the curriculum.
- Continue with Kindkids and the year 6 leadership program run by Rachel Fisher.

## Evaluation Plan

Collection of data from the 'Tell them from me' survey.

Surveying students/staff/parents on 21<sup>st</sup> Century Pedagogies at WPS.

## Products and Practices

What is achieved and how do we measure?

- ❖ Teachers are teaching, programming and assessing using the new curriculum incorporating technology, sustainability, mindfulness and critical and creative thinking as stated in the WPS programming policy.
- ❖ WPS will be a more sustainable learning environment, aiming for a 'trash free' school.
- ❖ This will be measured through surveys, regular feedback of students, staff and parents and observations.

## Product:

- Teachers establish a differentiated curriculum designed to challenge all students, incorporating the use of technology, sustainability and mindfulness
- Students are working collaboratively and thinking critically across all Key Learning Areas,
- Students are engaging in rich quality learning experiences using reciprocal strategies
- Students are composing and responding to a variety of texts using multimedia modes

## Practice:

- Technology, sustainability, mindfulness and critical and creative will be outlined in the WPS programming policy.

# Strategic Direction 3: CULTURE of PERSONAL BEST

## Purpose

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

Our aim is to develop a positive culture of high expectations for students, staff and the community.

Through innovative quality teaching  
Staff goals-raise QTL  
Student goals- higher expectations  
Innovative teaching staff engagement and changing mindsets.

## Improvement Measures

- ❖ Improved work samples
- ❖ NAPLAN to proficiency
- ❖ Ongoing assessment shows growth
- ❖ Production of relevant program
- ❖ Leaders provide input, staff apply knowledge
- ❖ Data analysed and used
- ❖ Attendance at meetings high
- ❖ High level of collaboration
- ❖ PDF goal setting

## People

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

**Students:** Students need to be aware of their capabilities. Students are self-aware, able to reflect on learning

**Staff:** Staff needs to be able to conduct effective assessment, use for targeting and communicate to students, by reviewing with each student. Take a whole-school responsibility to develop high engagement. Develop positive respectful relationships

**Parents/Carers:** Parents need to be aware of the expectations to develop the whole child, through individual meetings, whole class/grade/school sessions and readings.

**Community Partners:** Staff and leaders involve the local community by utilising their expertise. Communicating expertise. Involvement in the school will develop understanding of planning, decision-making, acceptance

**Leaders:** Leaders need to be able to analyse data, understand curriculum, inspire positive relationships, provide support, create learning opportunities, and encourage collaboration.

## Processes

How do we do it and how will we know?

- Students learn to assess their own work, and how to improve it.
- Staff learning activities, taken by leaders, how to: assess, differentiate, develop individual learning plans and leaders instructing on curriculum. Instruct on Code of Conduct. CoSiES professional development. *Performance and Development (PDF)* as goal setting
- Parents provided with readings and opportunity to discuss (P&C and special meetings). Input by staff/leaders on best practice for learning.
- Leaders attend professional development, and share. Meetings with staff re curriculum, programming, Analysis of data.
- Community become involved in school and share knowledge and expertise. Participate in planning

## Evaluation Plan

Collection of data through survey, interview and observation. Value-added NAPLAN. Higher proficiency. Students striving to improve work. Application of curriculum.

## Products and Practices

What is achieved and how do we measure?

- ❖ Work samples improve. NAPLAN performance moves to proficiency. Ongoing assessment shows development. Provide extra and want time to improve it. Increased participation in school activities.
- ❖ Assessment targeted to outcomes. Programs: differentiation, alterations based on assessment, individual learning plans, willingness to share, programs, assessment structures.
- ❖ Parents attend meetings, apply best practice. Participate in learning.
- ❖ Community participate in the learning process, share expertise, survey of attitudes to behaviour and learning.
- ❖ Leaders analyse data and share with staff, staff use the information. Instruct on curriculum, and able to suggest. produce relevant programs, collaborate in programming

## Product:

- Surveys, observations, sharing, increased community participation

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

## Practice:

- Data analysis, understanding curriculum, collaboration, sharing; community participation; parental support; effective assessment, individual reviews, positive relationships; awareness of capabilities, reflection.