School vision statement

At Woolooware Public School, we value and respect the individuality of each student and will deliver opportunities to grow and foster all aspects of our students' development. Our students will learn in a caring and supportive environment where a positive sense of wellbeing will be fostered. They will be skilled learners with high levels of literacy and numeracy achievement, who work creatively, collaboratively, confidently. They will think critically and solve problems and be equipped to meet the demands of life in the 21st Century.

Our students will be taught by outstanding teachers with high expectations and who are committed to academic excellence for all through personalised learning. A culture of continuous improvement will be fostered and teachers will engage in quality professional learning.

We will continue to build partnerships with our parents and community, aligning our efforts through strong communication to support students in achieving their potential.

Overall, Woolooware Public School will provide learning for life. That is, learning that will equip our students for their future and ignite a passion for lifelong learning.

School context

Woolooware Public School has a student population of approximately 480. It is situated in the coastal area of Sydney’s southern beaches. Established in 1951, it provides learning for life in a caring, safe and supportive environment.

The school has a strong emphasis on providing quality teaching and learning programs across the curriculum and a broad range of extra opportunities for all its students.

At Woolooware Public School, we are a learning community that is committed to the development of the whole student and value the contribution of parents in all aspects of school life.

The school is focussed on continuous improvement and achieving excellence. The staff at Woolooware Public School are highly experienced professionals who participate in on-going learning in their endeavour to meet the individualised needs of all students in their care.

School planning process

The preparation of this school plan was the result of wide consultation across all members of the school community. The process evaluated data regarding student achievement, looked towards the future by identifying the knowledge, skills and understandings which will be required by students and identified the hopes and aspirations of the community for the school and its students. To this end, surveys, interviews, focus groups, classroom activities and workshops were conducted to collect the data. This led to the articulation of the school vision statement, summarised by an overall purpose for Woolooware Public School and three strategic directions which form the basis of this plan.

Further to this, school structures will be established to support the implementation of the plan which will include members of the school community, teaching staff, executive and the School Administration Manager. This team will monitor the implementation of the plan and evaluate the ongoing achievement of milestones in achieving the strategic directions.

The plan developed by staff, students and parents will be endorsed at the March meeting of the Parents and Citizens Association.
Purpose:
Increasing levels of achievement for every student involves having high expectations and the delivery of programs and practices that will ensure every student accesses excellence in teaching instruction. The positive impact of personalisation in learning is a key strategy to achieving this.

Purpose:
Quality teaching is essential to the success of our students and we are therefore committed to fostering a reflective school culture with a focus on continual improvement and innovation. We will increase teacher capacity through a collaborative approach to consistently implement highly effective teaching pedagogy and programs.

Purpose:
The development of 21st Century skills are critical for equipping students for the future world they will live, learn and work in. Students need to be adaptive and resourceful, creative problem solvers and responsible citizens. This will enable them to reach their full potential and experience success as lifelong learners.
**Strategic Direction 1: Student Outcomes**
Engage every student with a differentiated and challenging curriculum to achieve their full potential in academic, social, emotional and physical endeavours in their development as lifelong learners.

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<td>• Resources provided for parents to support the social and emotional wellbeing of their child.</td>
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<td>• Creating Successful Learners Project: Effective implementation of new syllabuses by developing systematic and explicit scope and sequences for all stages, units of work, rich ‘for’, ‘of’ and ‘as’ assessment tasks and the equitable provision of resources to support learning.</td>
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<td>• Creating Successful Learners Project: Effective school processes employed to identify students with additional needs and provide quality programs and supports to individualise their learning.</td>
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<tr>
<td>• Creating Successful Learners Project: Targeted programs and individualised assistance provided to support the needs of students with learning difficulties/disabilities, EAL/D and Aboriginal and Torres Strait Islander students.</td>
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<td>• Tell them From Me Survey –</td>
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<td>• 87% of students meeting intended benchmarks in literacy and numeracy on PLAN continuum including students from All Learning Areas.</td>
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<td>• 100% of students with additional needs including academic, social emotional and behavioural needs will receive targeted, individualised support with parent consultation and collaboration.</td>
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<td>• All newly implemented syllabuses are resourced and planned to ensure systematic and explicit teaching of all outcomes and content.</td>
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<td>• Teachers will collaboratively plan to implement current pedagogy and teaching practices in the implementation of new syllabuses.</td>
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<td>• Students will have positive wellbeing and actively display the school values in their interactions with others.</td>
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**Improvement Measures**
- **Tell them From Me Survey –**
  - Increase the average score in Inclusive School from 8 to 8.5.
  - 87% of students meeting intended benchmarks in literacy and numeracy on PLAN continuum including students from All Learning Areas. |
  - Students in Year 5 achieving expected growth in NAPLAN |
  - Students in Year 5 achieving expected growth in PAELN |
  - 100% of students with additional needs including academic, social emotional and behavioural needs will receive targeted, individualised support with parent consultation and collaboration. |
  - All newly implemented syllabuses are resourced and planned to ensure systematic and explicit teaching of all outcomes and content. |
  - Teachers will collaboratively plan to implement current pedagogy and teaching practices in the implementation of new syllabuses. |
  - Students will have positive wellbeing and actively display the school values in their interactions with others.

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Planning template – V2.0 [11/11/14]
Strategic Direction 2: Teacher Quality
Teachers consistently deliver high-quality, innovative teaching practices based on sound educational research

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| Quality teaching is essential to the success of our students and we are therefore committed to fostering a reflective school culture with a focus on continual improvement and innovation. We will increase teacher capacity through a collaborative approach to consistently implement highly effective teaching pedagogy and programs. | Principal to participate in a ‘Principal Learning Network’ to develop skills in coaching and mentoring. Executive leadership team engage in professional learning in facilitating performance development through coaching strategies and conversations. Teachers engage in school based professional learning in lesson study and classroom observations. Students develop the capacity to be independent learners who set their own learning goals, assess, reflect and judge progress towards their goals. Staff develop effective practices in differentiating learning, providing effective feedback, increasing expectations and giving students opportunities to set goals and self assess. | Performance and Development Framework Project: Teachers will formulate their Professional Learning Plan to meet individual, stage and school based performance and development goals (including teacher accreditation). Performance and Development Framework Project: Professional learning for executive in COS in coaching and mentoring for performance development. Data-Driven Planning Project: Data-driven planning model implemented to effectively assess and accurately identify learning needs in order to individualise learning. Data-driven Planning Project: Lesson study approach employed to develop teacher knowledge and skills in differentiation of learning to meet individual needs. Data-driven Planning Project: Student learning maximised by utilising strategies which have optimum impact on learning including, having high expectations, providing effective feedback and facilitating student self-assessment opportunities. Education Plan Project teams have been established to lead the implementation and evaluation of each strategic direction. These teams meet weekly and twice per term a meeting is held to report progress. Reporting of progress will occur at each P&C meeting throughout the year. | Tell them From Me Survey –  
- Increase the average score in Leadership from 6.2 to 7  
- Increase the average score in Collaboration from 7 to 7.8  
- Increase the average score in Learning Culture from 7.4 to 7.8  
- Increase the average score in Data Informs Practice from 7.5 to 8  
- Increase the average score in Overcoming Obstacles to Learning from 7.4 to 7.6  
- Increase the number of students achieving expected growth in Year 5 from 54.5% to 64.5%.  
100% teachers will provide evidence to demonstrate progress towards professional learning goals as outlined in the Performance and Development Framework procedures for Woolooware PS. Increase in coaching conversations with executive contributing towards the achievement of teacher professional learning goals. All class programs and classroom practice show evidence of differentiation in English and Maths. Stage teams employ data driven planning practices to accurately identify needs and individualise learning. All teachers use a variety of assessment ‘of’, ‘for’ and ‘as’ learning strategies to facilitate differentiated teaching and learning. All teachers have high expectations for learning, provide effective feedback and facilitate student self-assessment. |

Improvement Measures
| • Increase the average score in each of the dimensions in the Tell them From Me Survey Staff, Student and Community Surveys. 
• Increase the number of students achieving expected growth in Year 5 in NAPLAN from 54.5% to 64.5%
• All teachers will provide evidence to demonstrate progress towards professional learning goals as outlined in the Performance and Development Framework procedures for Woolooware PS. | • Increase the number of students achieving expected growth in Year 5 from 54.5% to 64.5%  
• 100% teachers will provide evidence to demonstrate progress towards professional learning goals as outlined in the Performance and Development Framework procedures for Woolooware PS. |
### Strategic Direction 3: 21st Century Learning Capabilities

Students are equipped for the 21st Century as they develop technological competence, work collaboratively, and are creative and critical thinkers.

#### Purpose

The development of 21st Century skills are critical for equipping students for the future world they will live, learn and work in. Students need to be adaptive and resourceful, creative problem solvers and responsible citizens. This will enable them to reach their full potential and experience success as lifelong learners.

#### People

- Staff participate in collaborative planning sessions to develop expertise in creating interesting, challenging, open ended learning tasks that require students to think critically, be creative and work collaboratively to solve problems.
- Students will be explicitly taught 21st Century capabilities in order to become critical thinkers, creative and productive global citizens.
- Students develop a range of skills using various software and apps in order to be able to access information, present learning in a variety of ways and to communicate in a range of contexts and for different purposes.
- Parents encouraged to participate in workshops about 21st century learning skills and the impact of this in the classroom and at home.

#### Processes

- **BYOD Project**: Teacher professional learning provided to enable the Bring Your Own Device policy and program to be systematically introduced from Year 3 to Year 6.
  - **Embedding 21st Learning Capabilities Project**:
    - What are 21st Century capabilities?
    - How do we teach them?
    - How do we assess them?
    - What does this look like in the classroom?
    - How do we integrate them across all learning areas?

#### Improvement Measures

- **Tell them From Me Survey** –
  - Increase the average score in Technology from 5.8 to 6.6.
  - 85% increase of teacher confidence in using mobile devices in teaching and learning
  - Units of work include tasks that require students to think critically, respond creatively, solve problems and work cooperatively across a variety of learning areas.

#### Products and Practices

- Tell them From Me Survey –
  - Increase the average score in Technology from 5.8 to 6.6.
- 85% increase of teacher confidence in using mobile devices in teaching and learning
- Units of work include tasks that require students to think critically, respond creatively, solve problems and work cooperatively across a variety of learning areas.
- Devices are used in meaningful, integrated ways to enhance learning and engage students across a variety of learning areas.
- Teachers in Years 3-6 demonstrate confidence in implementing the school’s ‘Bring Your Own Device’ policy in the classroom by integrating the use of tablets in authentic and meaningful ways.
- Units of work include tasks that require students to actively demonstrate 21st century learning capabilities