

School plan 2015 – 2017



Wheeler Heights Public School





School vision statement

Our successful practices and targeted priority areas will continue to refine and refocus our teaching and welfare practices leading to well adjusted, 21st Century-ready learners with the knowledge and skills they need to become active and creative participants in society.

We will enhance support and expand each teacher's understanding of the curriculum to facilitate rich, relevant and purposeful lesson delivery through quality teaching and embed quality assessment.

We will recognise accomplishments and foster pride in achievements for both staff and students and develop staff and student leadership capacity for school improvement.

School context

Located on Sydney's Northern Beaches, Wheeler Heights Public School has a strong reputation for providing quality education in a caring, supportive and physically attractive environment. The population of Wheeler Heights Public School is 536, organised into 21 classes. Students, who are the core focus, are challenged along with the teachers, to achieve their "personal best" in academic, sporting, creative and performing domains.

This is underpinned by a strong emphasis on providing positive support to engage every learner, through the shared school community values of Respect, Responsibility and Personal Best.

Teachers work in collaborative teams to embed a culture of high expectations, as they deliver engaging lessons reflecting best practice, so as to achieve the school targets of improved outcomes for every student. On-going teacher professional learning is a key element of enhancing teacher quality and expertise.

Wheeler Heights Public School is one where positive relationships with parents and the wider community are encouraged and continue to complement quality teaching programs.

As an active member of the Peninsula Community of Schools (PCS), the staff and students maintain strong partnerships that support teacher professional development and learning opportunities for students and the wider community. Achievement of the school's aims is greatly enhanced by the support of an interested and involved community.

School planning process

The beliefs, opinions and desires of staff, student and community members are sought via online surveys and discussions during staff meetings, SRC meetings and P&C meetings.

The executive team use this feedback to map the strategic direction of the school and determine a set of specific, valuable and achievable school priority areas under the leadership of the Principal and in consultation with DEC policy and guidelines. A specific set of improvement measures are determined to ensure the effective monitoring of success.

During the production of the school plan, consultation with other schools, particularly in the Peninsula Community Of Schools (PCS), is sought at various levels.

The school staff and community members are presented with the draft plan for feedback and consultation before a final school plan is published.



STRATEGIC DIRECTION 1

Students:
Learning,
Leadership and
Wellbeing

Purpose:

To develop a welcoming, safe and secure school environment focussing on the individual student.
To ensure continuous successful learning in the context of high standards and thorough engagement leading to well adjusted, 21st Century-ready learners with responsible environmental and social attitudes.

STRATEGIC DIRECTION 2

Staff:
Teaching,
Development and
Wellbeing

Purpose:

To foster a happy, supportive and collegial working environment which promotes success, high standards and leadership.
To ensure continuously developing knowledge and expertise of teaching skills and curriculum implementation leading to rich, relevant and purposeful lesson delivery which promotes sustainable, socially responsible attitudes.

STRATEGIC DIRECTION 3

Community:
Communication
and Engagement

Purpose:

To foster an environment that encourages community input into decision making and involvement in school initiatives whilst promoting a positive image of the school.
To maintain high expectations of student and school achievement and community pride in the context of open and reliable communication and support.

WHPS Strategic Direction 1: Students – Learning, Leadership and Wellbeing



Purpose

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

To develop a welcoming, safe and secure school environment focussing on the individual student.

To ensure continuous successful learning in the context of high standards and thorough engagement leading to well adjusted, 21st Century-ready learners with responsible environmental and social attitudes.

Improvement Measures

- ❖ Student attendance.
- ❖ NAPLAN & Standardised Testing.
- ❖ Extra-curricular involvement.
- ❖ Quality, 21st Century based Teaching and Learning Programs.
- ❖ Parent, Staff and Student annual surveys.

People

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

Students: Engaged learners proud to achieve high standards and cooperatively involved in a range of school activities.

Staff: Collaborative and positive staff with high expectations and a deep knowledge of the continuum of learning.

Parents/Carers: Involved and informed parent body with high expectations for achievement and supportive attitude.

Community Partners: Strengthen partnerships with The PCS, 'The War Vets', community volunteers, and local feeder pre-schools.

Leaders: Visible leaders supporting and acknowledging achievement and driving strategic development.

Processes

How do we do it and how will we know?

- Develop a welcoming, safe and secure school environment.
- Recognise, acknowledge and promote student achievement.
- Encourage high expectations and self- confidence - be proud to achieve.
- Develop a dynamic environment which provides and promotes opportunities in, outside and beyond the classroom.
- Provide opportunities for and inspire leadership capacity within all students.
- Promote responsible environmental practices through environmental education.

Evaluation Plan

- Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.
- Monitor the publishing and display of student work and achievements through newsletters, website, assemblies and Super Hoots.
- NAPLAN & standardised assessment data will be analysed each year to track improvements in literacy and numeracy.
- Monitor quality differentiated teaching and learning programs reflective of The Melbourne Declaration.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ High levels of student attendance.
- Practice:**
- ❖ Punctual attendance is encouraged and explanations sought for all absences.

Product:

- ❖ High standards of student achievement.

Practice:

- ❖ Quality differentiated teaching and learning programs responsive to standardised assessment data.
- ❖ Consistent and meaningful assessment.
- ❖ Recognition of student achievement.

Product:

- ❖ High levels of involvement in a variety of extra-curricular activities.

Practice:

- ❖ Wide variety of opportunities offered and promoted along with equitable management of access.

Product:

- ❖ 21st Century ready and environmentally aware students who care for their place.

Practice:

- ❖ Quality differentiated teaching and learning demonstrated across the school reflective of The Melbourne Declaration (2008).
- ❖ Staff facilitate creative and productive use of technology and develop confident communicators.



Purpose

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

To foster a happy, supportive and collegial working environment which promotes success, high standards and leadership.
To ensure continuously developing knowledge and expertise of teaching skills and curriculum implementation leading to rich, relevant and purposeful lesson delivery which promote sustainable, socially responsible attitudes.

Improvement Measures

- ❖ NAPLAN & Standardised Testing
- ❖ Extra-curricular involvement.
- ❖ Quality, 21st Century based Teaching and Learning Programs.
- ❖ Differentiated TPL plans & TPL attendance.
- ❖ Parent, Staff and Student annual surveys.

People

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

Students: Engaged learners who master core subjects, think deeply and critically to make relevant connections and are cooperatively involved.

Staff: Develop a deep understanding of the syllabi and how to teach it. Increase consistency in planning, programming and assessment.

Parents/Carers: Supportive educational partners with high expectations.

Community Partners: Promote quality teaching and learning through strong, supportive relationships.

Leaders: Approachable supportive leaders who foster personal development through individualised, goal based TPL and support quality practice.

Processes

How do we do it and how will we know?

- Foster a happy, supportive and collegial working environment.
- Recognise accomplishments and foster pride in achievements.
- Support and expand each teacher's understanding of the curriculum and embed quality assessment within the teaching and learning cycle.
- Provide opportunities for relevant and appropriate TPL and to encourage and facilitate rich, relevant and purposeful lesson delivery through quality teaching.
- Provide opportunities for and inspire leadership capacity within all staff.
- Develop concept rich, quality teaching programs which promote sustainable environmental habits.

Evaluation Plan

- Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.
- NAPLAN & standardised assessment data will be analysed each year to track improvements in literacy and numeracy.
- Monitoring of personalised TPL goals and involvement.
- Monitor quality differentiated teaching and learning programs reflective of The Melbourne Declaration.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ High levels of staff satisfaction and positivity.

Practice:

- ❖ Collegial practices including mentoring and supportive relationships.
- ❖ Recognition of effort and success.

Product:

- ❖ Deep understanding of current syllabi and ability to teach them.

Practice:

- ❖ Quality differentiated teaching and learning programs based on QT principles.
- ❖ Personalised, goal-based TPL.

Product:

- ❖ Consistent planning, programming and assessment.

Practice:

- ❖ Collegial produced quality differentiated teaching and learning programs.
- ❖ Consistent and meaningful assessment.

Product:

- ❖ Strong and visible leadership.

Practice:

- ❖ Provision and promotion of leadership development opportunities.

Product:

- ❖ Rich, relevant and purposeful lesson delivery which promote sustainable, socially responsible attitudes.

Practice:

- ❖ Quality differentiated teaching and learning demonstrated across the school reflective of The Melbourne Declaration (2008).



Purpose

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

To foster an environment that encourages community input into decision making and involvement in school initiatives whilst promoting a positive image of the school.
To maintain high expectations of student and school achievement and community pride in the context of open and reliable communication and support.

Improvement Measures

- ❖ Parent, Staff and Student annual surveys.
- ❖ Community Involvement & attendance at activities and initiatives.
- ❖ Strong and active P&C with well attended meetings.

People

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

Students: Engaged learners proud to achieve high standards and cooperatively involved in a range of school activities.

Staff: Collaborative, approachable and positive staff with high expectations and a deep knowledge of the continuum of learning.

Parents/Carers: Involved and informed parent body with high expectations for achievement and supportive attitude.

Community Partners: Strong supportive partnerships with The PCS, 'The War Vets', community volunteers, local feeder pre-schools and local businesses.

Leaders: Visible, approachable leaders supporting, promoting and acknowledging achievement and driving strategic development.

Processes

How do we do it and how will we know?

- Foster an environment that encourages community input into decision making.
- Promote and recognise community involvement in school initiatives.
- Support and develop the positive image Wheeler Heights has within the community.
- Encourage a wide range of school and community events with a high percentage of parental involvement.
- Cultivate an environment that encourages and expands opportunities for leadership in P&C initiatives.
- Develop and improve school infrastructure and promote responsible environmental practices.

Evaluation Plan

- Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Strong Community Environment.
- ❖ Positive attitudes toward WHPS and its community as demonstrated through yearly student, staff and community surveys.
- ❖ Strong and active P&C.

Practice:

- ❖ Reliable communication through email, website, newsletters, PPP app and face-to-face communication and visibility.
- ❖ Promote and encourage events involving and led by the community.
- ❖ Involvement of community in WHPS initiatives and activities.
- ❖ Involvement of WHPS in community activities and initiatives.
- ❖ Facilitate and support positive and constructive P&C meetings.

Product:

- ❖ Physically attractive and well-facilitated school environment.

Practice:

- ❖ Promotion and support of fund-raising initiatives.
- ❖ Promotion of sustainable, socially responsible attitudes through quality teaching programs reflective of the Melbourne Declaration (2008).



Wheeler Heights Public School Strategic Direction 2015-2017



Students	Staff	Community
<p>Wellbeing To develop a welcoming, safe and secure school environment.</p>	<p>Wellbeing To foster a happy, supportive and collegial working environment.</p>	<p>Wellbeing To foster an environment that encourages community input into decision making.</p>
<p>Recognition To recognise, acknowledge and promote student achievement.</p>	<p>Recognition To recognise accomplishments and foster pride in achievements.</p>	<p>Recognition Promote and recognise community involvement in school initiatives.</p>
<p>Expectations To encourage high expectations and self-confidence - be proud to achieve.</p>	<p>Expectations- Curriculum To support and expand each teacher's understanding of the curriculum and to embed quality assessment within the teaching and learning cycle.</p>	<p>Expectations- Community Pride To support and develop the positive image Wheeler Heights has within the community.</p>
<p>Opportunities To develop a dynamic environment which provides and promotes opportunities in, outside and beyond the classroom.</p>	<p>Opportunities- Professional Development To provide opportunities for relevant and appropriate TPL and to encourage and facilitate rich, relevant and purposeful lesson delivery through quality teaching.</p>	<p>Opportunities To encourage a wide range of school and community events with a high percentage of parental involvement.</p>
<p>Leadership To provide opportunities for and inspire leadership capacity within all students.</p>	<p>Leadership To provide opportunities for and inspire leadership capacity within all staff.</p>	<p>Leadership To cultivate an environment that encourages and expands opportunities for leadership in P&C initiatives.</p>
<p>Environment Promote responsible environmental practices through environmental education.</p>	<p>Environment Develop concept rich, quality teaching programs which promote sustainable environmental habits.</p>	<p>Environment To develop and improve school infrastructure and promote responsible environmental practices.</p>