

School plan 2018-2020

Wangee Park School 5568



School background 2018–2020

School vision statement

Every student. Every day. Learning together.

At Wangee Park School, **every student** is known, valued and cared for.

We are committed to causing learning **every day** through high expectations of our students through the delivery of quality teaching of the NSW Syllabus for the Australian Curriculum.

We value collaborative practices by our staff, families and the wider community **learning together** to inspire all students in becoming independent, lifelong learners.

School context

Wangee Park School provides Personalised Learning and Support Plans (PLSPs) for 49 students, from Kindergarten to Year 12, who have a moderate to severe intellectual disability, physical disability or autism. The school also provides quality health care procedures for specific medical needs of students insuring they access learning programs within a range of environments.

Strong partnerships with families and the wider community are valued and utilised in order to provide high quality, engaging learning opportunities for all students.

In addition to a diverse learning population, Wangee Park School caters for students from a diverse cultural background:

75% of families come from a Non English speaking background. 32% come from an Arabic speaking background. A further 42% make up families from Japan, Greece, New Zealand, Algeria, Serbia, Indonesia, Vietnam and Pakistan.

School planning process

Wangee Park School had the privilege of participating in External Validation during 2017.

This process measured the school's impact of practices and procedures within the school, but also laid the platform for guiding the school with planning our future directions.

These future directions were further developed during term 4, 2017 and term 1, 2018 through a range of collaborative sessions with all staff, including individualised interviews with the teaching staff and the school Principal.


This information was packaged and sent to our families, who in return offered feedback and ideas that they valued, shaping this new School Plan.

The planning process also involved the Aboriginal Education & Wellbeing Advisors within the DoE, leading us through a range of initiatives to further enhance the quality and delivery of Aboriginal Education with this plan.

Consultation of the school's directions were shared within our Community of Schools (Chalmers Road School, Lucas Gardens School) and also neighbouring Harcourt Public School, in order to strengthen community partnerships for our students over this three year period

The planning process was also inclusive of the feedback and endorsement of the Director, Public Schools NSW (Strathfield Network), and the feedback offered by multiple principals (Principals, School Leadership) towards this new plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Curriculum

Purpose:

Deliver a collaborative approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.



STRATEGIC DIRECTION 2 Wellbeing

Purpose:

Implement a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.



STRATEGIC DIRECTION 3 Community Engagement

Purpose:

Staff, families and community partners collaborate to deliver a culture of high expectation and opportunity for all students, forming resilient, independent lifelong learners.

Strategic Direction 1: Curriculum

Purpose

Deliver a collaborative approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Improvement Measures

Every teacher will cause learning through authentic assessments in every KLA, driven by quality teaching programs, driven by strong evidence based practices

Every teacher and **SLSO** will share their teaching and learning programs and assessment strategies within the Community of Schools network

People

Staff

What knowledge, capabilities, skills and mindset do our people need for transformation change?

All staff will continue to strengthen a growth mindset through extending their own reflective practices, creating trustworthy learning environments and embracing the need for continual personal improvement as educators

Students

All students will extend their learning capabilities through increased collaborative teaching opportunities with staff, further developing their independence and social skills within the school and community environments

Leaders

Through distributing leadership, teachers will become project leaders who organise, consult, motivate and model clear expectations to achieve the goals set within the milestones. Project leaders will measure the impact through reflective practice and share with the Principal and Executive team the success and future directions

Community Partners

Community partners will commit to supporting programs, through a demonstrating a growth mindset, including offering feedback on the programs they experience

Processes

How will we achieve our practices and products?

'Curriculum'

- Review and update programming and assessment requirements
- Review, create and share formative assessment practices
- Unpack the English and Mathematics Syllabus' through teacher professional learning
- Deliver new teaching skills through increased collaborative practices
- Unpack the remaining x 5 KLAs, Life Skills and the new stage 6 syllabus through professional learning
- Create learning progressions, scope & sequences for all KLAs
- Implement and share new learnings in programs and practices internally
- Model, share to other SSP schools best practice in the delivery of the Curriculum for students with a disability

Evaluation Plan

What strategies and evidence sources will we use to monitor progress?

- Term Action Plans for 'Curriculum'
- Milestones
- Student achievement (formative assessment)
- Staff surveys on the delivery and implementation of the project 'Curriculum'

Practices and Products

Practices

What will we do differently?

- Increase professional learning opportunities through increased collaborative practices such as team teaching, instructional rounds, walk throughs, instructional leader support, sharing of resources, writing of programs and sharing with the wider community
- Measure impact of practice every five weeks, delivered by the Project Leader/s with the Principal and Executive team
- Share new programs and practices within our Community of Schools (Chalmers Road School and Lucas Gardens School) and gain feedback

Products

What will our work achieve?

- A setting used to share best practice amongst our SSP community in the delivery of the curriculum for students with a disability
- A large bank of formative assessment processes, units of work, learning progressions K–12, scope & sequences

Strategic Direction 2: Wellbeing

<p>Purpose</p> <p>Implement a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</p>
<p>Improvement Measures</p> <p>Every teacher and SLSO will demonstrate evidence of student learning through the implementation of PBL procedures</p> <p>Every student's individualised communication system will be accessible and used to cause learning within two KLAs</p> <p>Every teacher has increased their expertise in the implementation of technologies, demonstrated through student assessment within English and Mathematics</p>

<p>People</p> <p>Students</p> <p><i>What knowledge, capabilities, skills and mindset do our people need for transformation change?</i></p> <p>Students will develop their comprehension skills of visual supports, communication systems and technologies in order to strengthen their communication skills and participate in a range of new activities</p> <p>Staff</p> <p>All staff will participate in a range of professional learning associated with 'PBL', 'Communication' and 'Technology'. Staff will need to collaborate extensively to deliver these projects and take calculated risks to enhance learning and communication.</p> <p>Leaders</p> <p>Project leaders will investigate evidence based practices within the three project areas. Leaders will need to strategise delivering these skills and will measure the impact of implementation within a range of teaching and learning programs</p> <p>Parents/Carers</p> <p>Parents will be encouraged to embrace and trial the strategies and resources used within PBL and offer feedback of implementation. Parents are required to work closely and continue strong communication modes between home and school, and with health care professionals</p>

<p>Processes</p> <p><i>How will we achieve our practices and products?</i></p> <p>'Positive Behaviour for Learning'</p> <ul style="list-style-type: none"> • Re-evaluate Tier 1 PBL processes • Develop consistent collection and use of data to monitor and evaluate student progress • Develop a whole school reward system • Train new staff with external training on PBL • Up skill whole staff on Tier 2 and 3 PBL processes • Review LST procedures • Increase communication with families on PBL through LST <p>'Communication'</p> <ul style="list-style-type: none"> • Review current communication systems of all students through teacher professional learning and increased staff sharing and collaboration • Explore current evidence based systems that will be implemented to strengthen communication in every classroom • Ensure individualised communication systems are accessible for every student <p>'Technology'</p> <ul style="list-style-type: none"> • Review current technology practices within the school • Research and purchase new technologies that engage students with

<p>Practices and Products</p> <p>Practices</p> <p><i>What will we do differently?</i></p> <p>All staff will have the skills and confidence in supporting both positive and challenging behaviours within a range of environments in order to cause student learning</p> <p>All students will have an explicit individualised and whole school communication program that is accessible</p> <p>Distribute leadership capacity within the delivery of PBL training</p> <p>Implement current technology forms in order to support communication and increase student engagement in accessing the curriculum</p> <p>Continually access evidence based practices within the projects, implement these practices and measure the impact using clear evidence</p> <p>Engage a Speech Therapist to collaborate weekly with teachers both within the classrooms and during teacher professional learning</p> <p>Use 'Sprints' through PBL to increase whole school support towards supporting students</p> <p>Products</p> <p><i>What will our work achieve?</i></p> <p>Whole school PBL visual supports, data and behaviour plans</p> <p>Individualised and whole school</p>

Strategic Direction 2: Wellbeing

Processes
the curriculum
<ul style="list-style-type: none">• Up skill staff on the implementation of new technologies
Evaluation Plan
<i>What strategies and evidence sources will we use to monitor progress?</i>
<ul style="list-style-type: none">• Term Action Plans for 'PBL', 'Communication', 'Technology'• Milestones• Student achievement (formative assessment)• Staff surveys on the delivery and implementation of the projects 'PBL', 'Communication', 'Technology'

Practices and Products
communication systems
Increased use and application of technologies
Quality learning opportunities on a daily basis for all students

Strategic Direction 3: Community Engagement

Purpose	People	Processes	Practices and Products
<p>Staff, families and community partners collaborate to deliver a culture of high expectation and opportunity for all students, forming resilient, independent lifelong learners.</p>	<p>Staff</p> <p><i>What knowledge, capabilities, skills and mindset do our people need for transformation change?</i></p>	<p>PDHPE</p> <ul style="list-style-type: none"> • Consult with the Sports Coordinator (Lucas Gardens) to guide Sports Program 	<p>Practices</p> <p><i>What will we do differently?</i></p>
<p>Improvement Measures</p> <p>Every student has participated in a differentiated whole school Sports Program every year, supported by formative and summative assessment</p>	<p>Staff will be required to take calculated risks in facilitating further opportunities within the community for all students. Staff will build positive relationships externally, in order to move the practices within this direction and achieve the improvement measures</p>	<ul style="list-style-type: none"> • Make appropriate adjustments to create a whole school Sports Program (PDHPE) K–12 	<p>Form new partnerships within the community</p>
<p>Every student have accessed the community four times per year, and has engaged in learning through the KLAs</p>	<p>Leaders</p>	<ul style="list-style-type: none"> • Resource the program with new equipment 	<p>Increase community access opportunities for all students</p>
<p>Every teaching and learning program demonstrates clear, embedded practices of Aboriginal Education, and has caused learning within 2 KLAs for all students</p>	<p>Leaders will strategise, support and motivate staff, including managing H&S within the community in order for students to access it safely. Leaders will value and nurture the relationships and links formed throughout the three years of this plan in order to sustain and build on further opportunities for the students</p>	<ul style="list-style-type: none"> • Enhance Sports Program with support of community participation on site 	<p>Increase family participation towards fundraising</p>
<p>The outdoor learning area is built and accessible for every student of Wangee Park School to engage in Aboriginal Education</p>	<p>Community Partners</p>	<p><i>How will we achieve our practices and products?</i></p> <p>Community Partnerships & Programs</p>	<p>Products</p> <p><i>What will our work achieve?</i></p>
	<p>Community partners require an openness in forming quality relationships with our students in order to understand their abilities and create life long friendships</p>	<ul style="list-style-type: none"> • Consult with Harcourt PS and plan incursions for both sites 	<p>Shared, inclusive programs with Harcourt PS and the wider community</p>
	<p>Parents/Carers</p> <p>Parents are encouraged to lead fundraising with open communication with the school executive team and come together to be resourceful in achieving targets set over the three year period</p>	<ul style="list-style-type: none"> • Create individualised goals for every WPS student in accessing the community on a term by term basis linked to a KLA • Form new partnerships in order to access the wider community for every student 	<p>Individualised community access goals for students</p>
	<p>Students</p> <p>Students will develop appropriate social</p>	<ul style="list-style-type: none"> • Increase family input into driving fundraising initiatives towards an outdoor learning area • Initiate WPS sponsorship and maximise hiring school space opportunities to raise funds towards the outdoor learning area and staff professional learning <p>Aboriginal Education</p>	<p>Aboriginal Education embedded throughout all KLAs programs</p> <p>Outdoor learning area used to engage in Aboriginal Education</p> <p>Increased funds towards an outdoor learning area and teacher professional learning</p> <p>Whole school Sports Program</p>

Strategic Direction 3: Community Engagement

People

skills in order to access the wider community

Processes

- Build cultural understanding through PL sessions with the staff, delivered by Aboriginal Education & Wellbeing Advisors
- Engage in PL and implement 8 Ways Program
- Attain PL on the 'calendar events' within the Aboriginal culture that we celebrate within the DoE
- Make contact with and attend the local AECG meetings
- Build an outdoor learning area for our students and the wider community to engage in Aboriginal Education

Evaluation Plan

- Term Action Plans for 'Community Partnerships & Programs', 'PDHPE', 'Aboriginal Education'
- Milestones
- Student achievement (formative assessment)
- Staff surveys on the delivery and implementation of the 'Community Partnerships & Programs', 'PDHPE', 'Aboriginal Education' projects