## School vision statement

The school community of Woolgoolga Public School will work together to ensure a quality education for all students within a safe, supportive environment.

As a result of their attendance at Woolgoolga Public School students will be prepared to be active, informed and ethical citizens and to continue their learning throughout life to achieve their goals.

## School context

Woolgoolga Public School is located on the mid-north coast of New South Wales and serves a diverse community. Approximately 20 per cent of students are of Indian background, whilst 8% identify as Aboriginal. The current school enrolment is 330 students.

The school operates a specialist community language program in Punjabi along with an English as a Second Language program.

The school employs staff with a mix of experience. All staff participate in professional learning at an individual, stage and whole-school level.

Woolgoolga Public School receives a score of 110 on the Family Occupation and Education Index.

The school works in partnership with three neighbouring primary schools and Woolgoolga High School as part of the Northern Beaches Community of Schools.

## School planning process

School community input is pivotal to school planning processes and executive and staff consulted widely with the school community regarding priorities to inform the development of strategic directions within this plan.

Staff input on priorities was combined with community input to develop the purpose of each strategic direction.

Analysis of school performance data, along with identification of staff skills and expertise, determined the processes, practices and products expected within the school plan.

A draft plan is developed for further consultation with school community and staff.

Input was sought from parents and caregivers of Aboriginal students at the time they met with school staff to develop Personalised Learning Plans.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Quality Teaching

Purpose:
- To provide quality instruction to all students which meets their individual needs whilst addressing the curriculum requirements.
- To develop staff expertise and understanding to maximise opportunities for students within the school.
- To meet the needs of 21st century learners and equip students with the skills and learning ethos required to participate in a constantly evolving society.

STRATEGIC DIRECTION 2
Student and Staff Wellbeing

Purpose:
- To protect students.
- To promote active and healthy life habits.
- To create an enjoyable, productive learning environment.

STRATEGIC DIRECTION 3
Effective and Inclusive Communication

Purpose:
- To communicate with the entire school community.
- To promote the school and its students within the community.
- To promote community involvement within the school.
- To ensure that performance data informs planning and is transparently communicated to the school community.
### Strategic Direction 1: Quality Teaching

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Why do we need this particular strategic direction and why is it important?</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>Increase Yr 3 student achievement in top NAPLAN bands in Reading from 84.6% to 90%</td>
</tr>
<tr>
<td>Increase Yr 5 student achievement in top NAPLAN bands in Reading from 69.8% to 80%</td>
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<tr>
<td>Increase the number of students achieving K-2 Reading Benchmarks</td>
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<tr>
<td>Increase Yr 3 student achievement in top NAPLAN bands in Numeracy from 89.1% to 95%</td>
</tr>
<tr>
<td>Increase Yr 5 student achievement in top NAPLAN bands in Reading from 72.4% to 80%</td>
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</tbody>
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<tr>
<th>People</th>
<th>How do we develop the capabilities of our people to bring about transformation?</th>
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</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Participate in discussions with both teachers and parents around their own learning and learning needs.</td>
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<tr>
<td>Staff:</td>
<td>Develop a deep knowledge of curriculum requirements</td>
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<td></td>
<td>Participate collaboratively in the formation of teaching and learning programs and teacher professional learning</td>
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<td></td>
<td>Evaluate classroom and school programs</td>
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<td></td>
<td>Develop their own skills and those of other staff in identifying and addressing individual and cohort needs of students</td>
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<tr>
<td>Parents/Carers:</td>
<td>Be given the opportunity to discuss their child’s learning and learning needs</td>
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<td></td>
<td>Be encouraged to participate in the teaching and learning process</td>
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<td></td>
<td>Be informed on curriculum content and ways in which to assist their child’s achievement of curriculum outcomes</td>
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<table>
<thead>
<tr>
<th>Processes</th>
<th>How do we do it and how will we know?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Targeted, ability-based team teaching of reading</td>
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<td></td>
<td>Provision of additional teacher time to facilitate quality reading and comprehension activities to targeted groups.</td>
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<tr>
<td></td>
<td>Student progress assessed in the reading and comprehension strands of the literacy continuum twice in 2015</td>
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<td></td>
<td>Implement the Mini-Lit Program to support targeted students in years 1-3</td>
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<tr>
<td></td>
<td>Implement the Multi-Lit Program to support targeted students in years 3-5</td>
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<tr>
<td></td>
<td>K-2 teachers monitor and make effective use of Best Start / Literacy Continuum to inform teaching and learning programs.</td>
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</tbody>
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<tr>
<th>Products and Practices</th>
<th>What is achieved and how do we measure?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improved student performance in literacy and numeracy.</td>
</tr>
<tr>
<td>Product:</td>
<td>Improvement is demonstrated in school-based and national performance data.</td>
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<tr>
<td>Product:</td>
<td>100% of teaching staff participate in quality Teacher Professional Learning related to curriculum and teaching practice.</td>
</tr>
<tr>
<td>Product:</td>
<td>100% of teaching staff participate in quality Teacher Professional Learning on the new Science curriculum.</td>
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<tr>
<th>Evaluation Plan</th>
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<tr>
<td>Ploting student achievement (K-6) against the learning continuums in literacy and numeracy.</td>
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<tr>
<td>Analysis of K-2 Reading Benchmark data.</td>
</tr>
<tr>
<td>Analysis of school-based and national performance data.</td>
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<tr>
<td>Practice:</td>
</tr>
<tr>
<td>Practice:</td>
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</tbody>
</table>
## Strategic Direction 2: Student and Staff Wellbeing

### Purpose

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

- To protect students
- To promote active and healthy life habits
- To create an enjoyable, productive learning environment

### People

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

**Students:**
Communicate with peers and staff to assess the quality of the school learning environment. Know and follow the collaboratively developed rules and codes of practice.

**Staff:**
Collaboratively identify student needs and analyse cohort interaction and behaviour. Identify their own performance development needs and contribute to those of others.

**Parents/Carers:**
Know and follow the collaboratively developed rules and codes of practice. Communicate their child’s learning, health and social needs to school staff.

**Community Partners:**
Be aware of ways in which they can assist the school in addressing its strategic directions. Collaborate with the school to address the health and learning needs of individual students.

**Leaders:**
Be knowledgeable and respectful of the welfare needs of all staff and students. Overview the implementation of school programs in a manner that shares both load and reward fairly and equitably.

### Processes

How do we do it and how will we know?

- Teacher Professional Learning in Fundamental Movement Skills
- Enhanced operation of the School Learning Support Team.
- Development of a Life Sports Program.
- Enrolment and active participation in the Live Life Well at School Program.
- Registration, participation and compliance with the Sun Safe Schools Program.

### Products and Practices

What is achieved and how do we measure?

- Enhanced participation in physical activity.
- Enhanced staff understanding of student wellbeing – physical and mental.
- Improvements in healthy diets and related understandings of students and the community.

**Product:**
- 100% of staff participate in professional learning as part of the Live Life Well at School Program.

**Product:**
- All students participate in daily physical activity.
- Staff monitor healthy habits across the school.

### Improvement Measures

- All students participate in daily physical activity.
- All staff are actively engaged and informed.
- An increasing percentage of students provide a positive rating on the school learning environment.
- Improved student attendance.
- Lunch box audits show an improved student diet.

### Evaluation Plan

Analysis of Teacher Professional Learning logs.
Analysis of student physical activity rates and class participation in daily physical activity.

Staff, student and community surveys relating to student wellbeing and student physical activity.

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

**Practice:**
- Increased rates of student physical activity and improved understanding and attitudes towards the importance of physical activity and healthy eating.

**Practice:**
- All students and staff value their contribution to and responsibility for the quality learning environment within the school.
## Strategic Direction 3: Effective and Inclusive Communication

### Purpose

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

- To communicate with the entire school community
- To promote the school and its students within the community
- To promote community involvement within the school
- To ensure that performance data informs planning and is transparently communicated to the school community

### People

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

**Students:**
Participate in democratic processes to inform school planning and actively participate in the community

**Staff:**
Participate collaboratively in the formation of teaching and learning programs and teacher professional learning

Identify their own performance development needs and contribute to those of others.

**Parents/Carers:**
Be encouraged to attend meetings and forums which inform and contribute to the school’s operations

**Community Partners:**
Be aware of school communication processes and how to locate and share information.

Be aware of ways in which they can assist the school in addressing its strategic directions.

**Leaders:**
Monitor the frequency and effectiveness of school communication.

Develop the skills of others in identifying and addressing communication needs.

Promote the school within the wider community.

### Processes

How do we do it and how will we know?

- Establish a team to ensure greater frequency of publication in local media and on the school website service.
- Enhanced operation of the School Learning Support Team.
- Presentation of curriculum related materials and achievements through P and C Meetings and other avenues.
- Instigate the use of social media for school communication and promotion.

**Evaluation Plan**

Monitoring the frequency of updates to the school’s website.

Analysing uptake of social media for school communication.

Community surveys conducted relating to school communication.

Analysis of school related articles in local media.

### Products and Practices

What is achieved and how do we measure?

- Enhanced communication with all stakeholders.

**Product:**
- The school website is updated weekly with articles relating to student engagement and performance.

**Product:**
- All staff participate in communicating with the school community.

**Product:**
- School communication team is established and appropriate procedures developed.

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

**Practice:**
- Enhanced community involvement within the school

**Practice:**
- Greater community awareness of school performance data and achievements.

**Practice:**
- Enhanced communication.

### Improvement Measures

- Enhanced school – community communication as measured by community surveys.
- Greater positive media exposure for the school and its students.