

School plan 2018-2020

Woonona East Public School 4296



School background 2018–2020

School vision statement

At Woonona East every child is known, valued and cared for. We believe that the responsibility of a school is to help every child exceed the potential they see in themselves. They should emerge from school as critical, reflective life long learners.

School context

Woonona East Public School serves a coastal suburban community north of Wollongong. We currently support 190 students in eight primarily stage-based classes.

The school has two assistant principals and is supported by a librarian and learning support teacher.

The experienced teaching staff, supported by in-depth and ongoing professional learning, provide a balanced and engaging curriculum for students. Emphasis is placed upon the development of sound literacy and numeracy skills in combination with student health and wellbeing programs and experiences in the creative and performing arts including the school band, choir and public speaking programs.

The school has a strong sporting tradition and initiatives in fitness and sport ensure that Woonona East is a health-promoting school.

Woonona East is a committed member of the Woonona Community of Schools which includes Woonona Public School, Russell Vale Public School and Woonona High School.

Parents value their involvement in the school and there is a strong and supportive P&C Association. Parents report that their children enjoy school and that there is a positive, happy and 'community' atmosphere at school.

Our three core values of respect, responsibility and resilience and our vision, jointly developed with our school community, guide our practice.

School planning process

The principal, executive and staff have worked collaboratively to write a school plan that puts students at the centre of all decision making. In 2017 Woonona East Public School prepared a submission for an external validation panel. The validation provided an opportunity for our school to discuss and make judgements about our practice. An external validation panel report was provided to us and recommendations have informed directions in this school plan to ensure a sustainable path of performance and improvement.

As a staff we also did an intensive evaluation of the 2015–17 School Plan targets and strategies. Project evaluations, NAPLAN results, PLAN /Continuum data, L3 exit reading levels in K–2 and parent and student survey results were interrogated along with data from the *Tell Them From Me* survey.

The P&C was consulted on the above processes through surveys, P&C meetings and we also used newsletter bulletins to disseminate information to the school community and responses were sought.

Local members of the AECG were also consulted for advice and endorsement of our 3 year plan.

Data gathered and analysed as a result of these processes has been used to inform the ongoing future direction of the school and this school planning cycle.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality teaching makes a powerful and positive impact on student outcomes

Purpose:

At Woonona East we want to ensure a years growth for every student, teacher and leader. We know that student learning is underpinned in excellent schools by high quality teaching. We will continue to develop a culture of continuous improvement responsive to the needs of the students. What matters most for student achievement is valuing and developing teacher expertise. Professional learning will further develop a deep understanding of curriculum expectations and have a focus on allowing teachers to know and develop the whole child.

STRATEGIC DIRECTION 2

Know thy Impact – Teachers will know what effect their teaching is having on their students' results

Purpose:

At Woonona East we place students at the centre of what we do in teaching and learning, making data today become instruction tomorrow. Leaders and teachers work together to honour each student's learning needs, readiness and interests through thoughtful planning, targeted flexible instruction, and strategic assessment in order to maximise each student's learning potential and achievement. Teachers regularly work collaboratively to make consistent, evidence based judgement and moderation of assessments and learning progressions.

STRATEGIC DIRECTION 3

Connect, succeed, thrive and learn

Purpose:

At Woonona East we acknowledge the critical role of families in their child's learning. We encourage all families and community members to contribute to the life of the school. We will work hard to build effective partnerships in learning with parents and students so that students have a sense of belonging and are motivated to deliver their best and continually improve. We will build meaningful relationships with Aboriginal families, communities and the local Aboriginal Education Consultative Group to merge high quality teaching and high quality cultural practices for all students in Aboriginal education.

Strategic Direction 1: Quality teaching makes a powerful and positive impact on student outcomes

Purpose

At Woonona East we want to ensure a years growth for every student, teacher and leader. We know that student learning is underpinned in excellent schools by high quality teaching. We will continue to develop a culture of continuous improvement responsive to the needs of the students. What matters most for student achievement is valuing and developing teacher expertise. Professional learning will further develop a deep understanding of curriculum expectations and have a focus on allowing teachers to know and develop the whole child.

Improvement Measures

Evidence of teachers effectively using the literacy and numeracy learning progressions in conjunction with syllabus outcomes in their programming and planning to differentiate for all students learning needs.

STEM lessons are taught K–6 and data indicates improvement in students creative thinking and problem solving skills.

Evidence of improved teaching practice through the Personal Development (PDP) process and lesson observations for feedback on the impact of their teaching on student results.

People

Students

Students will be explicitly taught core literacy and numeracy skills by highly knowledgeable teachers. They will have the opportunity to transfer these skills across other key learning areas.

Staff

Teachers will participate in relevant, evidence based professional learning to gain a deep understanding of each NSW syllabus and improve the capacity of every teacher. Areas for development in teacher expertise are identified and addressed through Professional Development Plan meetings and targeted lesson observations.

Leaders

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative and evidence based, future-focused practices including effective strategies for use of ICT in the classroom. We will manage time, resources and people to support teachers to work collaboratively and participate in current professional learning.

Parents/Carers

Through communication parents will build an understanding of school practices and focus areas. They will send engaged and motivated students to school.

Processes

Ongoing Professional Learning

Professional learning in literacy, numeracy and other key learning areas will be evidence based and use current teaching and learning approaches.

Future focused, critical thinking, problem solvers

Teachers will review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. There will be provision of professional learning in innovative teaching practices such as STEM, coding and the effective use of technology as a tool in the classroom.

Quality Teaching

Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning through PDP's linked to the professional standards for teachers.

Evaluation Plan

Progress on this strategic direction will be measured against the milestones. Data will be gathered via a range of methods including surveys, bump it up walls, evidence of planning and programming, work samples and NAPLAN data where appropriate.

Practices and Products

Practices

Teachers will work collaboratively to gain a deep understanding of each NSW syllabus and the literacy and numeracy demands of each subject.

All staff will utilise the learning progressions as a resource to facilitate a shared professional understanding of literacy and numeracy development.

STEM lessons are taught K–6 linking students learning to new projects and more complex skills using skills from all key learning areas.

Expert teachers will share their knowledge with others through staff meetings and collaborative practices. There will be greater consistency from class to class as teachers observe each other teaching and provide constructive feedback on identified areas for improvement.

Products

The use of technology is incorporated into daily lessons to assist learning, increase student engagement and give students the skills needed to use these tools effectively and appropriately.

On-going lesson observations provide opportunities for teachers to alter their practice and are linked to the Australian Professional Standards for Teachers.

Strategic Direction 2: Know thy Impact – Teachers will know what effect their teaching is having on their students' results

Purpose

At Woonona East we place students at the centre of what we do in teaching and learning, making data today become instruction tomorrow. Leaders and teachers work together to honour each student's learning needs, readiness and interests through thoughtful planning, targeted flexible instruction, and strategic assessment in order to maximise each student's learning potential and achievement. Teachers regularly work collaboratively to make consistent, evidence based judgement and moderation of assessments and learning progressions.

Improvement Measures

Increase the number of students in the top 2 bands for literacy and numeracy in NAPLAN.

Increased proportion of students achieving expected growth in literacy and numeracy, as measured by internal and external measures.

All teachers will use PLAN2 to track student progress in literacy and numeracy using the data to inform teaching and ensure progress for every student.

Increased evidence of teachers using formative and summative assessment strategies including pre and post assessment to identify student need and have evidence of progress for every student.

People

Students

Students will be explicitly taught and challenged at their level of need. They will use self-regulation strategies and will be learners who can set goals, articulate what they are learning and know what their next learning steps are. Students will be engaged and motivated because of the culture of high expectations and a growth mindset.

Staff

Visible learning is embedded into daily teaching practice. Teachers will be expert in data use because they know that effective teachers collect, analyse and respond to data to enhance the quality of their teaching and learning programs. They will be continuously gathering, analysing, interpreting and using information about students' progress and achievement to improve teaching and learning outcomes.

Parents/Carers

Students will be able to communicate to parents where their child is at with their learning, and where they need to go next. Parents will value progress and effort and understand and value their child's academic reports.

Leaders

Ensure the school has processes in place to support teachers to have time every 2 weeks to work collaboratively on literacy and numeracy lessons.

Processes

Visible Learning

Teachers will display learning intentions and co-constructed success criteria in each lesson. Teachers and students will have a growth mindset, emphasising effort and progress towards personal learning goals in literacy and numeracy.

Assessment

Ongoing professional development in formative and summative assessment strategies. A variety of formative assessments strategies for, of and as learning are shared and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Collaborative Practice

Teachers will work collaboratively with their peers to 'know thy impact'. They will work on consistent teacher judgement to allocate grades and plan for teaching. Teachers will use the whole school data wall to see the big picture and the detail (the faces).

Evaluation Plan

Progress on this strategic direction will be measured against the milestones. Staff surveys, focus groups and regular practices such as instructional walks and the faces on data process, to gauge the effectiveness of initiatives.

Practices and Products

Practices

Visible learning strategies are embedded throughout the school with ongoing professional reading and learning in this area.

Development of formative and summative assessment practices across the school to identify students achievement of learning outcomes and inform teachers of the effectiveness of their teaching practices. Teachers and students will also learn to give specific feedback that initiates the next level of learning.

Teachers regularly use data to modify and inform their teaching. Every 2 weeks teachers work collaboratively to analyse their data and plan for explicit literacy and numeracy lessons from each students point of need. They will plan differentiated lessons for students at all levels and measure student progress and achievement so that they will know thy impact.

Products

Clear standards will be developed to determine the allocation of grades A–E in all Key Learning areas when reporting to parents.

Students failing to progress or achieving beyond their grade level are identified and planned for.

Strategic Direction 3: Connect, succeed, thrive and learn

Purpose

At Woonona East we acknowledge the critical role of families in their child's learning. We encourage all families and community members to contribute to the life of the school. We will work hard to build effective partnerships in learning with parents and students so that students have a sense of belonging and are motivated to deliver their best and continually improve. We will build meaningful relationships with Aboriginal families, communities and the local Aboriginal Education Consultative Group to merge high quality teaching and high quality cultural practices for all students in Aboriginal education.

Improvement Measures

Students have a positive sense of belonging resulting in improved student engagement and increased participation in student leadership opportunities.

Increased evidence of family and community members contributing to projects and activities in the school, building effective partnerships in learning to improve student outcomes.

Increased evidence of consultation with Aboriginal parents and the local AECG to lift the profile of Aboriginal education in the school.

People

Students

Students will benefit from strong relationships amongst the broader community making them more connected to school. Positive relationships with adults at school will inspire students to learn and feel valued.

Staff

Teachers communicate with students about their progress towards learning goals and achievements. They will get to know students academically and socially—emotionally. Staff attend local AECG meetings and implement Aboriginal content in all areas to lift the profile of Aboriginal students, their families and culture in the school. Teachers and office staff will work hard to have positive and respectful relationships across the school community, resulting in a school wide collective responsibility for student learning, risk taking and success.

Leaders

Ensure parental involvement in the school is valued and recognised. A coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Parents/Carers

Parents will recognise that they share responsibility and will work together with the teachers to develop positive attitudes to learning and the school. They will feel that parental involvement in the school is valued.

Processes

Family partners

Encourage families and community members to contribute to the life of the school in ways that reflect their interests, experience and capacity to do so.

Aboriginal education

Lift the profile of Aboriginal Education in the school and respect and celebrate the diversity within the school and community. We will recognise and promote knowledge of and connections with the local Aboriginal community and the local AECG.

Wellbeing and Student Leadership

Have meaningful student participation and leadership, including student voice and decision making with the SRC and school leaders. Maintain a positive climate of respectful relationships where bullying is less likely to occur through programs such as Peer Support and the Better Buddies program.

Evaluation Plan

Progress on this strategic direction will be measured against the milestones. Data will be measured through a range of methods including surveys and regular monitoring of milestone achievements.

Practices and Products

Practices

Students, parents and community members will work with the school to beautify the school and encourage a sense of community. Gardening and environmental projects will utilise the skills of our community to strengthen engagement with the school.

Regularly consult with Aboriginal parents and the local AECG to incorporate Aboriginal culture in the environment and school culture by participating in events and including it in our teaching and learning programs.

The Anti-Bullying Policy will be implemented at the school after consultation with key stakeholders. Anti-Bullying and Peer support will be incorporated into Personal Development and Health lessons in all classrooms.

Maintain strong Community of Schools links with continued participation in transition programs from year 6 to 7 and other programs and initiatives

Products

The whole community is effectively working towards merging high quality teaching and high quality cultural practices for all students in Aboriginal education.

Effective partnerships in learning with parents, students and the community will strengthen family and community engagement.

Strategic Direction 1: Quality teaching makes a powerful and positive impact on student outcomes

2018

























Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1:

Ongoing Professional Learning

Professional learning in literacy, numeracy and other key learning areas will be evidence based and use current teaching and learning approaches.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Whole School Soundwaves Spelling Implementation and Professional Learning Staff Meeting PDP's written and meeting conducted with supervisor, linked to Teaching Standards	2 x Casual for PDP meeting times with supervisors • Professional Learning (\$880.00)	
   END TERM 1	All staff attend Anita Chin Assessment in Mathematics. School Vision and 3 year School Plan written with staff consultation Pre test Spelling test for whole school. Purchase Teacher handbooks for Soundwaves Spelling program. Evidence for all teaching and learning linked to scope and sequence on Google Drive.	Exec release and staff meetings to collaborate • Professional Learning (\$1,440.00) • Professional Learning (\$880.00)	
   MID TERM 2	Key staff attend Professional Learning on learning Progressions and PLAN2	4 x casuals to attend training • Quality Teaching, Successful Students (QTSS) (\$2,500.00)	
   END TERM 2 MID-YEAR REFLECTION	Are all PDP's written and linked to Teaching Standards? Do the goals link to school plan and strategic directions? Evidence for all teaching and learning linked to scope and sequence on Google Drive		
   MID TERM 3	Staff meetings about Learning progressions led by Executive		
   END TERM 3	Evidence for all teaching and learning linked to scope and sequence on Google Drive		
   MID TERM 4	Kindergarten teacher attend new Best start training		
   END TERM 4 ANNUAL MILESTONE	PDP annual reviews Post test Spelling test for whole school – evaluate Soundwaves spelling program Do teachers have evidence of planning and programming using the syllabus? (Google Drive)	Also keep an eye out for training that is rolling out: Effective Reading K–2, Creating Text 3–6, Numeracy K–6. New documents DENS 1 & 2 and new measurement resource	

Strategic Direction 1: Quality teaching makes a powerful and positive impact on student outcomes

























2018

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 2: Future focused, critical thinking, problem solvers

Teachers will review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. There will be provision of professional learning in innovative teaching practices such as STEM, coding and the effective use of technology as a tool in the classroom.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Teachers participate in STEM activity as group activity. 2 Teachers participate in 2 day STEM professional learning – STEM lessons begin every fortnight K–6. One 'computer day' a week to maintain ipads, keep lab working etc	Approx \$440 a day x 11 weeks a term = \$4840 a term, will review need at end of term 1 • Professional Learning (\$880.00) • Technology budget (\$4,840.00)	
   END TERM 1	STEM lessons underway with every class, every fortnight. Resources purchased. Communicate with parents about STEM in the newsletter, facebook and at assemblies Existing ipads updated using zulu desk and licenses purchased. 10 new ipads added to zulu desk and apps added. All ipads back in classrooms and working.	43 ipads @\$9.90 each from MDM zulu desk = \$427.50 • Technology (\$0.00)	
   MID TERM 2	STEM lessons well underway, STEM report comments written.		
   END TERM 2 MID-YEAR REFLECTION	Review the need for Computer Day next term, are all the ipads and lab working effectively? Have we utilised COS partnerships for STEM opportunities/links at high school?		
   MID TERM 3	Professional learning from expert staff on ways to use ICT effectively in the classroom.		
   END TERM 3	Education week August 6–10. "Today's schools– creating tomorrow's world". STEM open day	To be investigated	
   MID TERM 4	Coding lessons included in STEM time.	Websites, apps and resources/activities to be researched.	
   END TERM 4 ANNUAL MILESTONE	STEM review –Teachers, parents and students surveyed on STEM, coding, BYOD and use of technology in the classrooms.		



Process 3: Quality Teaching

























Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning through PDP's linked to the professional standards for teachers.

Strategic Direction 1: Quality teaching makes a powerful and positive impact on student outcomes

2018

Project Leader/s:

Off track  Implementation Delayed  On track 

Milestone	Activities	Resources	Evaluation
   MID TERM 1	PDP meetings with all teaching and non-teaching staff	2 x casuals for AP and teachers • QTSS (\$880.00)	
   END TERM 1	Sharing staff meeting in week 10 in term 1 – Google Drive sharing Lesson observations planned/linked to PDP's and identified areas of need.	Professional learning/readings in effective lesson observations.	
   MID TERM 2	Teaching standards for principals and accreditation process staff meeting Lesson observations and VL walk throughs conducted		
   END TERM 2 MID-YEAR REFLECTION	PDP meeting review – are we on track? Have you done a lesson observation? Teachers learn to register hours on accreditation website		
   MID TERM 3	Lesson observations conducted VL walk throughs conducted by principal regularly		
   END TERM 3	Lesson observations conducted VL walk throughs conducted by principal regularly		
   MID TERM 4	PDP review meetings		
   END TERM 4 ANNUAL MILESTONE	Have the lesson observations been done and were they useful? Are we reflective practitioners who give and receive useful, constructive feedback to each other?		

Strategic Direction 2: Know thy Impact – Teachers will know what effect their teaching is having on their students' results

2018

Project Leader/s:






















Off track 

Implementation Delayed 































On track 

Process 1: Visible Learning

Teachers will display learning intentions and co-constructed success criteria in each lesson. Teachers and students will have a growth mindset, emphasising effort and progress towards personal learning goals in literacy and numeracy.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Growth Mindset activities are incorporated in the classroom. Visible learning information is shared in the weekly school newsletter. Teachers conduct pretest work samples to plan for teaching.		
   END TERM 1	All teachers put up literacy and numeracy Bump it up Walls. Personal learning goals are developed for each student in literacy and numeracy. Learning intentions and success criteria are used in all lessons K–6, library and RFF teachers also. B.Stephens to conduct 'walkthroughs' and ask children the 5 key questions for students. Student leaders ask children k–6 "What is a good learner" as a baseline measure.	Resources for teachers to construct Bump it up walls (velcro dots etc) laminating pouches, • RAM (\$500.00)	All classrooms have Bump it up walls for at least literacy and numeracy. Children have personal learning goals and can articulate them.
   MID TERM 2	Staff Development Day Term 2 is staff sharing meeting. B.Stephens to conduct 'walkthroughs' and ask children the 5 key questions for students.		
   END TERM 2 MID-YEAR REFLECTION	Bump it up walls have evidence of students moving, personal learning goals are being met and new goals set. Students can articulate what progress they have made so far and where they are going next.		
   MID TERM 3	Bump it up walls have evidence of students moving, personal learning goals are being met and new goals set. Students can articulate what progress they have made so far and where they are going next. Continued communication with parents in newsletters about VL & growth mindset pedagogy.		
   END TERM 3	Bump it up walls have evidence of students moving, personal learning goals are being met and new goals set. Students can articulate what progress they have made so far and where they are going next. Continued communication with parents in newsletters about VL & growth mindset pedagogy.		
   MID TERM 4	Bump it up walls have evidence of students moving, personal learning goals are being met and new goals set. Students can articulate what progress they have made so far and where they are going next. Continued communication with parents in newsletters about VL & growth mindset pedagogy.		


Strategic Direction 2: Know thy Impact – Teachers will know what effect their teaching is having on their students' results

2018		Project Leader/s:		Off track 	Implementation Delayed 	On track 
			END TERM 4 ANNUAL MILESTONE			
Process 2: Assessment Ongoing professional development in formative and summative assessment strategies. A variety of formative assessments strategies for, of and as learning are shared and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.						
Milestone		Activities		Resources	Evaluation	
			MID TERM 1	Planning Day Week 2 – Stages off class together to review scope and sequence and plan for A–E ass tasks for all KLA's. In Staff meeting week 4, teams report on progress with this. Fortnightly FACES meetings begin with grade teams working together for CTJ.	• Quality Teaching, Successful Students (QTSS) (\$0.00)	
			END TERM 1	Formative assessment strategies staff meeting – sharing ideas. Formative strategy reading shared with staff – Bernadette Revised reports agreed upon by staff.		
			MID TERM 2	Sharing staff meeting – formative assessment strategies shared and discussed. Consult with P & C about new report format		
			END TERM 2 MID-YEAR REFLECTION	Revised reports sent home – Consult with P & C and community about new reports		
			MID TERM 3	Whole School Data Wall modifications needed due to learning progressions? PLAN2 training?		
			END TERM 3	Whole School Data Wall modifications needed due to learning progressions? PLAN2 training?		
			MID TERM 4	Whole School Data Wall modifications needed due to learning progressions? PLAN2 training?		
			END TERM 4 ANNUAL MILESTONE	Differentiated lessons for students are evident in teaching and learning programs. Teachers use Google Drive to share evidence and work samples. Survey responses on "What is a good Learner" completed again by student leaders.		

Strategic Direction 2: Know thy Impact – Teachers will know what effect their teaching is having on their students' results

2018

Project Leader/s:

























Off track 

Implementation Delayed 

On track 

Process 3: Collaborative Practice

Teachers will work collaboratively with their peers to 'know thy impact'. They will work on consistent teacher judgement to allocate grades and plan for teaching. Teachers will use the whole school data wall to see the big picture and the detail (the faces).

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Fortnightly FACES meetings. LST and teachers analyse past NAPLAN results for this years 5 students. Target specific student groups in year 3 for NAPLAN preparation and support.		
   END TERM 1	Fortnightly FACES meetings Staff Sharing meeting to show evidence of impact 100% of students on data wall, Aboriginal and LST children identified.		
   MID TERM 2	Fortnightly FACES meetings		
   END TERM 2 MID-YEAR REFLECTION	Fortnightly FACES meetings Staff Sharing meeting to show evidence of impact		
   MID TERM 3	Fortnightly FACES meetings		
   END TERM 3	Fortnightly FACES meetings Staff Sharing meeting to show evidence of impact		
   MID TERM 4	Fortnightly FACES meetings		
   END TERM 4 ANNUAL MILESTONE	Fortnightly FACES meetings Staff Sharing meeting to show evidence of impact All students have made a years progress and teachers have evidence of this		

Strategic Direction 3: Connect, succeed, thrive and learn

























2018

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Family partners




























Encourage families and community members to contribute to the life of the school in ways that reflect their interests, experience and capacity to do so.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	<ul style="list-style-type: none"> * Playgroup begins in the school hall on Thursday mornings 9–11am * Consultation with interested parents to make no dig gardens and school beautification plan. 	Community lease agreement for use of school hall once a week during school term. • (\$0.00)	
   END TERM 1	<ul style="list-style-type: none"> * Planning with interested parents to make no dig gardens and school beautification plan. * School disco – run by teachers and fundraising(food, drinks, BBQ etc) by parents * Invite playgroup to our Easter Hat Parade * Register to participate in 'Excellence in School Customer Service 360 Reflection Tool' 		
   MID TERM 2	SRC students report to Principal and Parent gardeners about ideas for the playground. Draw up plans and a timeline for each area. Choose dates for working bee and organise materials		
   END TERM 2 MID-YEAR REFLECTION	No dig vegetable garden up and running Working bee planned for school playground		
   MID TERM 3	Playgroup still running smoothly and new families visit our school. Classes become involved with the vegetable garden, school canteen also uses some of the produce		
   END TERM 3	Working Bee organised for school playground		
   MID TERM 4	Consult with playgroup and decide whether they will continue at WEPS next year		
   END TERM 4 ANNUAL MILESTONE	Parents have become involved in the school through gardening and school beautification. The students see that their parents value the school and the things happening here. The school grounds have more areas with activities for children to play. The playgroup in the school hall encourages more local families to enrol at Woonona East.		




























Process 2: Aboriginal education

Lift the profile of Aboriginal Education in the school and respect and celebrate the diversity within the school and community. We will recognise and promote knowledge of and connections with the local Aboriginal community and the local AECG.

Strategic Direction 3: Connect, succeed, thrive and learn

2018		Project Leader/s:		Off track 	Implementation Delayed 	On track 
Milestone		Activities	Resources	Evaluation		
  	MID TERM 1	* Attend AECG meeting and consult with them about new school Plan. Julie Street-Smith visits school and suggests ideas.				
  	END TERM 1	Invite parents of Aboriginal students to the school and consult with them about our plans for the next 3 years. Order Aboriginal and Torres Strait Islander Flags and get quotes for 2 new flagpoles AECG are consulted on finalised school plan. Principal and other staff attend local AECG meetings.				
  	MID TERM 2	New flagpole installed and flying of Aboriginal flag ceremony planned. Art work for under COLA planned and students involved, also chair and quiet garden. Personal 'Welcome to Country' written with students and Aboriginal community.	Flagpole Aboriginal & Torres Strait Islander flags (Sharon Bird's office) • Aboriginal background loading (\$1,500.00)			
  	END TERM 2 MID-YEAR REFLECTION	Smoking ceremony for flying of Aboriginal flag Aboriginal artworks completed with students for areas in the school	Local Elder required to perform ceremony Aboriginal artist to work with students • Aboriginal background loading (\$4,000.00)			
  	MID TERM 3	WEPS personalised Acknowledgement of Country used at assemblies Bush Tucker Garden/Dance & architecture project begun				
  	END TERM 3	Bush Tucker Garden/Dance & architecture project happening				
  	MID TERM 4	Bush Tucker Garden/Dance & architecture project				
  	END TERM 4 ANNUAL MILESTONE	The profile of Aboriginal Education in the school will be evident with Aboriginal students and their parents and AECG members working together with the school.				
Process 3: Wellbeing and Student Leadership						
Have meaningful student participation and leadership, including student voice and decision making with the SRC and school leaders. Maintain a positive climate of respectful relationships where bullying is less likely to occur through programs such as Peer Support and the Better Buddies program.						
Milestone		Activities	Resources	Evaluation		

Strategic Direction 3: Connect, succeed, thrive and learn

2018	Project Leader/s:		Off track 	Implementation Delayed 	On track 
  	MID TERM 1	Draft Anti-Bullying Policy published on school website for parent consultation, also shared at P&C meeting. Stage 3 teachers attend Woonona High to plan for transition days Student photographers share photos with Principal on Google Drive each week for newsletter	2 x casual teachers • (\$1,000.00)		
  	END TERM 1	PBL coach attends 1 day training Review playground and classroom behaviour consequences chart with staff Draft Anti-Bullying Policy consultation with teachers and staff (emailed and discussed at staff meeting). Also on school website and discussed at P&C meeting. Anti-Bullying/Peer Support Committee formed to prepare lessons and activities for the classroom.	1 x casual teacher • (\$500.00)		
  	MID TERM 2	Implement Anti-Bullying/Peer support program during PDH lessons in classrooms.	2 x casuals • (\$1,000.00)		
  	END TERM 2 MID-YEAR REFLECTION	SRC members and student leadership team have meaningful roles and duties in the school. SRC & Student leaders: photographer, AV/tech room, assemblies, peer support leaders, school playground consultation School leaders raise and lower all three flags each day.			
  	MID TERM 3	School leaders raise and lower all three flags each day. Anti-Bullying/Peer support program during PDH lessons in classrooms.			
  	END TERM 3	School leaders raise and lower all three flags each day. Anti-Bullying/Peer support program during PDH lessons in classrooms.			
  	MID TERM 4	Year 5 students apply to be school leaders for 2019 School leaders raise and lower all three flags each day.			
  	END TERM 4 ANNUAL MILESTONE	Anti-Bullying Policy has been implemented across the school and lessons and peer support activities are reviewed by teachers and students. School Leaders run the final presentation assembly, including the power point for Year 6 Farewell.			