

School plan 2015-2017

Whian Whian Public School 2980



School background 2015–2017

School vision statement

At Whian Whian Public School:

Everything we do is tailored to meet the needs of our students.

We foster a culture of participation and risk taking within our students and encourage parents and other community members to join us in promoting that culture.

Our motto is "Creative and Caring".

School context

Whian Whian Public School has a small, active community. The backgrounds of the people in the community are very diverse. The school is the centre of the community with a high level of involvement from many community members, including those with no students currently attending our school.

Whian Whian Public School has an enrolment of 16 students as of March 2017. The K–6 students work in small groups and also together as a whole class. They are involved in a great variety of activities, in and out of class.

Our school provides the opportunity for all students to participate in meaningful learning experiences in an environment that is safe, secure and supportive.

Our Kinder to Year 2 classes are specifically structured in very small groups for Literacy and Numeracy. Our Gardening and Environmental Education programs are supported by community members in collaboration with Land care and the nearby Environmental Education centre.

Our links with the very strong Big Scrub Community of Schools provides our students with greater opportunities. These are in sports such as Cross country, Swimming, Athletics as well as team sports in state knockouts.

Co-operation with schools in our Learning Community provides all Whian Whian students with the opportunity for extension activities and interest programs each term.

Our planning provides the opportunity to include all students in all planned activities, which is rarely the case in larger schools. Collaborating with neighbouring schools exposes students to further opportunities in a virtual 'big' school.

School planning process

Our 3 strategic directions reflect the identified needs of the students, the preferences of the families and the requirements of the community, organised within the framework of the school planning process. This process has been well supported by our small school and the community.

The process which has resulted in the formation of this plan has been one of comprehensive consultation and has sought out the thoughts and opinions of every stakeholder in our school and the wider community.

In the early stages of the process, our school consulted and workshopped on more than five occasions with Principal colleagues from our Community of Schools. This was done at large network meetings, smaller Learning community meetings and also several meetings of smaller focus groups of four Principals.

Students have contributed to the content of the plan by expressing the value they place in the different aspects of their school, when specifically asked. They have also had the opportunity to secretly lodge their ideas of what they value in the school and what they would like to see in the future. Of course this is demonstrated in their readiness to participate and meaningfully engage.

Community members were given several opportunities to have their views heard. Each family received a draft of the school plan after the possible directions were identified. I am pleased to report that these opportunities were taken up by a substantial percentage of the community and the strategic directions were adjusted suitably. Much of the feedback supported the originally identified directions. This was due to the clear communication that has existed previously.

All teaching and non-teaching staff members of our small school have the opportunity to contribute to the learning of the students. The ideas of staff members are incorporated in this plan. Their strengths are capitalised upon and opportunities for development are planned for as well.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

The Community of Schools (CoS) is utilised to benefit communities, schools, staff and students.

Purpose:

To meet the continually changing needs of our students through innovation, excellence and continuous improvement.

To build positive relationships and strong partnerships, between parents, students, staff and community.

To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

STRATEGIC DIRECTION 2

Whian Whian Public School demonstrates a positive learning culture within the community.

Purpose:

To encourage a culture of risk taking and self-confidence in all members of the Whian Whian Public School Community, the culture of the school will celebrate success as well as the efforts of the Students, Staff and Community members.

To promote the interaction of Staff, Students and Community members in a educational environment which encourages curiosity and learning, with the purpose of fostering skill sharing and enabling positive life-long learning.

To ensure all members of the school and community are secure in the knowledge that their efforts and successes are recognised and valued.

STRATEGIC DIRECTION 3

Whian Whian Public School caters to the specific needs and strengths of students.

Purpose:

To provide a positive, secure and vibrant learning environment that enables the school to cater for the identified needs and strengths of each Student of Whian Whian Public School.

To plan strategically, to cater for the identified needs and strengths of all students, thus achieving school excellence and contributing to sustained improvement in student learning.

By planning and implementing a wide variety of accurately planned programs, students will be enabled to achieve their best and develop a love for life-long learning.

Strategic Direction 1: The Community of Schools (CoS) is utilised to benefit communities, schools, staff and students.

Purpose

To meet the continually changing needs of our students through innovation, excellence and continuous improvement.

To build positive relationships and strong partnerships, between parents, students, staff and community.

To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

Improvement Measures

Maximum engagement by students in all opportunities offered within the learning community.

A majority of students are willing to participate in a range of activities at a meaningful level.

Students and parents report satisfaction with the transition to High School.

Staff engagement has developed. Staff lead learning and student activities in the CoS.

Staff are supported in training for LMBR and assist colleagues where possible.

People

Students

Students are provided with opportunities to extend and enrich their learning with peers at a personal, social and educational level.

Students build confidence in leadership through experiencing regular and strategically targeted interaction with peers from Community of Schools.

Staff

Staff builds leadership capacity through targeted professional interaction with colleagues from Community of Schools.

Staff engages in professional learning to increase confidence to provide quality teaching to all students within their classrooms and across our CoS.

Staff will share support with colleagues as we deploy LMBR.

Leadership will be enhanced as capacity is built through collaboration on such projects as the Leadership modules.

Parents/Carers

Parents from school Communities will support the school to engage with the CoS. They will express an appreciation that our small schools are part of a larger network of schools which provide opportunities to meet the personal, social and educational needs of all students.

Processes

Students will be offered a wide range of opportunities to experience regular and strategically targeted interaction with peers from Community of Schools. As well as enabling successful transition to Yr 7, these opportunities to share knowledge, skills and resources will be embraced by students.

Staff will participate in training to meet identified goals and support accreditation. They will lead Professional learning for colleagues and organise enrichment activities for neighbouring students. This Professional learning will occur regularly through currently established collegial groups.

Evaluation Plan

In what ways and to what impact have the students, staff and community positively engaged as part of a collaborative, innovative learning community connecting small schools as part of a larger community of schools?

Practices and Products

Practices

Students have participated in activities and built relationships aiding their transition to Yr 7.

Staff members have accessed learning towards their negotiated PDP through the Community of Schools.

Colleagues support staff during accreditation. Leadership modules are completed by identified staff.

Products

All Communities of Schools events will be well planned for the organisational needs of the schools.

Students will have the opportunity to engage in enrichment, social and sporting activities.

Students are confident, successful learners having shared opportunities with neighbouring students.

Staff have engaged in and led Professional learning activities, providing leadership opportunities.

Teacher Professional Learning is reflected in classroom practice. Improved student outcomes result.

Strategic Direction 1: The Community of Schools (CoS) is utilised to benefit communities, schools, staff and students.

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Whian Whian Public School demonstrates a positive learning culture within the community.

Purpose

To encourage a culture of risk taking and self-confidence in all members of the Whian Whian Public School Community, the culture of the school will celebrate success as well as the efforts of the Students, Staff and Community members.

To promote the interaction of Staff, Students and Community members in a educational environment which encourages curiosity and learning, with the purpose of fostering skill sharing and enabling positive life-long learning.

To ensure all members of the school and community are secure in the knowledge that their efforts and successes are recognised and valued.

Improvement Measures

Student behaviour and willingness to engage will guide the evaluation of this strategic direction. Confidence will reflect the feeling of security and therefore the willingness to take risks.

This will be assessed on an individual basis and learning experiences provided to cater for the level of success for each student.

Staff report improvement in individual student learning outcomes in specifically identified areas.

People

Students

Students will participate in all appropriate school activities, regardless of the level or stage. Students will be guided by all adults in the culture of participation, doing their best and having their effort recognised and celebrated, as they model the love of learning and the willingness to take risks.

Staff

Staff will be provided with the opportunities for Professional Learning towards their PDPs, as well as the opportunities to share their own knowledge and willingness to take risks and nurture their love of learning.

Parents/Carers

Parents and community members will be welcomed and invited to share their skills, knowledge, experiences and aspects of their own interest, encouraging full participation of students.

Leaders

Leaders will facilitate the opportunities for all members to share their skills and therefore demonstrate their love of learning.

The environment will be developed to meet the learning needs of all students.

Processes

Students will participate in all learning activities to the best of their abilities. This will be in a safe, secure and inspiring situation where risks are encouraged. These learning behaviours will be modelled by adults, including teachers who will engage more readily outside their comfort zone.

The leader will ensure that staff is sufficient in number and capabilities to ensure an appropriate level of success for all students. They will work in a secure environment where all members can take risks in their learning with safety and support.

Evaluation Plan

The quality of implementation will be reflected in the consistency of community involvement. Success of the program will also be reflected in the engagement and impact on students. This will be assessed at the natural end of each unit and refined for the next planning cycle.

Practices and Products

Practices

Teachers will support the students as they take risks to learn and genuinely celebrate their successes.

Staff development will be aligned to the school plan and accessed through the CoS where possible.

Community members will be aware of school programs, enabling them to contribute in a relevant manner.

Products

More students will attempt a wider variety of learning experiences with greater confidence.

Staff have identified Professional Learning goals and negotiated learning to achieve these goals.

Community participation will be visible, regular and relevant to school plans.

Strategic Direction 3: Whian Whian Public School caters to the specific needs and strengths of students.

Purpose

To provide a positive, secure and vibrant learning environment that enables the school to cater for the identified needs and strengths of each Student of Whian Whian Public School.

To plan strategically, to cater for the identified needs and strengths of all students, thus achieving school excellence and contributing to sustained improvement in student learning.

By planning and implementing a wide variety of accurately planned programs, students will be enabled to achieve their best and develop a love for life-long learning.

Improvement Measures

Students achieved their learning goals. Literacy and numeracy continuums guide learning.

Students are engaging in learning based on personal interest they have identified.

Staff professional learning has impacted on classroom performance and student learning outcomes.

Our school is a vibrant, positive learning environment where students' specific needs are met.

People

Students

Students will develop the capacity to effectively engage in activities in small groups as well as learning independently.

Staff

Staff will program to ensure students' needs are met. Staff will structure the learning space to allow for the required learning experiences.

Staff will effectively communicate with Parents and Community regarding programs in relation to the interest of students.

Parents/Carers

Parents will be included in discussions regarding the requirements of their child to ensure they can engage in activities and initiatives.

Leaders

The Principal will organise and structure the time required for the needs to be met, as well as ensuring resources are allocated accordingly.

Processes

Literacy and Numeracy continuum will guide learning experiences which will occur in a restructured space to allow higher impact learning to take place due to smaller focussed groups and higher student engagement. The implementation of PBL will also allow students to take more ownership of their work.

The school will be a exiting, vibrant learning environment capable of meeting the diverse needs of the students, staff and community.

Evaluation Plan

The level of engagement will be monitored. The success of the learning will be assessed. The effectiveness of the structure and resourcing will be revised.

Practices and Products

Practices

Use of the Literacy and Numeracy continuum will guide students' learning and staff planning.

Staff will consider students' identified learning needs to report on the progress of learning.

The individual strengths and interests of students will be considered in the planning process.

Products

The school is a vibrant, interesting environment to learn in, meeting the diverse needs of students.

Students' interests are reflected in the learning experiences such as Personal interest projects.

Rich activities are planned and meaningfully implemented, providing opportunity for extension.