

School plan 2015-2017

Wentworth Public School 3421



School background 2015–2017

School vision statement

Wentworth Public School prepares its students for a successful future by providing quality educational opportunities for all, which encourage life-long learning.

An emphasis is placed on strong reading, writing and maths skills, the learning of new things, getting along with others, having fun and following school values.

When students leave Wentworth Public School, we want them to love learning new things and be able to complete reading, writing and numeracy tasks confidently. We want them to be respectful of themselves and others and have good communication skills.

School context

Wentworth is situated on the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families and the wider community including a very supportive parent body.

While Barkindji is the traditional land we work on there are diverse cultural and language groups in our community.

Wentworth Public School's student population in 2015 is 128, with 25% of the school's students identifying as Aboriginal. The students benefit from a wonderful range of activities that focus on individual needs and interests.

Due to being on the Victorian/New South Wales border our school has close alliances with the larger regional city of Mildura. Many of the parents work, students sport and health related agencies are accessed in Victoria.

The school has a strong partnership with two smaller schools, Pomona PS and Palinyewah PS as well as a close relationship with the local pre-school.

Wentworth Public School has a range of beginning and experienced staff. Many of the staff have been at the school for more than 5 years. Generally there is very little turnover of staff and the majority are local people who have settled in the area.

School planning process

Discussions with our school community around the school plan began in Term 4 2014. Parent meetings were held to discuss what was going well in the school, what needed improving and what needed to be added. The meetings incorporated an Aboriginal parent meeting where five parents attended. The Aboriginal Education Officer also made home visits and engaged families in discussion around the abovementioned topics.

A survey form was also sent home in the newsletter for written responses. The students were also involved in discussions and met with their buddy classes to discuss and record their ideas. Staff meetings were also allocated time to record staff opinions.

David Langford's Quality Learning tools were used to collate information and present in a suitable format that could be displayed in the school for consultation. The top priority areas were then published in the newsletter for feedback. The school's Facebook page also gave some valuable feedback on what programs were popular.

These key ideas along with data collected including class, whole school and National assessments guided the selection of our three strategic directions;

- 1.Student Potential
- 2.Staff Excellence
- 3.Communtiy Partnerships

School strategic directions 2015–2017



**STRATEGIC
DIRECTION 1**
Student Potential

Purpose:

Students at Wentworth will be successful and proud of their achievements and know how and what to do to improve themselves academically, culturally, socially and behaviourally.



**STRATEGIC
DIRECTION 2**
Staff Potential

Purpose:

Staff will be committed and responsible for delivering high standard educational practices across the school focussing on meeting all students' needs and being culturally aware.



**STRATEGIC
DIRECTION 3**
Community Partnerships

Purpose:

Wentworth Public School will work in partnership with our community, valuing each stakeholder's role in achieving outstanding outcomes for our students.

Strategic Direction 1: Student Potential

Purpose

Students at Wentworth will be successful and proud of their achievements and know how and what to do to improve themselves academically, culturally, socially and behaviourally.

Improvement Measures

80% of students in K–2 will reach the Early Action For Success Benchmarks in literacy and numeracy

80% of students in Years 3–6 will be within 6 months of their spelling age

100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan

Increase the percentage of students in the top two bands in reading in Year 5 from 26% in 2016 to 30% in 2017, in accordance with the Premier's priorities. Increase the percentage of Aboriginal students in the top two bands of reading from 14% in 2016 to 20% in 2017.

People

Students

Self-esteem and confidence will be enhanced to enable them to discuss and document their own learning journey.

Staff

Will have sound knowledge of the procedures in place to make sure all students are engaged in evaluating and planning the learning cycle.

Parents/Carers

Will participate in conversations about their child's learning and have a good understanding of their child's strengths and developments.

Processes

The whole school will be involved in shared experience activities that develop vocabulary prior to the event, during the experience and post activity.

K–2 class sizes are reduced to less than 20 to maximise learning opportunities. Primary classes are assigned based on students' academic needs and the development of their self-esteem in a well-supported environment.

Programs such as the Kitchen/Garden, music, recognition of cultural events, and lunch time interest groups will be supported and encouraged to assist students to find their strengths and develop a positive feeling towards school and their learning.

All students will take part in goal setting/personalised learning plan meetings with teacher/Aboriginal Education Officer if needed/parent or guardian and student.

Evaluation Plan

Analysis of school wide assessment data, benchmarks and L3 data.

Practices and Products

Practices

School wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Products

80% of students in K–2 will reach the Early Action For Success benchmarks in literacy and numeracy

80% of students in Years 3–6 will be within 6 months of their spelling age

100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan.

Students will be confident in planning, writing and editing texts. This will be evident in pre and post school based writing samples.

Increase the percentage of students in the top two bands in reading in Year 5 from 26% in 2016 to 30% in 2017, in accordance with the Premier's priorities. Increase the percentage of Aboriginal students in the top two bands of reading from 14% in 2016 to 20% in 2017.

Strategic Direction 2: Staff Potential

Purpose

Staff will be committed and responsible for delivering high standard educational practices across the school focussing on meeting all students' needs and being culturally aware.

Improvement Measures

100% of teaching staff will utilise the Professional Teaching Standards as a base for their Professional Learning Plans.

100% of K–2 staff utilising L3 practice in the classroom and demonstrating methodology with the rest of the school.

100% of staff adapting knowledge about Trauma/Calmer Classrooms, Culture Awareness and Working Memory into classroom practice as evident in teaching programs and classroom environment.

People

Staff

Professional learning opportunities will provide staff with the knowledge to improve teaching practice.

Staff

Reflection on staff capacity to deliver services to Aboriginal community.

Leaders

Develop and implement strategies to work with the strength and weaknesses of all staff in a supportive and productive manner.

Processes

Leaders and Aspiring Leaders:

Take part in Learn to Lead training.

Teaching Staff:

Staff meetings and Staff Development Days utilised to examine and discuss the Professional Teaching Standards and how to utilise this knowledge in the classroom.

Support Staff:

Attend Student Learning Support Officer/Aboriginal Education Officer/Tutor training opportunities.

Wellbeing Team:

Hold weekly meetings to ensure students' needs are being met in all facets including: education, health, social, culture and welfare

Professional learning opportunities in L3 for K–2 staff, Trauma/Calmer Classrooms, Cultural Awareness and Working Memory.

Evaluation Plan

Staff supervision procedures will show evidence of new knowledge embedded in classroom practice.

Staff will have an understanding of Performance and Development Plans and be able to discuss goals and strategies to achieve goals with competence.

Practices and Products

Practices

Teaching staff will be continually evaluating their teaching practice and identifying ways to improve as evidenced by teaching programs that reflect adjustments based on student needs.

Teachers draw on and implement evidenced based research to improve their performance and development.

Products

100% of teaching staff will utilise the Professional Standards for Teachers as a base for their Performance and Development Plans.

100% of K–2 staff utilising L3 practice in the classroom and demonstrating methodology with the rest of the school.

100% of staff adapting knowledge about Trauma/Calmer Classrooms, Culture Awareness and Working Memory into classroom practice as evident in teaching programs and classroom environment.

Strategic Direction 3: Community Partnerships

Purpose

Wentworth Public School will work in partnership with our community, valuing each stakeholder's role in achieving outstanding outcomes for our students.

Improvement Measures

School's Student Representative Council discuss and organise 4 community events each school year.

Partnerships with Community organisations are increased from two to five.

Visits to Kitchen/Garden and Bush tucker garden from external bodies are increased from three to eight.

People

Staff

Will seize opportunities to promote the school and demonstrate a positive image.

Students

School pride will be evident in students' uniform, manners, social interaction and overall image.

Parents/Carers

Will be well informed of school life to enable positive communication based on knowledge of facts.

Community Partners

Through interaction with the school there will be an increased knowledge about school life and how they can help contribute to its development.

Processes

The Kitchen/Garden program will be utilised and extended to include more community organisations.

Develop and enhance existing relationships between local businesses.

Utilise the Wentworth Show and other community events to highlight school life and what goes on at Wentworth Public School.

Become a leader in the community for sharing knowledge about local history and Aboriginal Culture. By utilising the knowledge of a local elder to enhance cultural knowledge, the staff and students will then be able to share this knowledge with the wider community.

Students utilise class meetings to discuss how the school can work with the local community towards improvement for the township.

Evaluation Plan

Photo evidence of events. Increased involvement of community organisations in the school. Findings from community and community surveys.

Practices and Products

Practices

Whole school community continually look for opportunities to promote the school and become involved in developing the township.

The school is seen as a hub for sharing cultural knowledge about the town and its people and assists to break down barriers. Inclusion of Aboriginal people in the planning, consultation, implementation and evaluation of services.

Products

School's Student Representative Council discuss and organise 4 community events each school year.

Partnerships with community organisations are increased from two to five.

Visits to Kitchen/Garden and Bush tucker garden from external bodies are increased from three to eight.