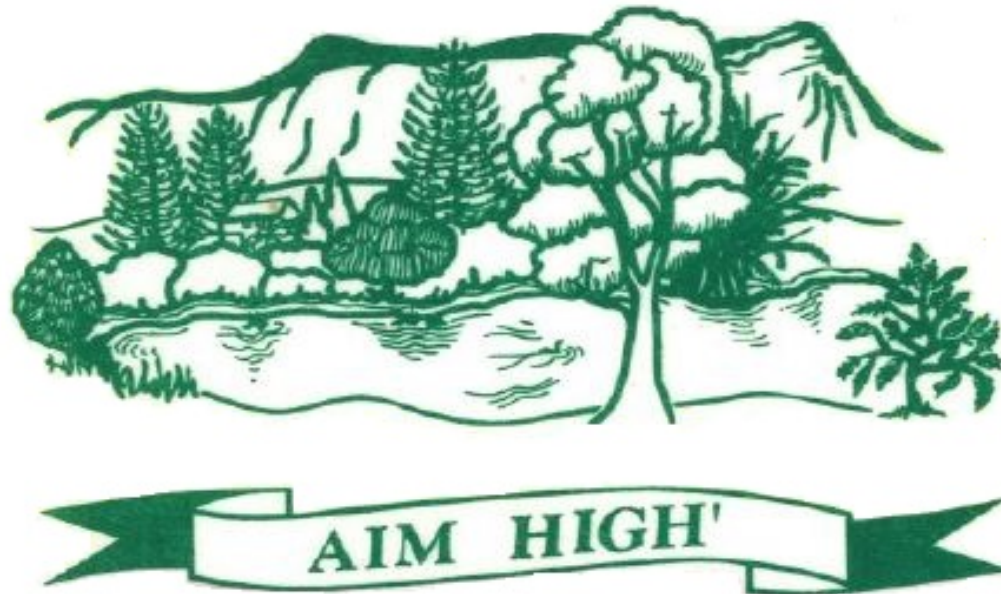


School plan 2015-2017

Wiangaree Public School 3439



School background 2015–2017

School vision statement

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in the 21st century. Our school will consistently develop and implement high quality learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning.

School context

Wiangaree Public School has a strong focus on 21st century learning skills including collaboration, problem solving and creativity. We use technology to support teaching and learning and our students have individualised learning programs. Our school is well resourced with a full connected classroom package, interactive whiteboards, iPads and laptops for each student. The students love to learn and are well known in the district for their performing arts and sportsmanship. As a small school, we highly value and foster respect, responsibility, resilience and leadership in our students, thus creating a quality learning environment of engagement and high expectations.

All teaching staff at Wiangaree Public School are accredited through NESA or gaining accreditation and strive for excellence in education. We participate in regular professional development opportunities and implement positive change in our classrooms for all of our students' needs, based on future thinking educational research.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

School planning process

Staff and community have been engaged in identifying what works well in our school and what should be sustained, what is progressing and should be enhanced and also looking to identify programs and practices that are no longer providing benefits to the students of our school. Community discussion at a P&C level and feedback from community, staff and student surveys, has given valuable insight into our shared school vision and has helped to create our new strategic directions.

The Principal of the school has met with staff, students, the community and Principals from our community of schools separately to identify how the school is perceived. These thoughts were then collated and explored holistically to find common trends and responses were used to create a plan for future action.

- Discussion around new school targets at P&C meeting. Ideas were collated by Principal – Term 3 2014.
- Consultation with COS Principals and Principal – School Leadership David Silcock in Term 4 2014.
- Consultation with Director Peter Campbell in PARS meeting Term 4 2014.
- 19th March 2015 – Presented draft to staff meeting.
- 24th March 2015 – Presented final draft to P&C AGM.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Student Learning: Challenging, engaging and inclusive curriculum.

Purpose:

To deliver high quality teaching and learning experiences every day for every student in our school. To enhance existing quality learning environments, where all staff, students and our community have high expectations that each student's educational needs are met in a challenging, engaging, inclusive and relevant manner. Where students are able to gain the necessary skills to thrive in their 21st century future.

STRATEGIC DIRECTION 2

Staff Learning: Staff Excellence.

Purpose:

To support all staff in being able to provide the highest quality and future focused education to our students and community. Teachers and SASS staff will have access to targeted Professional Learning opportunities that not only support their own personal career aspirations and needs, but also support the overall strategic directions of our school and the NSW DEC.

This strategic direction will provide provisions to support our dedicated teaching staff, who are all 'New Scheme Teachers' and who are all working towards re-accreditation with the Institute of Teachers. Furthermore, this strategic direction will support our Principal who is participating in the PPA Principal Accreditation Pilot Program.

STRATEGIC DIRECTION 3

Community Learning: Dynamic educational community.

Purpose:

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges, while celebrating small schools strengths to maximise each students' academic, emotional and social outcomes. Students will have access to a diverse range of engaging, extra-curricular activities to build skills and strategies outside of the classroom.

Strategic Direction 1: Student Learning: Challenging, engaging and inclusive curriculum.

Purpose

To deliver high quality teaching and learning experiences every day for every student in our school. To enhance existing quality learning environments, where all staff, students and our community have high expectations that each student's educational needs are met in a challenging, engaging, inclusive and relevant manner. Where students are able to gain the necessary skills to thrive in their 21st century future.

Improvement Measures

- Literacy and Numeracy continuums are used in 100% of classrooms to inform teaching and learning in the classroom and data being entered into PLAN.
- 100% of teaching programs include information on how technology is being integration into each key learning area.
- 75% of stage 2 and 3 students achieve at or beyond age expectations in the 'South Australian Spelling Test'.
- 75% of Early Stage One students achieve expected clusters or above in the aspects of phonics on the DEC Literacy continuum by the end of 2015.
- 'Performance and Development Plans' are embedded and link to teacher accreditation.
- Regular PLAN entering by teachers and reviewing by Principal.

People

Students

Students will develop capabilities in: problem solving, collaboration, technology and reflection on learning to inform learning (student voice).

Staff

Staff will develop capabilities in: the literacy and numeracy continuum, PLAN, the Jolly Phonics Program, using technology in the classroom and differentiation to meet individual student needs.

Parents/Carers

Parents will develop capabilities in: how best to support their child's academic progress in the home and understanding school/DEC academic expectations.

Leaders

The Principal will develop capabilities on how to lead and manage a team of teachers through curriculum improvement across the school.

Processes

- Staff development around PLAN and using the Literacy and Numeracy continuum to inform targeted teaching and learning.

<http://numeracycontinuum.com/>

- Participate in the Positive Behaviour for Learning (PBL) program to create a whole school system to improve classroom expectations and learning outcomes for all students.

<http://www.pbl.schools.nsw.edu.au/>

- Create Individual Education Plan's for each student with input from parents, students and teachers (student voice with links to continuums).

Evaluation Plan

- Principal to monitor PLAN data each term.
- Collect data to support the implementation of the PBL program (reflection used as part of the program).
- Term review by Principal with teachers around goals outlined in individual 'Performance and Development Plans'.
- Individual Goal's will be reviewed at Parent/Teacher meetings each semester.

Practices and Products

Practices

- 'Performance and Development Plans' are embedded into our TARS process and link to teacher accreditation.
- Regular PLAN entering by teachers and reviewing by Principal.

Products

- Individual Education Plans are developed for 100% of students.
- Literacy and Numeracy continuums are used in 100% of classrooms to inform teaching and learning in the classroom and data being entered into PLAN.
- 100% of teaching programs include information on how technology is being integration into each key learning area.
- 75% of stage 2 and 3 students achieve at or beyond age expectations in the 'South Australian Spelling Test'.
- 75% of Early Stage One students achieve expected clusters or above in the aspects of phonics on the DEC Literacy continuum by the end of 2015.

Strategic Direction 2: Staff Learning: Staff Excellence.

Purpose	People	Processes	Practices and Products
<p>To support all staff in being able to provide the highest quality and future focused education to our students and community. Teachers and SASS staff will have access to targeted Professional Learning opportunities that not only support their own personal career aspirations and needs, but also support the overall strategic directions of our school and the NSW DEC.</p> <p>This strategic direction will provide provisions to support our dedicated teaching staff, who are all 'New Scheme Teachers' and who are all working towards re-accreditation with the Institute of Teachers. Furthermore, this strategic direction will support our Principal who is participating in the PPA Principal Accreditation Pilot Program.</p>	<p>Students</p> <p>Will develop the ability to reflect on their teachers' pedagogy and provide feedback to inform the teaching and learning that is occurring in their classroom. This will aide in their mastery of core subjects and assist in their ability to think deeply and critically about lifelong learning.</p> <p>Staff</p> <p>Will develop the ability to critically reflect on themselves as teaching professionals and complete in conjunction with their Principal, a Performance and Development framework. Teachers will meet program checklist requirements before lodging their teaching program for review and feedback by the Principal. All staff will continue to log all professional learning on Mypl.</p>	<p>• Student Feedback</p> <p>Students will give regular feedback to staff through monthly student surveys on teaching activities, content and styles. Teachers will review their teaching program and pedagogy with student feedback helping to inform the change process.</p> <p>• Performance & Development Plan</p> <p>Every teacher in the school will have a Performance and Development Plan. The Principal will have term interviews with all teaching staff around their Performance and Development Plan and reflect on professional goals.</p>	<p>Practices</p> <p>What is achieved and how do we measure?</p> <p>100% of teaching staff to have a completed Performance and Development Plan by the end of Term 2.</p> <p>100% of teachers have evidence in their teaching program of monthly reflection on Student Feedback.</p> <p>100% of Small School Accreditation Network meetings are planned by the Principal and proceed.</p>
Improvement Measures	Leaders	Small Schools Accreditation Network	Products
<ul style="list-style-type: none"> • 100% of teaching staff to have a completed Performance and Development Plan by the end of Term 2. 	<ul style="list-style-type: none"> • Principal to develop skills in 'Leading self and others' in Professional Development linked to school strategic directions through their participation in the PPA Principal Credentialing program. 	<p>The Principal will lead teaching staff once a term in a 'Small Schools Accreditation Network' meeting. Teaching staff will continue to work towards re-accreditation through BOTES, logging both registered and non-registered PL hours on Mypl and collecting and annotating evidence against the teaching standards.</p>	<ul style="list-style-type: none"> • Student feedback on Pedagogy is a regular and valued practice.
<ul style="list-style-type: none"> • 100% of teachers have evidence in their teaching program of monthly reflection on Student Feedback. 	<ul style="list-style-type: none"> • Principal will have term interviews with all teaching staff around their Performance and Development Plan. 	<p>• PPA Principal Credential Program</p>	<ul style="list-style-type: none"> • Small School teachers in our community of schools will support each other in our Accreditation Network meetings.
<ul style="list-style-type: none"> • Staff will align Professional Learning with their Performance Development Plans and the School Management Plan 		<p>Principal will continue with involvement in the PPA Principal Credential Program with links to the High Performance Unit, collecting and annotating evidence against the Principal standards.</p>	<ul style="list-style-type: none"> • Principal will gain Principal Accreditation and will continue to work against the Principal standards
<ul style="list-style-type: none"> • Principal will progress through Principal accreditation modules 		Evaluation Plan	
		<p>Principal to discuss Mypl logging of PL at staff meetings, will monitor that student feedback surveys are happening monthly, will plan accreditation network meetings</p>	<ul style="list-style-type: none"> • All teaching staff will have a completed Performance and Development Plan.

Strategic Direction 2: Staff Learning: Staff Excellence.

Processes

and attend PPA Principal Credentialing workshops and work with the facilitator mentor.

Strategic Direction 3: Community Learning: Dynamic educational community.

Purpose

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges, while celebrating small schools strengths to maximise each students' academic, emotional and social outcomes. Students will have access to a diverse range of engaging, extra-curricular activities to build skills and strategies outside of the classroom.

Improvement Measures

- Evaluation of effectiveness of Trading COLOURSS enrichment and engagement program through staff, student and community surveys.

People

Students

- Through the 'Trading COLOURSS' program, students will have access to a diverse range of engaging extra-curricular activities to build skills and capabilities outside of the

Staff

- Will develop capabilities in collaborative planning across schools, consistent teacher judgement, 21st century teaching and learning pedagogies including problem-based learning; and up skill in various technologies including video conferencing, iPads and blogging. Staff will interact with school leaders, staff, community and students from other COLOURSS and larger centre schools to provide high quality engaging learning opportunities regularly each term.

Community Partners

- Will build knowledge around 21st century learning and new technologies and will support our enrichment program through allowing us to access their talents, skills or interests.

Processes

- Trading COLOURSS Program

The 'Trading COLOURSS' program is an enrichment and engagement program which will run across Wiangaree, Afterlee, The Risk, Rukenvale and Collins Creek Public Schools. The program will implement a diverse range of highly engaging curriculum options for stage two and three students which will focus on the development of 21st century capabilities including technology. The program will also enhance the social outcomes of students in preparation for High School transition. 'Trading COLOURSS' will focus on specific curriculum areas and give staff the opportunity to organise and guide curriculum development around the new syllabus and special interest activities.

- Kyogle Community of Schools Program

All Primary and High schools in the Kyogle area will meet each term for planning of educational, social and emotional opportunities for our students. Professional Learning will be shared. Initiatives will include: Local Business Careers Expo, Student Leadership Day, Year 6 COLOURSS Camp Peer Support event, NAIDOC Day, Science/Robotics learning, KEEP Program for Gifted and Talented student and Shared Professional Learning opportunities.

Evaluation Plan

Evaluation of effectiveness of 'Trading COLOURSS' enrichment and engagement program through staff, student and community surveys.

Practices and Products

Practices

Once each term throughout 2015, COLOURSS staff will meet to collaboratively develop the 'Trading COLOURSS' learning schedule and assessment rubrics.

Once each term throughout 2015, 'Kyogle Community of Schools' will meet to collaboratively develop and plan shared learning experience for our students.

Products

What is achieved and how do we measure?

- 80% of all COLOURSS students involved in the "Trading COLOURSS" program will achieve a sound or above in all collaborative projects throughout 2015 when marked against teacher developed assessment rubrics.
- Principal to attend 100% of Kyogle Community of Schools meetings.