

School plan 2015-2017

Willow Tree Public School 3451



School background 2015–2017

School vision statement

Willow Tree Public School is an innovative and caring community school. Our vision is to provide a high quality education and offer a wide variety of academic, cultural and social opportunities for all students in a safe, happy and engaging learning environment. As a school community, we aim to focus on educational and academic readiness for the big, wide world that lies ahead of our students. We aim to do this through creating life-long learners who have an interest in their community, their country and their world. At the conclusion of their primary and secondary education, we envision that our students will have developed self-confidence, pride in themselves, respect for themselves and respect for others.

School context

Willow Tree Public School is a TP2 school with a student population of 38. 8% of students identify as Aboriginal or Torres Strait Islander. The school prides itself on being a cohesive community which works closely with both parents and the wider community. This partnership is critical to the success of our students and all parents are valued and welcomed as part of the whole school community. The school has a highly active P&C who invest highly in the education of the children of today. School enrolments have decreased over the past couple of years with families relocating out of the area however; there has been strong kindergarten enrolment numbers over the past three years. The school houses modern facilities in an aesthetic and active learning environment. It is located just off the New England Highway, 75kms South of Tamworth and 20kms South East of the Quirindi township. The school is organised into 2 mainstream classes (K/1/2 & 3/4/5/6). The school has 3 teaching staff (including a teaching principal) one part-time School Administration Manager and a part-time SLSO. Global funds and a P&C allocation subsidise time for both the SAM and the SLSO to provide full time administration. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability. The school has kept pace with advances in technology by installing Interactive Whiteboards in every classroom as well as the use of iPad technologies. The school has also recently established a PC technology lab which is fully networked and has access to video conferencing facilities. Willow Tree Public School also has a strong sporting culture where students are very active. Students regularly represent the school at a Zone, Regional and State level. 'Aim High'

School planning process

Willow Tree Public School's planning process began with consultation with the school community. Ideas and information were collected using two forms of data collection. Firstly, a Dreaming/Visioning proforma was distributed throughout the school community asking for input on 3 main areas:– Student Learning (What will learning for children/young people look like? How will they learn? What will they learn? What skills and values would we like Kindergarten students to have when they exit Year 12?)– Staff and Leader Learning (How will teachers be learning, teaching and leading?)– School Community Learning (What will the learning environment look like? What partnerships are possible? How will parents/carers support the learning process?)– Other (What are other opportunities to DREAM a different model of education that reflects our future rather than our past.)The other form of data collection took place with senior students using iPad technologies to interview school community members (staff, students, pre-school staff, cleaners, GA, etc) two questions:– What is one thing that you think is fantastic about WTPS?– Do you have any fresh, new, or innovative ideas that could engage students in learning? Willow Tree Public School has also joined forces in an alliance of schools called the Liverpool Plains Community of Schools. This has involved school leaders meeting on numerous occasions to develop a shared strategic direction with a focus on teacher quality and building a common, collective goal which will lead to future success for our students. Another strategy in developing this plan has been a high level of collaboration with Wallabadah PS. Both schools share a great deal of similarities and have formed a strong partnership in recent years with a focus on professional learning. It is our aim to have this plan strengthen this collaboration and guide future professional development between the two small schools. The school planning team has also worked closely with Regional staff to develop the school plan in alignment with DEC priorities.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 STUDENT LEARNING

Purpose:

All students at Willow Tree Public School will be actively engaged in meaningful, challenging and innovative learning experiences. Learning opportunities will be differentiated to cater for individual learning needs (intervention strategies) and cross-stage classrooms while embedding current research based pedagogies into teaching practice including Assessment For Learning concepts.

STRATEGIC DIRECTION 2 BUILDING TEACHER CAPACITY

Purpose:

Our learning community has identified that consistent quality learning opportunities for all children can be provided through collaborative teacher learning initiatives. Teachers at Willow Tree Public School and in the Liverpool Plain Community of Schools will continue to develop innovative approaches to teaching and learning, assessment and measurement through quality professional learning and evidence-based approaches.

STRATEGIC DIRECTION 3 COMMUNITY PARTNERSHIPS

Purpose:

To continually build and increase community relationships and community support of our students through a school-wide focus on student equity, well-being and welfare programs.

Strategic Direction 1: STUDENT LEARNING

Purpose

All students at Willow Tree Public School will be actively engaged in meaningful, challenging and innovative learning experiences. Learning opportunities will be differentiated to cater for individual learning needs (intervention strategies) and cross-stage classrooms while embedding current research based pedagogies into teaching practice including Assessment For Learning concepts.

Improvement Measures

- Students demonstrate individual growth as outlined in their ILPs measured using assessment tools including PM Benchmarks (Reading), MultiLit assessments (Literacy) and SENA tests (Maths).

People

Students

- take responsibility and take an active role in their learning including outcome achievement and self-assessment.
- become confident risk-taking learners who demonstrate high order thinking skills
- demonstrate an increased range of English and Numeracy skills.

Staff

- will participate in professional learning opportunities to effectively implement current research-based pedagogies into their teaching practices.
- will provide engaging and innovative learning opportunities for all students.
- will differentiate the curriculum by accessing data, assessing for, as and of learning.
- will increase their knowledge and understanding to effectively implement new NSW syllabus documents.

Parents/Carers

- will participate in workshops to build an understanding of current teaching pedagogies and practices.

Processes

DIFFERENTIATION FOR INDIVIDUALISED LEARNING

- Student learning is supported through effective intervention strategies and development of Individual Learning Plans (ILPs).
- Implementation of intervention programs (MultiLit/NECOL) for identified students.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

- Identified students are highly engaged in the MultiLit program resulting in improved learning outcomes measured using ongoing weekly assessments.

Products

- Students demonstrate individual growth as outlined in their ILPs measured using assessment tools including PM Benchmarks (Reading), MultiLit assessments (Literacy) and SENA tests (Maths).

Strategic Direction 2: BUILDING TEACHER CAPACITY

Purpose

Our learning community has identified that consistent quality learning opportunities for all children can be provided through collaborative teacher learning initiatives. Teachers at Willow Tree Public School and in the Liverpool Plain Community of Schools will continue to develop innovative approaches to teaching and learning, assessment and measurement through quality professional learning and evidence-based approaches.

Improvement Measures

- Implementation of A4L components (Learning Goals) in Numeracy improves quality of teacher instruction measured using lesson observations, PDP feedback/annual reviews and ongoing program reviews.

People

Students

- improvements in teacher practice will facilitate growth in student capacity to engage as learners both at and beyond school as confident and creative individuals.

Staff

- As an alliance of schools, we recognise that our teaching staff and school leaders have a variety of strengths, developmental needs and capacities. DEC Performance and Development policy and procedure will provide a scaffold for further exploration of capacity building for all staff (Great Teaching, Inspired Learning). This will be supported by school-based planning and professional learning to ensure transformation of practice. Teaching staff at each school will be professionally developed, with a particular focus on implementation of recent evidence-based pedagogy in 'Assessment for Learning'.
- will provide engaging and innovative learning opportunities for all students.
- will differentiate the curriculum by accessing data, assessing for, as and of learning.
- will increase their knowledge and understanding to effectively implement new NSW syllabus documents.
- Principals will develop a leadership alliance focused on a systems leadership approach to current reform agendas. Principals will lead the development of their colleagues across schools in targeted areas.

Processes

QUALITY TEACHING FOR THE 21ST CENTURY LEARNER

- Professional Development for teaching staff in Assessment for Learning to provide students with engaging and challenging learning experiences

- Staff work collaboratively to increase student learning and student self-assessment through provision of effective A4L strategies (Learning Goals/Success Criteria/Exit Slips) in Maths.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

- Assessment For Learning components (Learning Goals) are implemented in Maths lessons with a focus on explicit teaching practices to improve student learning outcomes in Numeracy.

Products

- Implementation of A4L components (Learning Goals) in Numeracy improves quality of teacher instruction measured using lesson observations, PDP feedback/annual reviews and ongoing program reviews.

Strategic Direction 2: BUILDING TEACHER CAPACITY

Improvement Measures

People

Parents/Carers

– have been consulted in the planning process. To ensure their maximum understanding and support of our teacher capacity building direction, communication about direction will be regular, practical and celebratory in its nature. Joint P&C information will be prioritised and widely published, including strategies parents can use at home along with parent workshops held in schools.

Community Partners

– An expert facilitator will be engaged across the schools to provide joint professional learning around Assessment for Learning and evidence-based practices.

Processes

Practices and Products

Strategic Direction 3: COMMUNITY PARTNERSHIPS

Purpose

To continually build and increase community relationships and community support of our students through a school-wide focus on student equity, well-being and welfare programs.

Improvement Measures

- 100% of student leaders clearly articulate student leadership roles and the importance of that role outlined in student surveys.
- 20% decrease in minor classroom behaviour incidents evidenced using data from Class Dojo.

People

Students

- feel a sense of pride and engagement in Willow Tree Public School.
- become involved in community based activities and represent the school with pride.

Staff

- engage with, and make connections with the wider community by promoting school activities within the community.
- encourage the participation of the wider community in school and classroom activities on a regular basis.
- work closely with other schools/organisations to provide smooth and meaningful transition programs for students entering Kindergarten or transitioning to high school.
- implement whole school wellbeing programs with a focus on the 'whole child'.

Parents/Carers

- act as advocates for the school within the community through the support of school events, practices and values.
- where available, provide school with financial support (P&C) for SLSC, student learning activities and school excursions.

Community Partners

- engage local organisations/businesses (eg Lions, The Graze, LPSC) to provide support to school activities where suitable.

Processes

THE LEADER IN ME

- Implementation of 'The Leader In Me' program as part of the Liverpool Plains Alliance with a focus on building student leadership capacity and student wellbeing.
- Staff implement a whole-school tracking system to monitor student capacity to self-regulate and apply TLIM strategies in classroom and playground settings.

Evaluation Plan

School Improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

- Students, staff and parents share and demonstrate the core values of the school and embrace 'The Leader In Me' program by working together in a cooperative and respectful way measured using visual evidence of changes to learning environments and positive feedback towards the program from students, staff and parents.

Products

- Data from whole-school student behaviour tracking system demonstrates a progressive decrease in student behaviour referrals throughout the year.

Strategic Direction 3: COMMUNITY PARTNERSHIPS

Improvement Measures

People

Processes

Practices and Products