

School plan 2018-2020

Whian Whian Public School 2980



School background 2018–2020

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 15 students as of March 2018. 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.

Classes are specifically structured in very small groups for Literacy and Numeracy. Our Gardening and Environmental Education programs are supported by community members 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 in the Big Scrub Community of Schools exposes students to further opportunities in a virtual 'big' school.

School planning process

Our 2 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.

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 privately 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 2018–2020

STRATEGIC DIRECTION 1

Innovative quality teaching impacts on learning through student engagement, developing active and creative citizens.

Purpose:

To further provide exciting opportunities for students and build capabilities for staff to plan and provide quality learning opportunities for students in all areas. To ensure each student is supported to achieve at the appropriate level.

Classroom practice and collaborative planning will support high levels of quality engagement in a current curriculum. High expectations and quality teaching practices will support fearless learning. Students will be supported at appropriate levels and encouraged to take risks to ensure successful learning .

Regular and relevant assessment and reporting on the progress of students will enable planning to be specific and meaningful to the needs of each student. This is aimed to directly involve and engage the parents to support their child's learning.

STRATEGIC DIRECTION 2

Leading and managing the school to meet the diverse needs of students, staff and community.

Purpose:

To create a stimulating and engaging learning environment with a differentiated curriculum to successfully meet the diverse needs of students, staff and community.

To build a culture of high expectations, effective participation and community engagement, resulting in sustained and measureable whole school improvement.

To encourage community use of the school environment to demonstrate a healthy and active attitude to learning.

To provide opportunities for students to interact with the wider community to give meaning to their learning.

To ensure systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

To encourage students to be happy, confident, safe, active, healthy, enthusiastic and successful learners.

Strategic Direction 1: Innovative quality teaching impacts on learning through student engagement, developing active and creative citizens.

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Improvement Measures

The communication between school and families is meaningful and supports student learning.

Community members are more involved in the school and participate in the learning of the students.

Students demonstrate and express understanding of their development and improvement as learners.

Staff identify areas in their practice needing improvement and these are reflected in their PDPs.

People

Students

Students will be aware of the learning expectations and will understand the assessment criteria.

Students will be participating and engaging in the learning opportunities due to their more meaningful, student centred nature.

Staff

Teachers will collect and record data. They will assess students' work, comment on student success and report on learning challenges.

Staff to reflect on areas of their own practice. This will be reflected in Professional Development Plans.

Leaders

Regular communication will inform Parents of upcoming learning opportunities to encourage meaningful and positive involvement.

Parents/Carers

Parents are able to contribute to learning at home and at school. They are aware of expectations and opportunities for learning.

Processes

To encourage Parent participation in their child's learning through regular and meaningful communication. This will include informing parents of current plans and recent assessment of student learning. The opportunity for Parents and students to contribute to planning for learning will be embedded.

Student centred learning will motivate and engage students who will be encouraged to take ownership and therefore responsibility for their learning at the age appropriate level.

Students will express their goals for learning and will contribute to the achievement of these identified learning goals.

Evaluation Plan

Parent comment and interaction will be recorded. Student engagement will be observed and recorded. An assessment template will be used to guide planning and inform parents and students of the assessment method and expectations. Level of staff use will reflect success as well.

Quality Teaching Framework will be used to measure level of student engagement.

Data will support decisions regarding student improvement and impact of learning programs.

Practices and Products

Practices

Staff members regularly and systematically assess their own practice and student learning.

Staff shares upcoming plans for learning and assessment of completed work fortnightly with students and parents, encouraging parental participation.

Staff, Students and Parents participate in learning and understand assessment criteria in each unit.

Behaviours indicate highly effective engagement on Quality Teaching Framework observation.

Parents receive regular communication, informing of learning opportunities and past assessment.

Products

Student engagement will result in improved Literacy and Numeracy results on internal measures.

The curriculum will be current and students will have input into the manner by which they access it.

A STEM program is operating and students are engaged. They report increased knowledge in this area.

A usable system of data collection is in place. This data is worthwhile and beneficial to planning. It is reviewed systemically.

Timetables and planning ensure that student centred learning occurs within the

Strategic Direction 1: Innovative quality teaching impacts on learning through student engagement, developing active and creative citizens.

Practices and Products

school and community.

Strategic Direction 2: Leading and managing the school to meet the diverse needs of students, staff and community.

Purpose

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To encourage community use of the school environment to demonstrate a healthy and active attitude to learning.

To provide opportunities for students to interact with the wider community to give meaning to their learning.

To ensure systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

To encourage students to be happy, confident, safe, active, healthy, enthusiastic and successful learners.

Improvement Measures

All students explain the processes to support their wellbeing. They know what to do and who to find.

There are positive contributions by community members to the culture of participation in learning.

Students have taken the opportunity to participate in extension activities in the wider community.

People

Students

Students engage, participate and take risks in their learning and are being supported in this.

They are supported by appropriate resources, emotional support and explicit teaching providing knowledge.

Students

Students will access the wellbeing processes of the school easily, confidently and comfortably. Students will all know the process and support each other in using it.

Staff

Staff will provide opportunities for students to interact appropriately within the wider community.

Staff will ensure students are explicitly taught the knowledge required to follow the processes in place to access help if required.

Parents/Carers

Parents and community demonstrate greater commitment and participation in the learning of students.

Processes

Our school is a vibrant, exciting, interesting, safe and happy environment for students, staff and community to share learning in. The facilities support a wide range of interests and opportunities for learning. The environment is diverse and safe while encouraging the imagination and interests of all.

Students are explicitly taught that risk taking is a necessary component of the learning process. Students will be supported by all staff to ensure they achieve success at their level. Parents, staff and community members are encouraged to participate, demonstrating a life long love for learning.

Evaluation Plan

Parent participation will be recorded and the success of this will be assessed and future planning refined. Students, staff and community will be consulted as part of this process.

Each term we will conduct an end of term meeting, where all students, staff and community members are asked to comment on the progress in the success of our work towards these products and practices described in this plan. They will be asked to contribute these comments at the beginning of the next term for refining milestones.

Practices and Products

Practices

Students are confident to take risks in their learning. They positively support each other.

Students participate enthusiastically in all activities at school. They are active and appear happy.

All students know the process for accessing support if they are feeling unwell, unsafe or afraid.

Students engage in a variety of activities that allow them to participate in the wider community.

Products

The school environment is, and presents as, an exciting, interesting, vibrant learning environment.

The community has a feeling of ownership of the school. This positive interaction supports learning.

A school culture of high expectations regarding behaviour and a celebration of diversity exists.

A STEM program is operating and students are engaged. They report increased knowledge in this area.