

School plan 2018-2020

Walbundrie Public School 3338



School background 2018–2020

School vision statement

Walbundrie Public School strives to provide a student centred learning environment, where the individual students learning needs are catered for in a supportive, welcoming and progressive learning environment.

School context

Walbundrie Public School is a dynamic rural school that has strong ties with the community. The school fosters a strong sense of belonging with positive student, teacher and school community relationship, all contributing to improved educational and social outcomes for students.

The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on providing diversified learning experiences for the students, leading to many educational experiences and opportunities where students develop a deep knowledge and understanding. The school has a committed approach in developing literacy, numeracy and creativity skills of all students. The dedicated staff members at Walbundrie Public School ensure all students are able to thrive and grow in an engaging, supportive, modern and progressive learning environment.

Walbundrie Public School is a K–6 school with the students predominantly from a rural background. The school is a proud member of the Walbundrie Small Schools network that helps to develop a wider learning community for the students and staff members. The school has a supportive and dedicated Parents and Citizens Association (P&C) that supports students with extra-curricular activities and is a major stakeholder in student development.

School planning process

The planning process at Walbundrie Public School began in 2017 and the initial phase involved consultation with the students, families, community and staff.

The process began with the students; to gauge and reflect upon what they believed the school was already achieving, along with identifying areas for improvement. This took the form of a focus group interview, online surveys via Tell Them From Me and a questionnaire. Parents and community were invited to participate in the Tell Them From Me Survey and questionnaires were sent home to every family.

Evaluation of the 2015–2017 school plan also played a significant role in developing the 2018–2020 school plan. This process allowed insights to emerge to inform the decision making process. From this effective evaluation of existing programs, decisions were made and future directions devised.

Staff were involved throughout the entire planning process. This included sharing of information about the planning process and the evaluation of the strategic direction and the projects within the 2015–2017 school plan. This helped to develop a strong and informed picture of Walbundrie Public School.

All the data collected from the students, families, community, and staff members was collated and this guided the development of the school vision and the two strategic directions. The two strategic directions are:

1. Learning
2. Teaching

The community was continually informed throughout the process at the P&C meetings and at the end of the year concert, where the vision for Walbundrie Public School's future was shared.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To implement evaluative evidence based pedagogy and collaborative practice to enrich and improve learning outcomes to meet the needs of learners. Quality learning experiences will contribute to a positive learning culture based on high expectations. Students welcome feedback in order to be responsible learners who self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To develop skilled and high performing educators with an evaluative and reflective mindset to strengthen student outcomes. Through collaborative and capacity building practices, teachers will apply evidence based pedagogy, explicit teaching methods and consistent practices to meet the needs of learners.

Strategic Direction 1: Quality Learning

Purpose

To implement evaluative evidence based pedagogy and collaborative practice to enrich and improve learning outcomes to meet the needs of learners. Quality learning experiences will contribute to a positive learning culture based on high expectations. Students welcome feedback in order to be responsible learners who self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.

Improvement Measures

All students have set, monitored and achieved their identified learning goals.

Most students have achieved their expected growth in reading text and comprehension.

Most students have achieved their expected growth in numeracy.

People

Students

Articulate how they learn and continually develop reflective strategies in order to become responsible and self-regulated learners. Students have a personal commitment to their learning and successfully set and review learning goals.

Staff

Differentiate teaching practices in order to meet students' learning needs. Staff implement effective mechanisms and strategies that will enable students to develop critical, creative, collaborative and communicative skills.

Collect continuous data to inform student progress.

Parents/Carers

Support students in achieving their learning goals and become collaborative partners in their child's education.

Leaders

Lead innovative learning community structures. Establish systematic professional development to build teacher capacity to support every students' learning needs and monitor student learning and growth.

Community Partners

Lead and implement evidenced based practices to inform teaching and learning initiatives within the Walbundrie Small Schools Network.

Processes

Learning Culture

Deliver quality student centred and self-regulated learning experiences, building the capacity of students to set and achieve challenging learning goals.

Curriculum & Assessment

Implement differentiated teaching and learning programs based on formative assessment and collaborative data, ensuring all students are challenged and supported.

Evaluation Plan

Analysis of:

PLAN 2

Student TTFM surveys

Personalised learning plans and goals

Learning progressions

Teaching and learning programs

Student observations

Comparative box plot data

Practices and Products

Practices

Students are self-regulating, reflecting and reporting on their progress as a result of differentiated and personalised learning.

Staff use assessment data to evaluate learning to identify areas for support, enrichment or extension to maximise student outcomes.

Feedback is utilised by all stakeholders. Students are reflective partners in their learning and apply various strategies to achieve their educational goals.

Products

A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, and to inform future direction.

Formative assessment practices are embedded into teaching and learning, to enable students to self-regulate, monitor their learning and strive for self improvement.

High expectations are evident by improved student growth in Literacy and Numeracy.

Strategic Direction 2: Quality Teaching

Purpose

To develop skilled and high performing educators with an evaluative and reflective mindset to strengthen student outcomes. Through collaborative and capacity building practices, teachers will apply evidence based pedagogy, explicit teaching methods and consistent practices to meet the needs of learners.

Improvement Measures

- Teachers have embedded evidence-based pedagogy in learning and teaching programs.
- Teachers actively engage in collaborative and reflective practices to improve teacher capacity.
- Teachers collect and analyse data to inform teaching practice.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Engage in collaborative professional learning. Utilise developed systems to reflect on and adjust teaching practices.

Leaders

Foster an evaluative mindset into the culture of the school to make sense of gathered information and use reflective strategies to inform teaching practice.

Support teacher's professional learning in effective use of data and encourage innovative and evidence based teacher practices that focuses on improving student learning.

Facilitate opportunities for collaboration within and across schools.

Parents/Carers

Support school assessment practices and engage in opportunities to provide feedback.

Use technology to inform parents of classroom activities.

Processes

Learning and Development

Provide opportunities for teacher collaboration and professional learning within our Walbundrie Small Schools Network. Strengthen teacher capacity to implement evidence-based teaching practices.

Data Skills and use

Provide professional learning and opportunities to build the capacity of staff in the use, analysis and interpretation of systematic and reliable data.

Evaluation Plan

Analysis of:

- What works best in practice survey
- TTFM
- Teaching and Learning Programs
- PDPs– Goals and Annual Reviews
- Collaborative Planning Meeting Minutes
- Formative Assessment Action Plans

Practices and Products

Practices

Teachers collaboratively employ evidence based, effective teaching strategies to build their capacity to meet the needs of their students.

Highly skilled teachers embed systematic approaches towards analysing data and reflecting upon student performance and achievement.

Products

Collaborative evaluation is an embedded practice. Decisions, interventions and initiatives are evidenced by the collection and analysis of data to inform future direction.

Teachers have evaluative and reflective mindset to enhance their teaching practice to improve student outcomes.