

School plan 2018-2020

Walhallow Public School 3343



School background 2018–2020

School vision statement

Walhallow Public School strives to build confident, motivated and socially competent students who are culturally aware and enjoy learning. By valuing individuals and being committed to student well-being, we will develop personal, social and academic confidence and competence. This will lead to engaged, self-regulated, responsible and respectful lifelong learners. By developing teacher capacity to deeply engage our students and differentiate their learning we will support students academically, culturally, socially and personally. Committing to strong school–community relationships we encourage parents to be confident contributing participants of our school learning culture. Staff will work with varied community networks and our students will benefit from the opportunities these connections provide.

School context

Walhallow Public School has 100% Aboriginal enrolment. It is located thirty kilometres from the towns of Werris Creek and Quirindi. The school currently has fifteen enrolled students with on-coming students attending the local preschool and playgroup.

The school is located within an Aboriginal community, on Kamilaroi land. Our parents are interested in their children's schooling and interact with our school freely. We work together under the adage that "it takes a community to raise a child." The students and families are very proud of their Aboriginal heritage, and are excited to have a strong culture program as part of their children's education.

The school has high expectations of our students, providing opportunities for them to be engaged, self-regulated and future focused learners.

School planning process

Walhallow Public School has explored the values and beliefs of staff, students, parents and community to determine the vision and values of the school.

The strategic directions were determined through consultation and informative sessions in the form of: team meetings with staff; community discussions; parent meetings; P & C meetings; Small Schools' Network collaboration and newsletters.

We were able to establish the Strategic Directions that our school community identified as being the most relevant and beneficial to meet the needs of our students and community.

School strategic directions 2018–2020

**Purpose:**

Walhallow Public School strives to develop student engagement and achievement so that students become confident and competent future focused learners. We value and support students' personal, cultural, social, and academic development to become active, respectful lifelong learners.

**Purpose:**

Walhallow Public School is committed to developing teacher capacity to deliver high quality, differentiated, and engaging teaching and learning. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.

Strategic Direction 1: Quality Learning

Purpose

Walhallow Public School strives to develop student engagement and achievement so that students become confident and competent future focused learners. We value and support students' personal, cultural, social, and academic development to become active, respectful lifelong learners.

Improvement Measures

All staff embed future focused learning into classroom practice. This will be evidenced in programs, classroom observations, student work samples and e-portfolios and engagement with professional learning.

All students are confident in using digital technologies as part of their learning. They effectively utilise relevant technology for assessment including NAPLAN and monitor their progress by using an ICT data wall that highlights a progression in skills.

Improved levels of student engagement as indicated by averaging at least 4 of a 5 point scale in the schools engagement survey.

Personal Learning Pathways create a culture of improvement and learning at Walhallow PS. This will be evidenced in programs, classroom observations and student work samples.

People

Students

Students articulate how they learn and why they learn and develop their higher order thinking processes that are linked to future focused learning to achieve their learning goals.

Staff

Staff develop high quality, differentiated and engaging teaching and learning programs. Through staff professional learning, they build the skills to provide personalised learning for students to access the curriculum through the lens of future focused learning.

Leaders

Leaders engage with the Small Schools' Network to develop professional knowledge and capabilities, ensuring our schools are on the cutting edge of teaching and learning. Specialist teachers further develop student, staff and leader capacity.

Parents/Carers

Parents are engaged with classroom practices and know what is expected of students to achieve at school. They value educational outcomes for students and create supportive home environments for children.

Community Partners

Community partners understand the importance of collaborative practice and are involved with relevant and engaging learning experiences that build on student knowledge, skills and understanding, e.g.

Processes

Curriculum

A whole school approach to developing and implementing protocols, practices and programs to engage students and assist them in becoming future focused learners.

Personalised Learning Pathways

Whole school processes ensure positive partnerships with students, parents and carers, informs aspirational targets, leading to improved personalised learning.

Evaluation Plan

Progress towards improvement measures will be evaluated through observational records, pre and post testing, analysis of assessment data and surveys with students and parents.

- Student TTFM Surveys (T1 and T3)
- Personalised learning data (eg Smart goals, PLP goals)
- Internal student performance data
- Classroom observations (student engagement)

Practices and Products

Practices

Curriculum

Teachers incorporate the use of digital technologies in the classroom to support learning and increase challenge, visible in planned term observations and teaching monitoring and feedback.

Students actively participate in learning and monitor own progress as demonstrated by student assessment tasks.

Personalised Learning Pathways

Teachers and students regularly communicate with families about student learning, achievement and progress as evidenced by differentiated learning, PLP meeting minutes and parental feedback.

Students actively participate in the development of their learning goals and use success criteria to monitor their own progress as evidenced by student reflections.

Products

Curriculum

Teaching and learning programs show evidence of future focused learning practices.

Students develop their capacity to use digital technologies to optimise their learning outcomes.

Teachers collaborate within the Small Schools Network with regular professional learning working towards building teacher capacity to promote future focussed

Strategic Direction 1: Quality Learning

People

health, police, support services.
Partnerships with the preschool, local high school, and experts enhance learning experiences.

Practices and Products

learning.

Personalised Learning Pathways

All students have a PLP which is dynamic and shows evidence of differentiation.

PLP whole school processes, systems, practices and documentation developed and regularly reviewed as evidenced in staff meeting minutes and AECG feedback/minutes.

Strategic Direction 2: Quality Teaching

Purpose

Walhallow Public School is committed to developing teacher capacity to deliver high quality, differentiated, and engaging teaching and learning. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.

Improvement Measures

All students will achieve at or above expected levels of growth across Literacy and Numeracy Learning Progressions.

All students are achieving at or above the expected level for EAfS targets. Explicit interventions are in place for students not meeting this benchmark.

All staff Performance and Development Plans have at least one goal linked to higher accreditation standards and are assessed by all staff as being highly valuable. Staff can evidence progress towards achieving this goal.

People

Students

Students are active participants who understand they have the capacity to learn. They play an active role in their own learning and engage in behaviours that promote student progress. They reflect and report on their own learning goals.

Staff

Staff have a deep understanding of the Quality Teaching Framework, and implement it into their classroom practice. They provide personalised learning for students, differentiating their teaching to meet the students' learning needs by providing targeted intervention in the areas of literacy and numeracy.

Leaders

Leaders establish structures and processes to identify, address and monitor student progress and student learning needs.

Parents/Carers

Parents understand and support the quality teaching taking place in our school. They engage in literacy and numeracy information activities around teaching and assessment strategies.

Community Partners

Community partners work collaboratively with school staff to support student achievement in learning and engagement.

Processes

Assessment

Teachers increase knowledge and implementation of learning progressions. Development and implementation of formative and summative assessment strategies are consistent and routine.

Data Analysis

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources.

Evaluation Plan

Progress towards improvement measures will be evaluated through collection of teaching and learning programs, pre and post tests and feedback from staff and students.

All data will be analysed collaboratively:

- What Works Best Reflection Guide (Tm1)
- PLAN 2 data, plotting progressions
- Teacher, parent and student TTFM Surveys
- NAPLAN data
- meeting minutes
- teacher reflections (pre and post)

Practices and Products

Practices

Assessment

Teachers routinely use evidence of student learning including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students as evidenced in term program monitoring and feedback.

Data Analysis

Teachers collaborate to share knowledge, data, feedback and relevant information about student progress and achievement in literacy and numeracy as evidenced in teaching programs, PDP process and supervision protocols.

Products

Assessment

Consistent whole school practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences, assessment schedules and PL records.

Data Analysis

Consistent school– wide practices in literacy and numeracy which uses effective evidence–based teaching methods optimising learning progress for all students. Evidenced through supervision protocols, teaching programs, scope and sequences of syllabi and assessment schedules.