

# School plan 2018-2020

## Wattle Flat Public School 3402



# School background 2018–2020

## School vision statement

### **“Live, Learn and Be Proud”**

Commitment to nature, guide, inspire and challenge all.

## School context

Wattle Flat Public School is located 38 kilometres north of Bathurst, New South Wales. It is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and performing arts.

Current enrolments total 25 students of which 24% identify as Aboriginal. Staff are committed to continuously improving the capacity to deliver a broad and high quality curriculum, including Chinese lessons, choir and a research based PE program, to all students in an enjoyable, supportive and stimulating learning environment. The school community is committed to students' wellbeing in supporting improved student outcomes.

As of 2017 Wattle Flat Public School has become an Early Action for Success School (EAfS) with a commitment to improve students' literacy and numeracy performance in the early years of schools. This is supported by an Instructional Leader under the small school strategy

This commitment, combined with the strong support from the parents and wider community, and our ability to join with other small schools in the area as part of the Bathurst Small Schools Learning Alliance, enables the school to successfully work towards achieving its milestones.

## School planning process

In 2017, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community.

This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2018–2020 school plan.

The process included a review of the strengths, opportunities and areas for development for the school. As a result, two key strategic directions were identified.

The Wattle Flat School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community.

The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.

The School planning process involved staff meetings, P&C meetings, Community meeting, PSL support and informal discussions with parents and students.

# School strategic directions 2018–2020

**Purpose:**

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

**Purpose:**

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

## Improvement Measures

Improved levels of students wellbeing and engagement. as demonstrated by fewer incidents in class and playground, regular attendance and student participation, measured against teacher observation and internal assessment

Teachers' programs demonstrate implementation of evidence based teaching practices that reflect individual learning.

All students demonstrating a year's growth for a year's learning in literacy and numeracy, measured against internal and external assessments

## People

### Staff

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

### Leaders

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Students' learning is monitored longitudinally to ensure continued challenge and maximum learning.

### Students

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

### Parents/Carers

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

## Processes

### Curriculum and learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year worth of learning.

### Student Wellbeing

Implement an integrated approach to student wellbeing in which students can connect, succeed and thrive throughout their schooling.

### Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

## Evaluation Plan

All data will be analysed collaboratively by:

- Personalised Learning Plans (PLP's)
- Review of NAPLAN data
- Ongoing review of PLAN 2
- Implementation of Learning Progressions
- Classroom Observations
- Professional Development Plans
- All teachers proficient in using Scout

## Practices and Products

### Practices

#### Relationships

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

#### Effective Teaching Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

#### Data

Students assessment data is regularly used to identify student achievement and progress, in order to reflect teaching effectiveness and future directions..

The use of data collection and collaborative valuation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

### Products

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

A student centred learning environment exists where all students are supported, challenged and they are receiving quality learning which is supported through quality teaching.

# Strategic Direction 2: Instructional Leadership

## Purpose

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

## Improvement Measures

Increased the number of students participating in leadership opportunities kindergarten to year six.

Quality PDP's reflect the standards and areas for development and continual improvements as well as supporting aspiring leaders.

## People

### Leaders

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

### Parents/Carers

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

### Staff

. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

### Community Partners

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

### Students

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

## Processes

### Student Leadership

- School structures are in place to support the active citizenship and leadership capacity of students.

### Educational Leadership

- School structures are in place to support the continual growth and leadership capacity of all staff.

## Evaluation Plan

- Professional Development Plans (PDP)
- SRC and Leadership team.
- Instructional Leader – EAfS
- Professional Learning

## Practices and Products

### Practices

#### Staff

All staff maintain a focus on instructional leadership to sustain a culture of effective, evidence based-based teaching and ongoing improvement so every students makes measurable learning progress.

#### Community

The community plays a vital part in school decision making processes.

#### Professional Learning

Professional Learning is contemporary and relevant and has a measurable impact on changed practice.

### Products

The school shared leadership team models instructional leadership and support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Support students in developing strong identities as leaders, to build positive relationships and actively contribute to the school, community and the society in which they live.