

School plan 2018-2020

Wentworth Public School 3421



School background 2018–2020

School vision statement

Wentworth Public School aims to always be a happy, safe and engaging learning environment that encourages students to be self-regulated, enthusiastic and independent life-long learners.

School context

Wentworth is situated at the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families and the wider community.

While Barkindji is the traditional land we work on, there are diverse cultural and language groups in our community.

Wentworth Public School's student population in 2017 was 140, with 42% of the students identifying as Aboriginal. However, enrolments fluctuate on a yearly basis, with the 2018 anticipated enrolment being 125. This is likely to drop again in 2019, with a large year 6 cohort leaving. Throughout the year, enrolment can vary by as much as 10%.

At Wentworth, the students benefit from a wonderful range of activities that focus on individual needs and interests. A Kitchen–Garden program and a specialist music program are highlights, along with a clear focus on developing solid literacy and numeracy skills through personalised learning.

The school is supported by additional funding to support Aboriginal students, as well as gaining extra support for low socio-economic students. The school also receives support as a part of the "Early Action For Success" initiative.

Wentworth is close to the Victorian regional city of Mildura, which provides employment, sporting opportunities and health services that supplement that which is available locally.

The school has a strong partnership with other local schools in the Murray–Darling group and with the local pre-school.

Wentworth Public School has a range of beginning and experienced staff, both permanent and fulfilling temporary contracts. They are supported by a wide range of professional learning opportunities, both departmental and those that arise locally throughout the year.

School planning process

Discussions with our school community around the school plan began in Term 3 2017. Parent meetings were held to discuss what was going well in the school, what needed improving and what needed to be added. The meetings incorporated an Aboriginal Education Consultative Group meeting, attended by eight community members. The Aboriginal Education Officer also made home visits and engaged families in discussion.

Parents were invited to participate in the "Tell Them From Me" survey on-line. Students in Year 4–6 also completed this survey. Staff meetings were also allocated for staff input in all aspects of the plan, based on data collected.

Throughout discussions, many key aspects were repeated and the following Strategic Directions were agreed upon:

1. "I Learn" – a focus on student learning
2. "We Learn" – a focus on teachers as active facilitators of the learning
3. "We Learn Together" – a focus on the school's pivotal role in developing a cohesive, supportive place for families and communities to actively support life-long learning.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
I Learn

Purpose:

To develop self-regulated, self-responsible and persistent learners who are socially and emotionally aware.



**STRATEGIC
DIRECTION 2**
We Learn

Purpose:

To develop skilled teachers and support staff who have a passionate commitment to life-long learning.



**STRATEGIC
DIRECTION 3**
We Learn Together

Purpose:

To develop positive community partnerships that recognise the requirements of all stakeholders.

Strategic Direction 1: I Learn

Purpose

To develop self-regulated, self-responsible and persistent learners who are socially and emotionally aware.

Improvement Measures

Improved levels of student well-being and engagement is reflected by a decrease in the number of negative behaviour incidents.

80% of students will exhibit expected growth in literacy and numeracy each year.

People

Students

Identify explicit learning intentions that support their academic and social development.

Staff

Provide differentiated learning pathways in consultation with students and assist them in achieving their learning goals.

Leaders

Support teacher and students by establishing structures and processes to identify, address and monitor student learning needs.

Parents/Carers

Encourage and support their children along their learning pathways.

Processes

Curriculum and Learning

Engaging and explicit student centred learning experiences enable students to understand how they learn. Students set and achieve their learning goals, through the development of their capabilities in self-regulation, persistence and self-responsibility.

Personalised Learning

Ensure learning is data driven and based on formative assessment practices, relating to learning progressions in literacy and numeracy. Targeted intervention and feedback for all students reflects best practice and encourages students to articulate their learning. Students access tailored support, extension and enrichment.

Well being

Implement a whole school approach to student well-being by engaging students in explicit learning programs that encourage students to develop their skills in positive communication, understanding social and emotional interactions with others and promoting a culturally inclusive school environment.

Evaluation Plan

- TTFM Surveys
- Personalised Learning Plans
- Records of learning intentions
- PLAN and NAPLAN data
- SENTRAL records
- Classroom observations

Practices and Products

Practices

Students and staff collaborate in the use of data and formative assessment to continuously monitor achievement of learning intentions.

Explicit teaching of social skills and "Zones of Regulation" is embedded whole school practice.

Products

A positive and respectful learning environment exists, where individual needs are catered for, within the social context of a thriving and culturally diverse school.

Comprehensive data is collected and utilised to ensure support is timely and targeted and supports a productive and aspirational learning environment.

Strategic Direction 1: I Learn

Processes

- SEF Interviews

Strategic Direction 2: We Learn

Purpose

To develop skilled teachers and support staff who have a passionate commitment to life-long learning.

Improvement Measures

An increase in student self-regulation is evidenced by fewer negative behaviour incidents tracked by the "Positive Behaviours for Learning" team.

Class teachers show an increase in understanding and use of the Australian Curriculum – Digital Technologies, as measured by pre and post survey.

An increase in student engagement is evidenced by responses in the "Tell Them From Me" student surveys each year.

An increase in the use of explicit teaching strategies is evidenced in K-6 learning plans.

People

Students

Engage in regular discussion about their learning with their teachers and give respectful feedback to teachers about learning experiences.

Staff

Maintain accurate records and assessment data that is used to regularly adjust class programs and student learning plans.

Participate in professional learning opportunities that support school programs and are aligned with Professional Development Plans.

Work collaboratively, as a member of the school's professional learning community, to regularly reflect on practice in light of current research and make adjustments to enhance successful learning.

Leaders

Use data to establish and improve processes which build the capacity of all members of the professional learning community within the school.

Provide professional learning opportunities for staff to achieve their goals, in accordance with their PDPs

Processes

Collaborative practice

Teachers have regular opportunities to meet to discuss, plan and evaluate teaching and learning programs and ensure consistency of judgement against learning progressions.

Development of professional practice

All teachers will participate in internal and external professional learning that supports school programs, with a focus on literacy and numeracy, technology and social learning.

Teachers will lead professional learning opportunities at staff and stage meetings.

Reflective practice

Regular review and evaluation of assessment practices, with supportive professional learning, utilising the Instructional Leader.

Accessing professional learning opportunities to enhance skills in the use of formative assessment and effective feedback.

Work collaboratively with technology mentor.

Evaluation Plan

- PDP
- School Excellence Framework
- Professional learning diaries
- Teaching programs
- Data for literacy and numeracy (learning progressions)

Practices and Products

Practices

Teachers work collaboratively to develop skills in explicit teaching in literacy and numeracy, based on consistent and regular review of data.

Collegial feedback and coaching is a regular, timetabled occurrence for all staff. Teachers share professional learning in a supportive environment.

Ongoing professional learning in "Positive Behaviours for Learning", "Berry Street" pedagogy and "Zones of Regulation" is continuous over the life of the plan.

Products

A strong and sequential social learning program is implemented across the school, with a focus on embedding "Zones of Regulation" and "Berry Street" pedagogy.

Classroom programs and school learning plans reflect explicit, differentiated teaching and learning opportunities in social learning, literacy and numeracy.

Strategic Direction 2: We Learn

- Processes**
- "Tell Them From Me" surveys

Strategic Direction 3: We Learn Together

Purpose

To develop positive community partnerships that recognise the requirements of all stakeholders.

Improvement Measures

Student attendance –

- decrease in absences,
- increase in explained absences
- fewer late arrivals.

Parent engagement in community learning events increases.

Parent and community input into suggested programs increases.

People

Students

Students are responsible for coming to school each day, ready to learn and following the school's values as safe, respectful learners.

Parents/Carers

Parents and carers ensure their children are at school on time and are supported in their learning journeys by maintaining open communication with the school.

Community Partners

Community partners support the school by encouraging positive relationships with students and utilising school resources when required.

Staff

Staff promote positive relationships with families and communities to enhance learning opportunities for all students by engaging in regular, meaningful communication.

Leaders

Leaders provide regular opportunities for all stakeholders to engage in meaningful review and reflection of student learning pathways.

Processes

Wellbeing support

A well being teacher will be allocated to support students, staff and families in ensuring student needs are catered for on an individual basis, through coordinating support services.

Community Engagement

Parent and community learning opportunities are planned to support the learning capabilities of all students.

Community profile

The school will participate in community events and this participation will be actively promoted through social media, local publications, the school website and "Skoolbag".

Evaluation Plan

Wellbeing records for students

Parent and community surveys

Student portfolios, including use of on-line records, e.g. "Seesaw"

Attendance records

Staff meeting minutes

Practices and Products

Practices

Teachers meet regularly with students and families to review learning pathways and goals for future learning.

Community partnerships and family involvement in school activities is encouraged and opportunities are regularly promoted.

Products

Personalised Learning Support Plans and Personalised Learning Plans for all students are produced collaboratively and reflect the input of all stakeholders.

Opportunities for families and community members to participate in learning, supported by school staff are developed and acted upon.