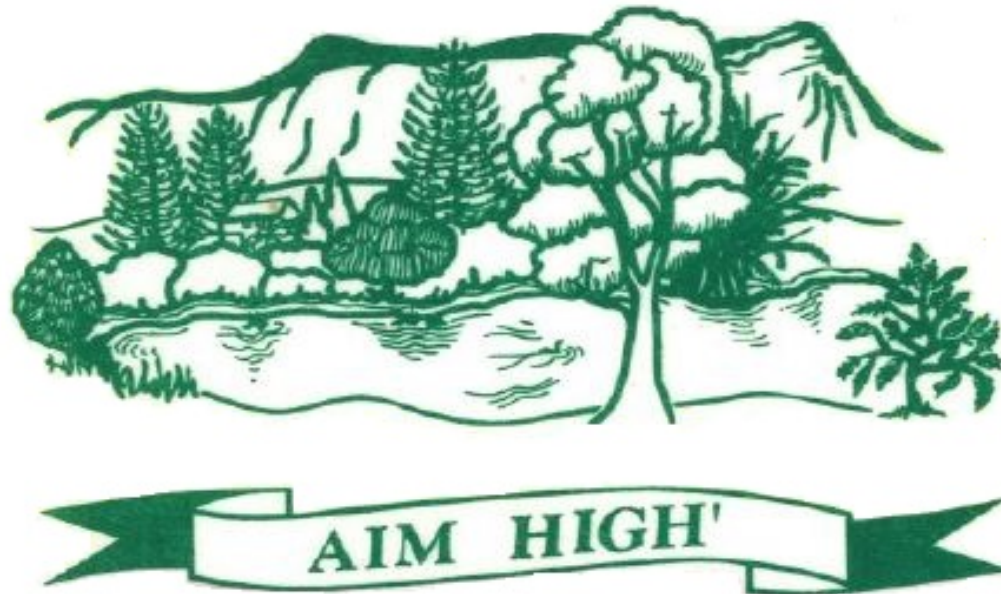


School plan 2018-2020

Wiangaree Public School 3439



School background 2018–2020

School vision statement

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in the 21st century. Our school will consistently develop and implement high quality learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning.

School context

Wiangaree Public School has a strong focus on 21st century learning skills including collaboration, problem solving and creativity. We use technology to support teaching and learning and our students have individualised learning programs. Our school is well resourced with a full connected classroom package, interactive whiteboards and laptops for each student. The students love to learn and are well known in the district for their performing arts and sportsmanship. As a small school, we highly value and foster respect, responsibility, resilience and leadership in our students, thus creating a quality learning environment of engagement and high expectations.

All teaching staff at Wiangaree Public School are accredited through the NESA and strive for excellence in education. We participate in regular professional development opportunities and implement positive change in our classrooms for all of our students' needs, based on future thinking educational research.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

School planning process

Staff and community have been engaged in identifying what works well in our school and what should be sustained, what is progressing and should be enhanced and also looking to identify programs and practices that are no longer providing benefits to the students of our school. Community discussion at a P&C level and feedback from community, staff and student surveys, has given valuable insight into our shared school vision and has helped to create our new strategic directions.

The Principal of the school has met with staff, students, the community and Principals from our community of schools separately to identify how the school is perceived. These thoughts were then collated and explored holistically to find common trends and responses were used to create a plan for future action.

- Discussion around new school targets at P&C meeting. Ideas were collated by Principal – Term 3 2017.
- Consultation with COS Principals and Principal – School Leadership Merrilyn Jenkins in Term 4 2017.
- Consultation with Director Peter Campbell in PDP meeting Term 4 2017.
- Presented draft to staff meeting – February 2017
- Presented final draft to P&C – April 2017

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Growing Future Learners

Purpose:

People always need to learn. Wangaree Public School students are always ready to learn. We deliver high quality teaching and learning experiences every day for every student that is individualised to engage and challenge students to become critical and creative thinkers equipped for the future. We ensure that every student maximises their potential.

STRATEGIC DIRECTION 2

Embedded approach to Well
being

Purpose:

All students need to connect, succeed, thrive and learn. We ensure every student is known and cared for in a safe learning environment that promotes positive, respectful relationships to optimise learning across the whole school. We ensure that all students have regular opportunities to develop their social and emotional well being through a planned whole school approach.

STRATEGIC DIRECTION 3

Dynamic Educational
Communities

Purpose:

Small School, Big Heart! Flexible learning opportunities fostering partnerships to overcome rural and remote challenges while celebrating small schools strengths to maximise each individual students' outcomes as an educational community.

Strategic Direction 1: Growing Future Learners

Purpose

People always need to learn. Wiangaree Public School students are always ready to learn. We deliver high quality teaching and learning experiences every day for every student that is individualised to engage and challenge students to become critical and creative thinkers equipped for the future. We ensure that every student maximises their potential.

Improvement Measures

- Every Individual student will show at least 1 years growth for 1 year of teaching.
- Every students will demonstrate growth in PLAN 2
- All teachers demonstrate the use evidence informed practice.

People

Students

- Arrive at school engaged, enthusiastic and ready to learn.
- Demonstrate the ability to set realistic learning goals that are driven by high expectations
- Students are engaged and excited by their learning and are aware of what to learn next
- Students demonstrate critical thinking strategies when evaluating their own work.

Staff

- Work collaboratively to use innovative pedagogy to deliver rich tasks that will challenge and inspire students.
- Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on students learning.

Community Partners

- Community understand individual assessment are used to drive planning for learning
- Engaged partners with school to strengthen understanding of students outcomes

Leaders

- Establish and improve processes which build the capacity of the community to use data and engage in evidence-based conversations (literacy and numeracy)

Processes

Draw on research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices eg L3, TEN, 7 Steps to Successful Writing.

All stakeholders involved in goals setting for every students to reach their personal best in a collaborative way with regular evaluations and reflection

Evaluation Plan

- Principal will monitor PLAN data each term
- Individual goals will be set for each students and monitored each 5 week block
- NAPLAN Growth
- Work sample
- Teacher programs
- Observations
- Milestone reflections
- Visible Learning

Practices and Products

Practices

- All teachers will engage in formative assessment and collaborative evaluation to inform teaching practice, individual learning goals and interventions.
- Continuous collaboration to develop learning activities that will engage students using explicit teaching approaches in Literacy and Numeracy, informed by research to maximise student outcomes.

Products

Growth data will show students are progressing and improving

Students demonstrate critical thinking when evaluating their work

Teaching programs and observations will show that students are engaged in applying creative, critical, collaborative

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy

Strategic Direction 2: Embedded approach to Well being

Purpose

All students need to connect, succeed, thrive and learn. We ensure every student is known and cared for in a safe learning environment that promotes positive, respectful relationships to optimise learning across the whole school. We ensure that all students have regular opportunities to develop their social and emotional well being through a planned whole school approach.

Improvement Measures

Students, Staff and Community surveys show measurable impact on student engagement and well being due to a planned evidenced based approach to well being.

Internal decrease in negative school incidents as positive respectful relationships are evident and widespread.

Teachers know and care for every student, provide support and assistance through using a collective responsibility for students learning success in a shared consultation with parents.

People

Students

- Demonstrate explicitly taught expectations
- Engage positively with learning and staff
- Articulate their learning around resolving issues in a positive and productive way

Staff

- Explicitly teach and consistently follow PBL processes to enhance learning environment
- Demonstrate knowledge of and care for all students at our school.
- Actively collaborate with parents to guide and support the development of their child's emotional, social and academic wellbeing.

Community Partners

Support the implementation of the Wellbeing Strategic Directions

Share in the collective responsibility

Involvement in the planning of the learning and wellbeing needs.

Leaders

Provide professional learning and implementation strategies around PBL.

Actively monitor the well being of every student in our school.

Regularly inform the community of success.

Processes

Develop and implement a whole school integrated approach to student well-being in which students can connect, succeed, thrive and learn at each stage of schooling.

Evaluation Plan

Survey TTFM

Incident reports

student voice

teachers reflection

programs

Practices and Products

Practices

- Explicit lessons taught around behaviour expectations
- Students will be known and cared for to ensure their well being and engagement.
- Develop self-regulation in each students allowing them to interact positively building positive relationships with staff and students.

Products

- Every student can identify a staff member whom they can confidently turn to for advice.
- Students following expectations will be more engaged
- Decrease in negative incidents and increase in positive interactions as demonstrated in more rewards.

Strategic Direction 3: Dynamic Educational Communities

Purpose

Small School, Big Heart! Flexible learning opportunities fostering partnerships to overcome rural and remote challenges while celebrating small schools strengths to maximise each individual students' outcomes as an educational community.

Improvement Measures

- 100% attendance at COLOURSS Meetings by a school representative.
- 80% student attendance at Colourss activities and initiatives.
- PBL lessons developed and explicitly taught x1 per fortnight.

People

Students

- will have access to a diverse range of engaging extra-curricular activities to build skills and talents outside of the classroom
- Increased engagement in own learning to be successful learners who are socially competent using PBL skills.

Parents/Carers

- will be included in the educational partnership of their child through negotiated varied meaningful roles.
- Develop PBL knowledge to assist students in appropriate stage of development in all areas.

Staff

- Interact with students from other CoS through educational experiences to provide high quality engaging learning opportunities regularly throughout the year to develop classroom skills.
- Develop skills and understandings to explicitly teach PBL lessons each fortnight.

Processes

Augment a diverse range of highly engaged curriculum options for all students.

Transition opportunities provided to practice skills and PBL language.

Focus on opportunity for staff to organise and guide professional development for COLOURSS days.

Implementation of students participating in responsible learning of PBL within School Context

Evaluation Plan

- Conduct SET
- Evaluate Incident data and adjust teaching and learning to match the need.

Practices and Products

Practices

Develop Leadership opportunities utilising collaboration with COLOURSS

PBL lessons will be taught regularly in all classrooms in a consistent method using a scope and sequence

Products

COLOURSS programs produce a diverse range of curriculum options for students to improve engagement

All students will employ PBL language across all CoS campuses to ensure learning success