

School plan 2018-2020

Willow Tree Public School 3451



School background 2018–2020

School vision statement

Willow Tree Public School is an innovative and caring community school. Our vision is to provide a high quality education and offer a wide variety of academic, cultural and social opportunities for all students in a safe, happy and engaging learning environment. As a school community, we aim to focus on educational and academic readiness for the big, wide world that lies ahead of our students. We aim to do this through creating life-long learners who have an interest in their community, their country and their world. At the conclusion of their primary and secondary education, we envision that our students will have developed self-confidence, pride in themselves, respect for themselves and respect for others.

School context

Willow Tree Public School is a TP2 school with a student population of 58. 4% of students identify as Aboriginal or Torres Strait Islander. The school prides itself on being a cohesive community which works closely with both parents and the wider community. This partnership is critical to the success of our students and all parents are valued and welcomed as part of the whole school community. The school has a highly active P&C who invest highly in the education of the children of today. School enrolments have increased over the past couple of years with strong kindergarten enrolment numbers in the past two years. The school houses modern facilities in an aesthetic and active learning environment. It is located just off the New England Highway, 75kms South of Tamworth and 20kms South East of the Quirindi township. The school is organised into 3 mainstream classes (K/1, & 2/3 & 4/5/6). The school has 4 teaching staff (including a teaching principal) one part-time School Administration Manager and a part-time SLSO. Global funds and a P&C allocation subsidise time for both the SAM and the SLSO to provide full time administration. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability. The school has kept pace with advances in technology by installing Interactive Whiteboards in every classroom as well as the use of iPad technologies. The school has also recently established a PC technology lab which is fully networked and has access to video conferencing facilities. Willow Tree Public School also has a strong sporting culture where students are very active. Students regularly represent the school at a Zone, Regional and State level. 'Aim High'

School planning process

Willow Tree Public School's planning process began with consultation with focus group meetings held with multiple key stakeholders from throughout the school community. Ideas and information were collected using two forms of data collection. Firstly, a Dreaming/Visioning proforma was distributed throughout the school community asking for input on 3 main areas:– Student Learning (What will learning for children/young people look like? How will they learn? What will they learn? What skills and values would we like Kindergarten students to have when they exit Year 12?)– Staff and Leader Learning (How will teachers be learning, teaching and leading?)– School Community Learning (What will the learning environment look like? What partnerships are possible? How will parents/carers support the learning process?)– Other (What are other opportunities to DREAM a different model of education that reflects our future rather than our past.)The other form of data collection took place with senior students using iPad technologies to interview school community members (staff, students, pre-school staff, cleaners, GA, etc) two questions:– What is one thing that you think is fantastic about WTPS?– Do you have any fresh, new, or innovative ideas that could engage students in learning? Willow Tree Public School has also joined forces in an alliance of schools called the Liverpool Plains Community of Schools. This has involved school leaders meeting on numerous occasions to develop a shared strategic direction with a focus on teacher quality and building a common, collective goal which will lead to future success for our students. Another strategy in developing this plan has been a high level of collaboration with Wallabadah PS. Both schools share a great deal of similarities and have formed a strong partnership in recent years with a focus on professional learning. It is our aim to have this plan strengthen this collaboration and guide future professional development between the two small schools. The school planning team has also worked closely with Regional staff to develop the school plan in alignment with DEC priorities.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Learning and
Teaching through Leading.

Purpose:

This direction seeks to empower every student, teacher and school community member with the essential skills and attributes to adapt to our rapidly changing world. We promote excellence in learning, teaching and leading through the delivery of meaningful, challenging and innovative learning experiences.

To provide every student with differentiated learning experiences focused on catering for individual learning needs in multi-stage classrooms.

Teachers implement explicit and evidence-based teaching strategies while effectively utilising data to inform teaching practice. Teachers demonstrate a high level of professionalism and commitment to the ongoing development of their individual teaching practice.

To embed a culture of continuous whole school improvement through high-quality instructional leadership.

STRATEGIC DIRECTION 2

Successful School Culture,
Positive Partnerships

Purpose:

This direction seeks to strengthen school culture and ensure that students, staff, families and the school community work collaboratively to support the wellbeing of all so they can connect, succeed, thrive and learn.

Strategic Direction 1: Excellence in Learning and Teaching through Leading.

Purpose	People	Processes	Practices and Products
<p>This direction seeks to empower every student, teacher and school community member with the essential skills and attributes to adapt to our rapidly changing world. We promote excellence in learning, teaching and leading through the delivery of meaningful, challenging and innovative learning experiences.</p> <p>To provide every student with differentiated learning experiences focused on catering for individual learning needs in multi-stage classrooms.</p> <p>Teachers implement explicit and evidence-based teaching strategies while effectively utilising data to inform teaching practice. Teachers demonstrate a high level of professionalism and commitment to the ongoing development of their individual teaching practice.</p> <p>To embed a culture of continuous whole school improvement through high-quality instructional leadership.</p>	<p>Students</p> <ul style="list-style-type: none"> – Engage in differentiated learning experiences with a positive attitude and mindset focusing on developing self-regulation. – Develop skills to articulate and work towards achieving learning goals and aspirations in a supportive environment that encourages student leadership and growth. – Develop an understanding of the requirements of high achieving 21st Century Learners. <p>Staff</p> <ul style="list-style-type: none"> – Engage in professional learning to develop their understanding and effectively implement researched-based pedagogy into teaching practice. – Differentiate the curriculum by utilising data to inform future planning and plot student achievement on learning continuums/progressions.. – Develop an evidence-based mindset. <p>Leaders</p> <ul style="list-style-type: none"> – Develop a coordinated approach to Literacy with a focus on the improvement of writing and literacy standards across KLAS – Develop a coordinated approach to the teaching of Numeracy across KLAS. <p>Parents/Carers</p> <ul style="list-style-type: none"> – Will participate in school activities to build 	<p>COLLABORATIVE PRACTICE</p> <ul style="list-style-type: none"> – Planning, teaching and assessment is undertaken in collaboration with the Instructional Leader, collegial teams and partner schools. – Teachers regularly analyse a range of student learning data to monitor learning and to reflect and inform future teaching practice. <p>FOCUS ON LITERACY AND NUMERACY</p> <ul style="list-style-type: none"> – Provide guidance and support to teachers in planning, evidence-based teaching practices and assessment through collegial support from the Instructional Leader. – Teachers regularly review and analyse data to identify both targeted students and appropriate interventions for implementation. – Teachers use their knowledge of visible learning (including timely feedback) and the link between reading and writing to improve their teaching of writing and enhance student outcomes. <p>TEACHER PERFORMANCE AND DEVELOPMENT</p> <ul style="list-style-type: none"> – Instructional Leader and Principal work collaboratively to monitor the teaching and learning cycle within the school. – Regular teaching and learning meetings focus on the development of teacher knowledge, evidence-based practice and curriculum implementation that support student learning. 	<p>Practices</p> <p>Teaching and learning programs are challenging, differentiated and individualised to maximise student learning outcomes.</p> <p>Teachers effectively utilise quality, valid and reliable data to inform teaching and learning, monitor and assess student progress and reflect on own teaching practice.</p> <p>Professional learning is collaborative, utilising the expertise within and across schools to improve teaching and learning.</p> <p>Teachers confidently use a range of evidence to plot student achievement against the Learning Continuums/Progressions.</p> <p>Students experiencing difficulties are identified through learning support processes and effective and timely interventions/ILPs are implemented.</p> <p>Ongoing development for teachers focusing on school improvement and high quality instructional leadership.</p> <p>Products</p> <p>Differentiated and individualised learning programs cater for the individual learning needs of every student.</p> <p>Instructional Leaders ensure teaching and learning programs effectively develop student knowledge, understanding and skills through explicit teaching utilising quality, valid and reliable data.</p> <p>Staff are supported by the Instructional</p>
Improvement Measures			
An 8% increase of students achieving proficient standard in Reading and Numeracy in NAPLAN results.			
100% of teachers effectively use data to inform planning and monitor student progress against learning continuums/progressions in K–6 classes.			
80% of students achieve at or above expected growth in Writing and Number & Algebra as evidenced utilising Scout, Smart and PLAN data.			

Strategic Direction 1: Excellence in Learning and Teaching through Leading.

People

an understanding of current teaching practices to support their child's learning in the wider context of the school environment.

Community Partners

– Positively support and promote student learning, teaching and leadership opportunities.

Processes

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Leader to further develop effective teaching and learning practices, aligned with the Australian Professional Standards for Teachers.

A stronger culture of collaboration between partner schools is evident and supports interschool planning and teacher improvement.

Strategic Direction 2: Successful School Culture, Positive Partnerships

Purpose

This direction seeks to strengthen school culture and ensure that students, staff, families and the school community work collaboratively to support the wellbeing of all so they can connect, succeed, thrive and learn.

Improvement Measures

Increased confidence of parents and community members in the school is shown by a 10% increase in participation across all school activities.

Greater than 80% of key stake holders surveys indicate increased satisfaction and positivity towards a collaborative school culture, partnerships and community involvement..

School Assessment Tool – Reflection Matrix data indicates the school is rated at 'building' or 'sustaining' across all seven dimensions.

People

Students

- Build self-regulation skills to improve both wellbeing and engagement that supports their learning.
- Develop positive, respectful relationships with peers, staff and the wider community
- Actively connect to their learning, through meaningful, engaging and rewarding personalised learning experiences.

Staff

- Positively engage in the collaborative implementation of evidence-based programs (The Leader In Me) to improve the wellbeing and engagement of students.
- Develop positive and respectful relationships with students, colleagues, parents and the wider community to build effective partnerships focusing on student wellbeing and learning.

Leaders

- Promote wellbeing across the whole school community to enhance optimum conditions for student learning.
- Work collegially within and across schools as part of the Liverpool Plains Alliance of Schools focusing on establishing positive partnerships.

Parents/Carers

- Contribute to school planning and decision making through formal and informal means with a focus on improving school practices related to wellbeing.

Processes

SUCCESSFUL SCHOOL CULTURE

Deliver a whole-school integrated approach to student wellbeing through the ongoing implementation of The Leader in Me program.

POSITIVE PARTNERSHIPS

Review of current practices in successful and positive communication between home and school to support student learning.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

SUCCESSFUL SCHOOL CULTURE

- Teachers work collaboratively to plan, implement and assess teaching and learning of The Leader In Me program as part of the schools PDHPE program.
- All teaching staff use ebs ontrack+ to refer, record and monitor student behaviour (positive and negative) and wellbeing incidents.
- Positive promotion of school activities and events using a range of communication modes.

POSITIVE PARTNERSHIPS

- Review, evaluate and adjust wellbeing and learning practices through the use of online data tools developed by CESE to enhance and improve student engagement.
- School staff participate in professional learning and collaboratively develop guidelines for effective communication with parent, carers and the wider school community.

Products

SUCCESSFUL SCHOOL CULTURE

- 100% of PDHPE teaching and learning programs include The Leader In Me concepts measured by program reviews and student work samples.

Strategic Direction 2: Successful School Culture, Positive Partnerships

People

Community Partners

- Contribute to school planning and decision making through formal and informal means with a focus on improving school practices related to wellbeing.
- Positively promote the school and support student engagement in community events/programs to develop student pride and involvement in the community.

Practices and Products

- School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.

POSITIVE PARTNERSHIPS

- Students identified through the Learning Support Team have an ILP developed, differentiated for individual student learning needs.
- Increased parent and community involvement in school wellbeing initiatives and programs.
- Students, teachers and parents demonstrate positive partnerships as a result of effective, ongoing communication.