

# School plan 2018-2020

## Wingello Public School 3461



# School background 2018–2020

## School vision statement

***A school of Excellence, Opportunity, Quality Education and Achievement.***

We are committed to fostering community minded creative and flexible future learners. Learners who develop a positive and balanced attitude and a strong sense of self-worth.

We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive and supportive school environment.

## School context

Wingello School is a small school in a bush setting located at the southern end of the Southern Highlands. Many families work and shop at Goulburn the closest rural city. Wingello is a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 26 students enrolled and the average intake of kindergarten students has been increasing over the past two years as the availability of land in smaller affordable blocks becomes available.

The relationship with the local community is strong and effective and benefits from significant parent and community involvement.

The school staff is stable consisting of 1 principal, 1 full time teacher, 1 part time teacher and 1 part-time school office manager. The school structure consists of an Early Stage & Stage 1 class and a Stage 2 & Stage 3 class with the ratio being 1 teacher to 13 students. Individual learning needs are met in multistage classes. A part time learning support teacher supports targeted students.

## School planning process

The school self-evaluation process is transparent and inclusive to all stakeholders.

In 2017 Wingello school conducted a parent satisfaction survey to ascertain the viewpoints of parents, in relation to Quality Teaching and Learning, Student Well-Being, and School Community Engagement. The results were tabled at a P & C meeting and at a Staff meeting.

All targeted data was collated and reviewed. Students measured against the continuum on PLAN, L3 and NAPLAN Data.

In 2017 staff analysed our current school performance against the School Excellence Framework to further develop our strategic directions and areas for improvement. The priority areas for improvement have been outlined in the products and practices section of the school plan. Staff also reviewed the planning process journey through the '5 P's of planning'. Staff developed strategic directions in Literacy: Reading and Writing and began unpacking processes and products.

During staff meetings, responses from the school community surveys were examined carefully.

Staff collated the results and looked at common elements. The results were positive of the current practices of the school. Results in the form of a pie graph were posted in the school newsletter.

We continue to review the school plan process in P & C meetings and staff meetings to appraise the working document that continually drives school improvements.

# School strategic directions 2018–2020



**Purpose:**

To build the capacity of teachers through shared expertise and professional learning, to respond to the needs of every learner in literacy and numeracy.



**Purpose:**

To create classroom practice which promotes high levels of intellectual quality, with the pedagogy clearly focused on learning.

# Strategic Direction 1: QUALITY TEACHING

## Purpose

To build the capacity of teachers through shared expertise and professional learning, to respond to the needs of every learner in literacy and numeracy.

## Improvement Measures

- Increased proportion of students displaying a minimum of one years growth in aspects of Literacy.
- Increased proportion of students displaying a minimum of one years growth in Numeracy.
- All staff use their individualised PDP's to engage in professional dialogue and collaborative practice, as measured by confidence/satisfaction surveys.
- Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020.

## People

### Students

- Students become actively involved in the setting of goals and aspire to achieve their best.

### Staff

- Teachers will embrace a culture of reflective and shared practice.

### Leaders

- Leaders will adopt a coordinated approach to developing the capacity of teachers.

## Processes

### Collaborative Practice

- Planned combined professional learning meetings across Bong Bong Learning Community (BBLC).
- Teachers participate in classroom lesson planning, observations and feedback across BBLC based on PDP goals aligned to the Australian Professional Standards.
- Collegially developed protocols for observations and feedback across the BBLC.
- Collegial development of teaching and learning programs and sharing of resources.

### Using Data to Inform Practice

- Collection of baseline data across schools in the form of surveys and student levels.
- Quality professional learning provided to teachers in the effective use of data.
- All teachers to update PLAN data weeks 5 and 10 each term.
- All schools to do PAT Reading and Maths assessments in term one and term four.
- Combined professional learning around Learning Progressions.
- Stage meetings for teachers to share and analyse data.
- Planned Stage based meetings for CTJ e.g. writing.

## Practices and Products

### Practices

- School-wide and interschool professional learning based on collective evidence of data.
- Teachers use data more explicitly and systematically to teach at the point of instruction.
- Targeted opportunities exist for shared expertise, observation and feedback across the BBLC school network.

### Products

- Increased differentiated professional learning opportunities through shared expertise and by embedding effective practice.
- Structures are in place to support collaborative analysis, interpretation and extrapolation of data to inform planning and teaching practice.
- There are explicit systems for collaboration and feedback to sustain quality teaching practice.

# Strategic Direction 1: QUALITY TEACHING

## Processes

### Evaluation Plan

- Testing PAT Maths and Reading.
- Internal data and NAPLAN data analysed.
- L3 Data evaluation ongoing.
- All data analysed and uploaded to PLAN every 5 weeks.
- Classroom walkthroughs in terms 1 & 3.

# Strategic Direction 2: QUALITY LEARNING

## Purpose

To create classroom practice which promotes high levels of intellectual quality, with the pedagogy clearly focused on learning.

## Improvement Measures

- Demonstrate growth using Professional Standards for Teachers in the domains of Knowledge, Practice and Engagement.
- Increased proportion of students demonstrating expected growth in Literacy.
- Increased proportion of students demonstrating expected growth in Numeracy.

## People

### Students

- Demonstrate an understanding of what they are learning and why they are learning.
- Are able to determine where to next.

### Staff

- See learning through the eyes of students and help them become their own teachers.
- Engage in high level professional development aimed at improving Literacy and Numeracy.

### Leaders

- Lead staff towards aspirational expectations of learning progress and achievements for all students.
- Strategically maximise resources to implement quality learning practice.

## Processes

### Develop and Implement a framework of quality pedagogy for WPS.

- Framework based on Visible Learning practices developed.
- High expectations of classroom practice developed including programs, assessment practices using data and feedback to drive learning.
- Opportunities for students to demonstrate learning practices.

### Professional Learning

- Whole staff professional learning in Visible Learning through collaboration with other schools, at Staff Development Days and staff meetings.
- Staff professional learning in Numeracy e.g. Mathematics Building Blocks for Numeracy.

## Evaluation Plan

- Staff reflections after professional learning.
- Observations and walkthroughs.
- Formative assessments for learning.
- Summative assessments of learning.

## Practices and Products

### Practices

- Staff engage in *Visible Learning* professional learning to implement practices in their classroom to make learning visible.
- Staff implement Visible Learning Strategies e.g. Learning Intentions, Success Criteria, Feedback and Growth Mindset.
- Students develop responsibilities for learning and can articulate their learning.

### Products

- Framework of quality pedagogy developed and implemented at Wingello PS.
- Quality learning in all classrooms optimising learning progress for all students.
- Knowledgeable teachers teaching Literacy and Numeracy using effective teaching practices.