

School plan 2018-2020

Wolumla Public School 3479



School background 2018–2020

School vision statement

Wolumla Public School supports excellence in academic achievement for all students, combined with the development of creativity and wellbeing to become respectful, responsible and happy citizens.

School context

Wolumla Public School was established in 1882 and since its inception has been a centerpiece of the small rural community it serves. Over the years the school has retained a close connection to the local community in which students, staff and families feel a deep sense of ownership and pride.

The primary motivation for all staff at Wolumla Public School is the pursuit of excellence in all that we do. Every student is valued as an individual and the shared relationships between teachers and pupils is one of personal rapport aligned with high expectations. All students are deeply valued in their educational journey, and programming is differentiated to ensure the success of every student. At Wolumla Public School we believe in the subjectivity of personal success and that everyone has different strengths and abilities which require encouragement and nurturing. To this end we offer a broad range of opportunities within our curriculum to meet specific needs. While the driving priorities of literacy and numeracy retain the highest level of importance, we also ensure that students remain thoroughly engaged with their schooling through programs in languages (French), music, sport, technology, drama, art and craft and many extracurricular opportunities such as camps and excursions.

To further meet the individual needs of students, Wolumla Public School has teaching staff dedicated to student learning support. Our learning support team work closely with students who have special needs, along with developing and implementing programs to support all students, to fill gaps in learning. This element of our school is a crucial component of what drives best practice. A driving priority for all staff at Wolumla Public School is the wellbeing of our entire school community. We maintain a close connection to our families and offer support where appropriate to ensure the success and happiness of our students. Our relationships are grounded in a sense of mutual trust in line with the philosophy that 'it takes a village to raise a child'.

School planning process

The school planning process at Wolumla Public School has been consultative and included students, staff and community. A review of current practices within the school was the first step, followed by the creation of a shared vision underpinned by the Melbourne Declaration.

Two strategic directions were chosen, then refined as the 5 Ps of the plan were developed to ensure that the plan could be effectively implemented across the school. This included consultation with focus groups of staff, students, parents and our other community partners.

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

School strategic directions 2018–2020

**Purpose:**

To promote and implement world-class curriculum and assessment using current standards of educational best practice to encourage excellence and reduce educational disadvantage of students from rural backgrounds.

**Purpose:**

To improve the welfare and wellbeing of students, staff and the wider community by developing programs which increase student engagement and encourage strong community partnerships.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To promote and implement world-class curriculum and assessment using current standards of educational best practice to encourage excellence and reduce educational disadvantage of students from rural backgrounds.

Improvement Measures

Teachers and students collaborate to identify and plot student goals.

Programs are in place which encourage students to become independent learners and take on responsibility for personal growth.

Teachers and Parents have transparent lines of communication in which an 'open class' ideology is embraced.

People

Students

Students are engaged in their learning and develop the capacity to identify personal needs to reach educational outcomes.

Staff

Learning and Support Team Regularly share, discuss and review student development using formative and summative assessment practices to target whole school needs, including the learning and support of individual students, groups of students and the professional learning needs of staff

Staff

Staff use the Performance and Development Framework to plan professional learning, build capacity and meet the additional learning and support needs of all students.

Parents/Carers

Parents, learning and support personnel, other professionals and the school community work collaboratively to support students with additional learning and support needs including creativity and giftedness.

Leaders

School leadership encourages an open dialogue with staff, students and the wider community to ensure collaborative decision making.

Processes

Academic independence stimulated through targeting Visible Learning priorities and development of Growth mindset through How2 Learn pedagogy.

LaST support programs are developed against outcomes aligned with Learning Progression tracking, and student progress assessed weekly at Learning and Support meetings to inform further interventions.

Staff PDP's reflect School Plan priorities with learning targeted towards student improvement in literacy and numeracy (L3, TEN)

Communication protocols between school and home are clearly articulated and understood, with professional relationships and dialogue established between the school and community.

Evaluation Plan

Identified growth in all kindergarten students through assessment in 5 week cycles against assessment protocols for L3 (literacy) and TEN (numeracy). Outcomes recorded in PLAN (ongoing assessment) and then reviewed and updated for all students from K-6 each term.

Practices and Products

Practices

Kindergarten students' learning needs have been assessed before beginning school and support needs have been identified and put in place.

Learning and Support Team (LaST) review student interventions weekly and use the data to further plan improved outcomes.

Student assessment documentation, including Personal Learning Plans (PLPs) updated and reviewed in a timeframe which accurately reflects change and growth.

Teachers base all programming decisions on differentiated learning underpinned by the Schools Excellence Framework and the NSW Education Standards Authority.

Products

Regular, ongoing assessment informs the educational growth of all students and indicates progress when mapped against Australian Curriculum standards and the NSW Literacy and Numeracy continuums.

Effective measures for differentiation in place across the school for all students.

Strategic Direction 2: Student Engagement and Community Partnerships

Purpose	People	Processes	Practices and Products
To improve the welfare and wellbeing of students, staff and the wider community by developing programs which increase student engagement and encourage strong community partnerships.	Students Students are encouraged to be active and responsible members of their school and community through leadership initiatives, peer mentoring opportunities and community development projects.	Staff are included in all decisions made on behalf of students and the school. All staff members are collegially encouraged and supported to be passionate and valued educators. School community members develop a high level of understanding regarding schools goals and purposes and share in the success of students by being included in programming, decisions and actions. Student's creativity, talent and personal ambition is celebrated and encouraged	Practices Student ability, interests and success is acknowledged through supported inclusion within a wide range of school based and extracurricular activities in areas of music, sport, STEM, Languages (French), technology, industrial arts, creative arts and project based learning. Teachers actively engage with community groups and regional school networks (SCLC, Small Schools Network,) to support implementation of Schools goals and purposes. Systematic, ongoing programs are introduced to ensure that the promotion of wellbeing as a school priority becomes embedded as 'school culture'.
Improvement Measures	Staff Staff will create linkages within a broad range of school networks, community groups, agencies and individuals to ensure that decisions and actions align with local, community and regional expectations.	Evaluation Plan Using community feedback and professional networking, school leaders will prioritise school goals in consultation with staff, students, parents and community stakeholders to ensure that school practices align with the school plan. Promotion of the school P&C goals and purposes for each year is actively promoted through the school newsletter, parent interviews, WPS Facebook page and verbal interactions. Structured student leadership program implemented for all Stage 3 students to strengthen civic awareness and encourage a positive contribution to their community. Staff identify specific Professional Learning which will directly contribute to a positive influence upon the welfare and wellbeing of students and the wider community. Physical safety of Students and community is prioritised through educational programming and upgrades to infrastructure.	Products Recognisable partnerships exist in all areas of the school community and regional school network. A culture of inclusion exists for all community members to feel welcomed, informed and active participants in the decision making process of the school. An 'open school' culture exists, whereby community members are supported and encouraged to engage in school programs.
Teachers develop inclusive classroom and school programs which encourage community involvement and develop social capital of students, staff and the community. School wellbeing is a priority for the entire school community with students feeling happy, safe and successful at school Community confidence in the school is increased with community members feeling welcomed and appreciated as contributors to the school goals and purposes. All stakeholders possess a high level of expectation and understanding that the wellbeing of all school community members is a priority at Wolumla Public School in which students feel happy, safe and successful.	Parents/Carers Parents are to be encouraged to become active and engaged members of the school community through the P&C and classroom support. Community Partners Community partners including school network colleagues, community support agencies and local supporting organisations are appraised of the school plan and encouraged to participate in achieving the schools goals and purposes. Leaders School leadership provides inspiration and guidance to support community welfare and wellbeing through the development of effective partnerships and network connections at all levels.		