School plan 2018-2020

Wombat Public School 3482

School background 2018–2020

School vision statement

At Wombat Public School we aim to enable children to reach their potential as successful learners and citizens through quality teaching and a strong community partnership. We work together to create a supportive learning environment that encourages positive wellbeing for all parties

School context

Wombat Public School was established 150 years ago and is located in the South West Slopes of the Riverina New South Wales. It is set in the rural village of Wombat which has a population of approximately 250 citizens. The school resides on the traditional land of the Wiradjuri people.

In 2018 there are 24 students enrolled at the school. Staff comprises of two full–time teachers, a Teaching Principal and a Primary Teacher, and also a part–time teacher one day per week, a School Administrative Manager, a General Assistant and numerous volunteers that help to run supportive programs, Two cross–stage classes, infants and primary, give an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offer all students include:

- L3 Literacy program in the K–2 classroom
- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High Student to computer ratios

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools, as well as the local High Schools of Young and Murrumburrah to deliver innovative and outstanding academic and social curricula for every student.

The school has an active P&C committee who are committed to supporting the students allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

School planning process

In 2017, a process of collaboration and a gathering of various information were used to select the strategic directions for the 2018–2020 Wombat Public School Plan. This included student assessments, attendance data, parent surveys, wider community consultation and the Aboriginal community of the school. We also considered discussions with various stakeholders, such as staff and students, throughout the year in relation to their everyday concerns.

Through meeting with the Wombat Progress Association, the Wombat Social Club, talking informally to the staff and students and the P&C, all on different occasions, and explaining the planning process and collecting information and suggestions from them we were able to give names of Positive Wellbeing and Quality Teaching and Learning that blanketed our collective focus. Our third strategic direction was introduced following participation in an application for a grant with a cohort of small school, focusing on increasing our capacity with Digital Technology. This followed a stakeholder identification of the need to strengthen Wombat Public School's capacity in this learning area.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Teaching and Learning

STRATEGIC DIRECTION 2
Positive Wellbeing

STRATEGIC DIRECTION 3
Digital Literacies

Purpose:

To ensure Wombat Public School creates and maintains high expectations in teaching and learning practices, delivering teaching practices to accelerate learning in literacy and numeracy with differential learning based on formative assessments.

Increasing the themes of identifying growth targets for individual students, using internal progress and achievement data together with the school developing and using embedded and explicit systems that facilitate professional dialogue, collaboration and classroom support driving ongoing, school wide improvement have been identified as a priority from the *School Excellence Framework – Version 2.*

Purpose:

To create a positive and supportive environment within the school to support the wellbeing of all students and staff so they can connect, thrive, succeed and learn.

Positive, respectful relationships being evident and widespread among students and staff and promoting student wellbeing to ensure optimum conditions for school learning across the whole school. Also the school providing and facilitating professional learning that builds teacher's understanding of effective strategies in promoting positive wellbeing have been identified as a developmental direction from the *School Excellence Framework – Version 2.*

Purpose:

To strengthen teacher and student understandings of digital technologies and how these can be implemented across the school curriculum.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To ensure Wombat Public School creates and maintains high expectations in teaching and learning practices, delivering teaching practices to accelerate learning in literacy and numeracy with differential learning based on formative assessments.

Increasing the themes of identifying growth targets for individual students, using internal progress and achievement data together with the school developing and using embedded and explicit systems that facilitate professional dialogue, collaboration and classroom support driving ongoing, school wide improvement have been identified as a priority from the *School Excellence Framework – Version 2.*

Improvement Measures

The school identifies growth targets for individual students based on the Learning Progressions, L3 data and NAPLAN. As a result of this student data will indicate individual growth.

The school uses moderation and collaborative processes to develop continuity of learning between infants and primary students.

People

Students

Students will be accountable for their learning journey through their understanding of;

- their place within the Learning Progressions
- the use of visible learning strategies
- self evaluation practices

Staff

Teachers will

- gather data through teacher observation, formative and summative assessment strategies,
- monitor student learning through the Learning Progressions
- teachers will engage in moderation of student learning; and
- collaborate when planning programs to ensure personalised differentiated learning journeys.

Leaders

Leaders will identify a set time for moderation and collaboration between staff as well as investigating systems of visual learning strategies. Leaders and staff will collaborate to renew sequential scope and sequences across the school in literacy and numeracy.

Processes

Develop a whole school process for assessment, moderation and planning. At staff meetings all teaching staff will investigate and evaluate visible learning strategies to implement in the classrooms. Teaching staff will also Investigate sample scope and sequences to renew current school scope and sequences.

Develop a series of observation documents to assess and monitor students against the learning progressions and learning intentions.

Teach students explicit self–evaluation practices.

Evaluation Plan

Quality Teaching and Learning will be evidenced by:

- A timetable documenting when, who and what will show evidence of collaboration with assessment, moderation and planning.
- Staff meeting minutes
- Renewed Scope and Sequence documents
- Observation documents. The observation documents will show students are applying the strategies of self–evaluation.

Practices and Products

Practices

According to the developed assessment and moderation timetable staff will provide evidence of observations, assessments of student learning.

Staff will collegially moderate student based assessments for planning and reporting to parents.

Staff planning documents will be based on the renewed school based scope and sequences.

Staff planning documents will detail student based explicit self–evaluation practices.

Products

The School will have an embedded and timetabled system of collegial assessment , moderation and planning.

Planning documents will reflect school based scope and sequences as well as student based self–evaluation practices.

Strategic Direction 2: Positive Wellbeing

Purpose

To create a positive and supportive environment within the school to support the wellbeing of all students and staff so they can connect, thrive, succeed and learn.

Positive, respectful relationships being evident and widespread among students and staff and promoting student wellbeing to ensure optimum conditions for school learning across the whole school. Also the school providing and facilitating professional learning that builds teacher's understanding of effective strategies in promoting positive wellbeing have been identified as a developmental direction from the *School Excellence Framework – Version 2.*

Improvement Measures

Data will reflect less anti–social behaviours.

Student, parent and staff feedback reflects positive views of school.

People

Leaders

Leaders will develop a supportive environment that fosters student and staff wellbeing.

Leaders will also investigate and implement professional learning to build staff capacity.

Staff

Staff provide clear expectations and success criteria that reflect students rights and responsibilities and foster a supportive environment that values and celebrates positive behaviour choices.

Staff engage in professional learning to build their understanding of strategies surrounding positive behaviour, including fostering perseverance.

Students

Students engage in positive behaviour learning and portray positive behaviours such as respect and responsibility in and around the school environment. Students acknowledge ownership of behaviours and make positive decisions that reflect mutual respect, pride and personal responsibility.

Processes

Develop and implement a structured and consistent rewards–based wellbeing process.

Celebrate and acknowledge staff success.

Evaluation Plan

Wellbeing effectiveness will be evidenced by:

- Staff utilising the rewards–based system.
- Students being able to verbalise the process of the rewards–based system.
- Internal school data such as negative behaviour incidences, and engagement.
- Staff successes will be displayed.

Practices and Products

Practices

Staff will refer to and utilise the developed rewards–based wellbeing system effectively

Products

Wombat Public School will have an established student wellbeing process evident in the school.

All staff at Wombat Public School will indicate positive job satisfaction with a sense of being supported.

Strategic Direction 3: Digital Literacies

Purpose

To strengthen teacher and student understandings of digital technologies and how these can be implemented across the school curriculum.

Improvement Measures

Teachers will increase their understanding and confidence of Australian Curriculum Digital Technologies and incorporate digital technology into their teaching practices.

Teachers will trial innovative or evidence–based, future–focused practices.

People

Leaders

Leaders will evaluate professional learning to target future–focused teaching practices.

Staff

Teachers are supported to develop a working understanding of the Australian Curriculum Digital Technologies.

Teaching staff will receive professional development in future–focused teaching practices.

Students

Students will demonstrate the application of future–focused skills explicitly taught.

Processes

Wombat Public School teaching staff will engage in a professional development in future–focused practices.

The school will incorporate STEM learning through the addition of technology resources and the support of a cohort of small schools.

Evaluation Plan

Teacher's understanding of Australian Curriculum Digital Technologies and the implementation of STEM projects will be evidenced through teacher surveys, classroom practice, observations including photographs and videos of teaching and learning experiences.

Evidence of student learning and engagement will be gathered through student surveys, assessment practices and classroom observations.

Practices and Products

Practices

Teaching staff will engage in professional development in future–focused practices.

Teaching staff will plan for STEM learning experiences.

Students are engaged in their learning, developing their understandings of the use of digital technologies and digital resources.

Products

Teachers implementing STEM programs and projects with a clear knowledge of the Australian Curriculum Digital Technology learning area and encouraging the students in their development of future–focused practices and skills.