

School plan 2018-2020

Wongarbon Public School 3487



School background 2018–2020

School vision statement

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens.

School context

Wongarbon Public School with an enrolment of 57 students, 20% indigenous, is a small rural, village school with a committed staff, supportive community and an extended curriculum to broaden student opportunities and skill level.

As a 21st Century school it has embedded digital technologies to support student learning and engagement. The recent purchase of class sets of iPads and connection to Wi-Fi will further enhance and support this key learning.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Wongarbon Public School is an inclusive school that celebrates the success of each individual by fostering a positive and caring learning environment.

School planning process

The writing of this school plan builds upon the one commenced in 2014 to guide the school's directions during 2015 – 2017. Initially, a one day workshop on the structure and process to be used was completed. After this workshop a survey was conducted to gather information from all key stakeholders on the success of programs already offered at the school and to seek direction for the school for the following three years. Both the school's P&C and School Council continue to provide significant input, together with staff to reflect the community's expectations for future directions. This information was correlated to formulate three strategic directions.

The directions are:

1. Active and Engaged Learners
2. Teacher quality and pedagogical excellence
3. Effective Connections.

These directions articulate the school's priorities over the next three years, and beyond, for quality teaching and learning, quality relationships and quality systems. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan ensuring a culture of educational and organisational excellence.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Active and Engaged Learners

Purpose:

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals.

To develop critical and creative thinking and communication skills in becoming 21st Century Learners.

To improve student learning outcomes as a result of the development and delivery of high quality, targeted teaching.

STRATEGIC DIRECTION 2

Teacher quality and
pedagogical excellence

Purpose:

To provide high quality pedagogy to the students of Wongarbone Public School through a range of evidenced based, contemporary teaching practices.

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning within a flexible, reflective, relevant, dynamic and differentiated curriculum to meet the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 3

Effective Connections

Purpose:

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve student wellbeing and outcomes within school and the broader community.

To engender a caring, tolerant, inclusive and collaborative school community while embedding a system of values and a culture of success.

Strategic Direction 1: Active and Engaged Learners

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals.

To develop critical and creative thinking and communication skills in becoming 21st Century Learners.

To improve student learning outcomes as a result of the development and delivery of high quality, targeted teaching.

Improvement Measures

Increase the proportion of students achieving proficiency in the top two NAPLAN bands in Reading and Numeracy.

All students make value added growth across the Learning Progressions.

Differentiation evidence in teaching and learning programs.

Improved levels of student wellbeing and engagement.

60% of students achieving at, or exceeding year level in writing based on the Literacy Continuum.

People

Students

Explicitly taught strategies that assist them to improve, monitor and have input into their own learning.

Develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Differentiate their teaching to meet students' learning needs through targeted intervention in literacy and numeracy.

Enable students to achieve their learning goals.

Parents/Carers

The school will establish a collaborative and inclusive learning community by providing opportunities for parents to become better informed about school initiatives and programs and develop increased capacity to become actively engaged in supporting them.

Community Partners

Liaise collaboratively with external organisations or agencies to work with the school in learning engagement and wellbeing.

Leaders

Will ensure all staff share in school-wide collective responsibility for student learning and welfare.

Processes

Curriculum and learning

Deliver quality student learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students.

Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

All data will be analysed and acted on to inform future teaching and stakeholders.

- Student surveys
- Wellbeing Self-assessment Tool
- Personalised Learning data
- Ongoing review of NAPLAN and PLAN2 data
- Internal student performance data
- Classroom observations.

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

Products

A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, to inform future direction.

Positive and respectful relationships across the school and community underpin a productive and aspirational learning environment.

Strategic Direction 2: Teacher quality and pedagogical excellence

Purpose	People	Processes	Practices and Products
<p>To provide high quality pedagogy to the students of Wongarboron Public School through a range of evidenced based, contemporary teaching practices.</p> <p>To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning within a flexible, reflective, relevant, dynamic and differentiated curriculum to meet the diverse needs of our students, staff and community.</p>	<p>Students</p> <p>Provide timely and respectful feedback to teachers on their learning experiences.</p> <p>Staff</p> <p>Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximize impact on student learning.</p> <p>Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high effect size.</p> <p>Parents/Carers</p> <p>Engage in literacy and numeracy information sessions around teaching and assessment strategies.</p> <p>Leaders</p> <p>Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement, in particular, relating to teaching practices</p>	<p>Research Informed Pedagogy</p> <p>Draw on proven research to develop and implement high quality professional learning in literacy and numeracy teaching programs.</p> <p>Collaborative Practice</p> <p>Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy learning progressions.</p> <p>Professional Learning</p> <p>Provide professional learning opportunities to staff that develop student outcomes in line with the School Plan and student needs.</p> <p>Evaluation Plan</p> <p>Current lesson plans, assessment and teaching programs reflect NESA syllabus requirements, learning adjustments and innovative teaching practice.</p> <p>School based and external data is analysed to inform future improved teaching practice. Evidence is collected regularly to support consistent teacher judgement.</p>	<p>Practices</p> <p>Provide access to opportunities for professional learning for all staff to facilitate and support whole school strategies in Literacy and Numeracy and informed teaching practice.</p> <p>Teachers will collaborate to implement innovative pedagogy that support the development, implementation and delivery of curriculum.</p> <p>Products</p> <p>Systems are embedded where teachers make informed and consistent judgements about student progress based on deep understanding of the Literacy and Numeracy learning curriculum and progressions.</p> <p>School and Network structures are in place to allow regular meetings and opportunities to collaboratively plan, reflect, improve and deliver informed best practice.</p>
Improvement Measures			
Increased use of evidence informed pedagogy by all teachers.			
Revised teacher supervision measure that includes lesson observations, program evaluation and evidence of professional learning with Performance and Development Plans being applied to teaching and learning once a term.			
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and Principal Standards.			

Strategic Direction 3: Effective Connections

Purpose

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve student wellbeing and outcomes within school and the broader community.

To engender a caring, tolerant, inclusive and collaborative school community while embedding a system of values and a culture of success.

Improvement Measures

Improved student wellbeing and increased student engagement through the establishment of quality relationships.

Increased levels of innovative strategic community learning partnerships and consultation.

Measured responses to 2018 introduced Facebook page.

Increased timely parent/community response to school information, surveys, interviews, correspondence and school activities.

People

Students

Engage in wellbeing to improve and embed emotional resilience, social intelligence, confidence and proactive leadership behaviours.

Staff

Develop staff capacity to build stronger community relations through two-way communication and consultation.

Parents/Carers

Establish a collaborative learning community to support student engagement, learning and wellbeing.

Community Partners

Strengthen learning alliances within and beyond our school to support student learning and wellbeing.

Leaders

Provide meaningful opportunities for the wider school community to connect positively.

Processes

Community Connections

Actively seek opportunities for the school to engage with the local and broader community to enhance the learning and well-being of staff and students.

Other Links

Further develop the shared learning opportunities of the Wellington/ Dubbo (WEDU) Small Schools Network.

Communication

Establish practices to ensure all forms of communication are relevant and current.

Evaluation Plan

All data will be analysed and discussed collaboratively:

- Student/parent surveys and feedback
- Use of outside agencies and organisations
- Regular monitoring of responses to school communication
- School calendar

Practices and Products

Practices

Parents and community are encouraged to engage with and contribute to school life and improvement in ways that are appropriate to their capability and circumstance.

Ensure optimum communication practices are employed to facilitate closer partnerships.

School culture is inclusive and focused on student wellbeing.

Products

Parents and community members actively contribute to whole school decision making and planning.

The school has a broader platform of communication tools, including social media.

A positive school atmosphere where everyone feels valued, respected and safe.