

School plan 2018-2020

Woodenbong Central School 3491



School background 2018–2020

School vision statement

At Woodenbong Central we will lead learning that will ensure our students live an empowered life distinguished by passion and purpose.

Working together as a team we will provide a total education for our students from Kindergarten to Year 12 preparing them to succeed in life as we walk together into the future.

Our learning will be characterised by:

- Knowing the individual learning needs of our students
- Valuing social learning and learning together
- The creation of opportunities for all learners to experience success
- Learners having knowledge and choice about how they learn
- Learners being able to choose how they present learning
- Engaging, enjoyable, challenging and creative learning opportunities
- Relevant, real life and significant learning experiences
- The development of positive, healthy and harmonious relationships
- Building resilience
- Expanding the horizons of all our learners

School context

Woodenbong Central School (WCS) is a K–12 school that aims to prepare students for their future role in a rapidly changing world by building capacity in 21st Century fluencies.

WCS is seen as one of the hubs of the local remote and rural community. Parents, staff and students view WCS's *sense of community* as a strength of the school. WCS will build on this strength by designing, implementing and evaluating learning experiences that are significant and relevant to students by utilising the local community's expertise and resources.

Over the years WCS has established a strong relationship with the traditional owners of the land on which the school is built, the Githabul Nation. WCS will continue to strengthen this relationship to ensure that all Aboriginal students achieve equitable outcomes.

The focus at WCS has been on building and engaged learning community that focuses on improving student achievement and developing capacity to meet individual learning needs through high quality learning experiences guided by collaborative and reflective practices. This has been supported by Learning Meetings as well as teacher and student learning goals.

School planning process

The school vision statement and purpose was developed through a process of dialogue with staff and students. This was further refined after feedback from staff, students, Woodenbong Parents & Citizens (P&C) and Githabul Aboriginal Educational Consultative Group (AECG).

Parent surveys, student surveys, student focus groups and staff meetings were used to determine strengths, and the areas of need which were used to develop our strategic directions.

This data was used by staff to develop the 5 P planning page for each strategic direction. The draft strategic directions, processes, products and purposes were published weekly in the school newsletter, and taken to AECG and P&C for feedback. This feedback was used to refine the school plan at Executive and staff meetings.

This plan was also developed and refined through a collaborative process with Principals in the Richmond Valley Network and our Principal School Leadership (PSL).

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Engage with Learning

Purpose:

Engaged students focus on their learning. Creating learning environments at our school that allow learners to grow and develop lifelong interests and passions through engagement in deep learning will build resilience, and individual appreciation of the importance and relevance of learning.



STRATEGIC DIRECTION 2

High Quality Learning Environments

Purpose:

Ensuring that high quality, individualised learning experiences are an essential focus of learning at Woodenbong Central School will assist learners to maximise learning potential, perpetuate a love of learning and further embed the school as a vital community asset.



STRATEGIC DIRECTION 3

Deep Learning

Purpose:

All students require the lifelong skill of deep learning. Developing students' inference, comprehension and multi-step problem solving skills will assist the learner access and engage with learning materials.

Strategic Direction 1: Engage with Learning

Purpose

Engaged students focus on their learning. Creating learning environments at our school that allow learners to grow and develop lifelong interests and passions through engagement in deep learning will build resilience, and individual appreciation of the importance and relevance of learning.

Improvement Measures

30% of staff involved in planning, implementing and evaluating of at least 1 Project Based Learning activity each to improve student outcomes.

60% of students Years 5 to 10 will experience an authentic learning opportunity to develop critical thinking and communication skills.

People

Students

Engaged active learners who regularly reflect on their learning with a range of structured approaches.

Staff

Regularly reflect on and modify their pedagogical practices to engage students at WCS.

Leaders

Support staff to engage learners through reflective and collaborative practices

Processes

Curriculum Design

Structured approaches, such as Project Based Learning (PBL) to differentiate, collaborate and reflect on practice.

Collaboration

Building capacity and expertise through regular collaborative professional learning experiences.

Evaluation Plan

The effectiveness of our processes will be monitored with:

- Executive collecting relevant data for review during Executive Meeting Weeks 5 and 10 of each Term. With appropriate follow up action and modification of processes where necessary.
- Work Samples
- Staff, student and parent surveys
- Student focus groups.

Practices and Products

Practices

Learners use collaborative practices to enhance learning.

Learners use appropriate reflective practices to improve the quality of their learning.

Products

30% staff have at least 1 Project Based Learning Activity included in a unit of work

30% of WCS teaching staff will have collaboratively developed authentic learning opportunities for Years 5–10 students that focus on critical thinking and communication skills.

Strategic Direction 2: High Quality Learning Environments

Purpose

Ensuring that high quality, individualised learning experiences are an essential focus of learning at Woodenbong Central School will assist learners to maximise learning potential, perpetuate a love of learning and further embed the school as a vital community asset.

Improvement Measures

WCS Wellbeing Policy, practice and procedure implemented and documented

Implementation of K–6 Growing Respect program.

People

Students

Understand the importance of healthy, respectful learning environments

Staff

Know their students as learners design learning experiences and environments to meet individual learning needs.

Leaders

Build capacity so all learning experiences and environments meet learning needs of all students.

Processes

Wellbeing

Develop and implement wellbeing programs within the school.

Review and Reflect

Review and evaluate WCS Welfare, Discipline and Wellbeing processes, practices and procedures to ensure they are aligned with DoE Wellbeing Framework.

Evaluation Plan

The effectiveness of our processes will be monitored with:

- Executive collecting relevant data for review during
- Executive Meeting Weeks 5 and 10 of each Term.
- With appropriate follow up action and modification of processes where necessary.
- Work Samples
- Staff, student and parent surveys
- Student focus groups.

Practices and Products

Practices

Processes and procedures at WCS supporting wellbeing aligned with wellbeing framework.

Products

K–12 scope and sequence of wellbeing initiative at WCS.

Wellbeing document for WCS incorporating current Welfare and Discipline document

Database of external wellbeing agencies and bodies WCS can access.

Strategic Direction 3: Deep Learning

Purpose

All students require the lifelong skill of deep learning. Developing students' inference, comprehension and multi-step problem solving skills will assist the learner access and engage with learning materials.

Improvement Measures

33% of teachers are using Learning Progressions collectively to guide teaching and learning cycle.

33% of teachers are implementing tiers of intervention for teaching Understanding Texts (Comprehension, Processes and Vocabulary).

People

Students

Are supported to develop comprehension strategies across a range of learning areas, improving both depth of understanding and engagement.

Staff

Work collectively to assess student performance and implement tiers of intervention guided by key aspects of the Learning Progressions.

Leaders

Executive work within teams to implement teaching and learning cycles guided by Learning Progressions across faculties and stages.

Processes

Assessment

Design and implementation of relevant Literacy Assessments 5–10 and IEPs based on these.

Literacy implementation

Implementing the Understanding Texts (Comprehension, Processes and Vocabulary) sub-element within Reading and Viewing element of Literacy Progression.

Numeracy Implementation

Implementing the Representing and Interpreting Data, Number Patterns, and Algebraic Thinking sub elements with the Numeracy Learning Progression.

Evaluation Plan

The effectiveness of our processes will be monitored with:

- Work streams and executive reporting 5 weekly.
- ILLN reporting in 5 weekly cycles.
- Assessment samples.
- Accurate placement of students onto the relevant progression step.
- LST monitoring of IEPs related to LP informed goals.

Practices and Products

Practices

Teachers are using Learning Progression to track and monitor student learning in comprehension.

Teachers are using relevant assessments to map student ability against LPs.

Products

25% of students k–10 are placed on the Comprehension related LP element or the related Numeracy elements.

25% of students K–10 have a learning goal (IEP) based on Literacy Learning Progression.