

School plan 2018-2020

Wyalong Public School 3518



School background 2018–2020

School vision statement

We believe everyone is someone at Wyalong Public School. Teachers work in partnership with parents as active participants in their child's education. Learning opportunities are evidence-based. The promotion of excellence through a whole school practice of high expectation, relevance and engagement maintains our schools vision for future focused, resilient and innovative students.

School context

Wyalong Public School also known as 'Topy' is a vibrant learning community of 60 students, their supportive families and motivated, dedicated members of staff. The school is located a block away from the Newell Highway in Wyalong along George Bland Ave. With our spacious grassy play areas, tennis courts, play infrastructure and committed P&C our students have a stimulating environment in which to learn and grow.

We deliver personalised learning and prepare students to be resourceful, resilient and future focused. Our school is responsive to the community by collaborating and producing innovative learning opportunities.

Wyalong Public School incorporates high expectations and a proud tradition of dedicated staff who work closely together to ensure all students excel and achieve their personal best.

The school participates in annual *Data Harvest* collection periods twice a term to measure student growth and data against National Standards.

As an Early Action for Success (EafS) school, Wyalong Public School works closely with an Instructional Leader who is an expert in the field of Literacy and Numeracy learning to deliver current, stimulating and differentiated teaching helping to cement strong foundations in our students early learning.

Wyalong Public School boasts a successful Creative and Practical Arts Program. Students are given the opportunity each week to participate in Dance (instructed by a qualified Dance teacher), Music and instrument tuition (instructed by a qualified Music Teacher) and drama.

School planning process

Our school planning and evaluation process encompasses collaboration and consultation from all members of the school community.

Community consultation takes place across sectors of our school community including members of our Parents and Citizens Association, anonymous individuals, staff, students, parents and the Aboriginal Lands Council.

It is done through evaluating school programs, partnerships and student achievement by collecting and analysing data from across the school community, whilst ascertaining how well we are achieving our identified goals, how effective our strategies are, and making changes to strengthen our strategies and future directions for planning.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

Learning is strategically directed by the promotion of excellence through a whole school practice of high expectation, differentiation, relevance and engagement to improve whole school outcomes.



STRATEGIC DIRECTION 2 Teaching

Purpose:

Evidence based teaching and explicit whole school systems are in place to improve student outcomes. Teachers evaluate the effectiveness of their teaching through individual and collaborative practices.



STRATEGIC DIRECTION 3 Leading

Purpose:

Strong, strategic and effective leadership is distributed across the school; every teacher is a leader and strategically works to improve student outcomes. Resource allocation and accountability requirements serve the overarching strategic vision of the school through whole school teacher evaluation and input.

Strategic Direction 1: Learning

Purpose

Learning is strategically directed by the promotion of excellence through a whole school practice of high expectation, differentiation, relevance and engagement to improve whole school outcomes.

Improvement Measures

Data collected against the continuum/progressions show student growth in line with national bench marks across 5 weekly cycles.

The teacher PDP (Performance and Development Process) reflects whole school practice of data driven programing, student differentiation, and relevant professional development and high expectations.

People

Students

Understand the importance of using self-monitoring and self-evaluation and are able to plot themselves on the continuum/progressions with the support of I can statements another evaluative tools.

Staff

Plan systematic and explicit (modelled, guided, independent) teaching and learning activities to support student literacy/numeracy progress across the continuums/progressions.

Engage in relevant teacher professional development.

Leaders

Instructional Leader works across the whole school with staff to enhance teacher capacity in the delivery of explicit teaching methods and school programs as a result of data analysis to inform teacher practice.

Principal works with staff and students through the provision of relevant professional learning, enhancing teacher capacity in improving literacy and numeracy outcomes K-6. Performance and Development Plans and teacher collaboration both within the school and across networks enhance teacher knowledge of the curriculum.

Parents/Carers

Are informed of the schools literacy and numeracy programs and are provided with sample literacy/numeracy strategies to support their learning at home.

Processes

Curriculum

Develop and implement processes and structures that integrate quality teaching, curriculum planning, and assessment practices that meet the needs of all students.

Collaborative Practice

Enhance teacher collaboration practices across the school and network to enhance student engagement and wellbeing.

Evaluation Plan

Measuring students against the continuums/progressions, syllabus outcomes and national bench marks by using quality, relevant assessment tasks such as PAT testing as part of our whole school Termly PLAN data harvest cycle to drive teacher programs.

Staff registration on MYPL for professional learning and teacher observation through PDP.

Tell them from me surveys and teacher feedback surveys inform success of programs and future delivery. Teachers and students engage in self-reflection processes to better teaching and learning outcomes.

Practices and Products

Practices

Teachers have a deep knowledge of the curriculum and use evidence based programs that are reflective of whole school identified direction and address individual needs of students and their cultural backgrounds.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Outcomes for students are supported by the delivery of engaging and relevant programs. Positive, respectful relationships are evident and widespread among students, staff and community promoting student wellbeing to ensure optimum conditions for student learning across the whole school.

Products

All teaching and learning programs are data based, differentiated for individual learning needs and demonstrate syllabus content, measured against the learning progressions by program reviews and student work samples.

Students attendance remains above state average reflecting student engagement and Tell them from me surveys show student responsiveness to the programs delivered.

Students are supported through programs such as Getting on Track in Time, FamilyReferral Service, Creative Arts Program, The Boys shed, Meals on wheels, Community Radio.

Strategic Direction 2: Teaching

Purpose

Evidence based teaching and explicit whole school systems are in place to improve student outcomes. Teachers evaluate the effectiveness of their teaching through individual and collaborative practices.

Improvement Measures

Staff capacity to analyse data is increased as they use a variety of data sources to affirm teacher judgment and future teaching programs.

Value added measures show improvement– use of SCOUT

EAFS and whole school Data collated on reading/comprehension proficiency shows growth for each student.

People

Students

Students are engaged with their learning and display a positive attitude towards school resulting in student growth. They are responsive to their learning and provide teachers with feedback on their learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximize impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that shown through research to have a high probability of success.

Leaders

Leaders provide guidance on best practice and content delivery.

Promote high expectations, and provide staff appropriate PL in literacy and numeracy to enhance their teaching practice.

Parents/Carers

Engage with teachers to enhance student learning and student well-being.

Parents work collaboratively with school staff and are regularly informed of student progress and achievement and thus are involved in the establishment of student independent learning goals.

Processes

Evidence based pedagogy

Draw on evidence-based effective teaching strategies to implement high quality learning across the school.

Data informed practice

Develop and apply a school wide system that uses data to inform future teaching and learning for all students.

Evaluation Plan

Progressions data termly

NAPLAN data

Independent Learning Programs

Personalised Learning Programs

Parent/teacher interviews

Progressive achievement tests (PAT)

Progressive achievement test data analysis

SCOUT– Business intelligence tool for whole school data interpretation

PLAN 2– software used to track student progress

Practices and Products

Practices

Continuous collaboration results in an explicit teaching approach to literacy and numeracy, which is research informed. Explicit teaching is the main practice used, reflecting the current evidence base.

The use of data collection and collaborative evaluation is an embedded practice every five weeks to inform decisions, interventions, and professional learning in literacy and numeracy.

Opportunities are provided for staff to participate in quality teaching rounds and reflective practice where collaboration between teachers within our school, across schools and networks is prioritized

Products

Use of the Instructional Leader and Literacy and Numeracy progressions to support explicit teaching, enabling teachers to accurately determine students' current learning achievements and understand where to next, in line with the NSW Literacy and Numeracy Strategy 2017–2020.

Structures are in place to enable regular meetings and opportunities to regularly plan, reflect, improve and deliver evidence based teaching.

Individualised learning goals are set for each student as a result of data informed evidence in consultation with parents.

Strategic Direction 3: Leading

Purpose

Strong, strategic and effective leadership is distributed across the school; every teacher is a leader and strategically works to improve student outcomes. Resource allocation and accountability requirements serve the overarching strategic vision of the school through whole school teacher evaluation and input.

Improvement Measures

Every student makes measurable learning progress and gaps in student achievement decrease.

Tell Them From Me staff survey demonstrates increased job satisfaction, and their impact on classroom and school effectiveness.

All staff are maintaining accreditation with some working towards higher levels of accreditation.

People

Students

Students learn at their point-of-need, targeted programs are informed by evidence collected from a variety of sources, including their feedback.

Staff

Work collegially and collaboratively to meet school goals and aspirations. Staff have purposeful leadership roles developed through relevant and strategic professional learning.

Leaders

Establish a professional learning community which is focused on continuous improvement of teaching and learning.

Utilise the SBAR to support school directions, teacher collegiality and interschool quality teaching rounds and reflection.

Parents/Carers

Regularly contribute feedback on school performance and respond to and support the culture of high expectations associated with student learning. Parents/careers work with staff to build our students capacity to be successful and aspirational.

Processes

Distributive leadership

To develop and support distributive leadership systems and roles within a culture of continuous improvement of teaching and learning.

Effective leadership

Develop and implement structures and systems that strategically develop and use the expertise of all staff to improve student outcomes.

Evaluation Plan

School excellence self-assessment survey tool annually.

Tell Them From Me surveys of staff

Early Action for Success accountability

Local measures and school accountability

Community Surveys and feedback.

Performance Development Planning processes.

Establishment of network/community of schools.

External Validation

Practices and Products

Practices

Consultative processes are used to develop school goals, expectations and aspirations for improving student learning, empowering staff to actively pursue the attainment of school goals.

Staff have purposeful leadership roles based on their professional expertise and they use these roles to work collaboratively within and across schools to improve student learning.

Collaboratively review teaching practice to affirm quality and to challenge and address areas of need.

Products

Leaders initiate building on a community of schools with the aim of encouraging inter school staff professional collaboration, and distributing expertise within our local context where critical evaluative thinking, evidence driven practice and excellence is shared among the network for the benefit of all.

Coaching and mentoring of staff through Instructional leader, staff collaboration processes and inter-school networking strategies.

Teachers demonstrate a high level of performance and ongoing improvement with a clear focus on student progress, achievement and high quality service delivery.