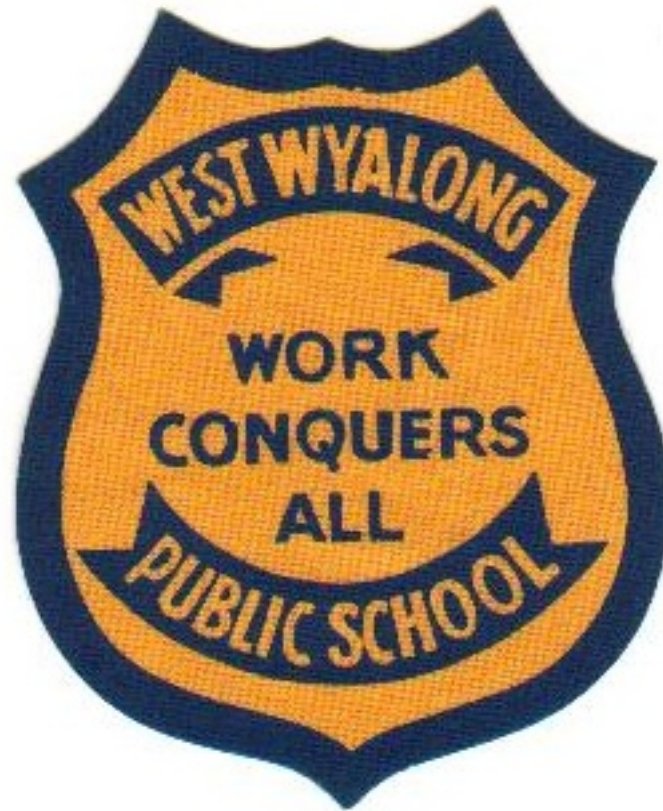


School plan 2018-2020

West Wyalong Public School 3519



School background 2018–2020

School vision statement

At West Wyalong Public School we are committed to provide quality education within an inclusive, engaging and challenging learning environment allowing students to connect succeed and thrive.

There is an expectation that community, parents, teachers and students will work together, striving for excellence in teaching and learning.

School context

West Wyalong Public school is part of Riverina North West and is geographically isolated, being approximately two hours from any major service centre. Due to this isolation, the school receives equity funding for geographic isolation.

The school has historically drawn its numbers from farms and the rural sector. With the opening of the Barrick Gold Mine, (now called Evolution) our school has seen a change in its cultural dynamic. Our enrolment numbers have increased over the years since the establishment of the mine but it brings with it a very transient population.

Our NAPLAN results have seen some improvement over the last three years and we continue to build on these results.

Our school enjoys a collaborative relationship with the High School – all year five and six students participate in a Middle School program each Thursday (STEM).

We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

School planning process

Consultation process for school plan 2015–2017.

INFORM CONSULT INVOLVE ENGAGE

Throughout semester two of 2017, the school invited students, staff, carers and community to contribute input into the direction they would like to see our school travel over the following three years. (2018–2020)

Consultation occurred through Carer Information meetings, Newsletters, P&C meetings, surveys of students, staff, parents and meetings with Aboriginal Lands' Council representatives.

Workshops were held where we encouraged

shared decision making and the formation of family/ school reference groups occurred.

Progress and information was continually shared through our Website and Facebook and at our school assemblies.

At our Open Day we held opinion polls and the Principal was available for questions .

The data and ideas gathered were then collated by the staff and executive and a School Plan draft was developed. This was then presented to parent and community groups for final consultation.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Learning

Purpose:

To create an aspirational learning culture that will challenge, stimulate and inspire all students to develop strong identities as self directed learners.



**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

Develop the capacity of our staff through focussed professional learning to create a stimulating and engaging learning environment based on high expectation and quality teaching practices which are differentiated, relevant, data driven and evidenced based.



**STRATEGIC
DIRECTION 3**
Wellbeing

Purpose:

To create an inclusive environment that values diversity and engages the school community to work in partnership to ensure students are resilient, safe and responsible learners.

Strategic Direction 1: Quality Learning

Purpose

To create an aspirational learning culture that will challenge, stimulate and inspire all students to develop strong identities as self directed learners.

Improvement Measures

Increase student growth linked to stage appropriate outcomes measurable by internal assessment.

Students demonstrate a clear understanding of their learning goals and all students participate in the development of their learning plans .

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions and PLAN2.

An increase of 10% of students achieving proficiency in writing and numeracy according to NAPLAN data.

People

Students

Build skills necessary to self assess and articulate where they are and where to next and set appropriate learning goals to achieve growth in their learning.

Staff

Staff will develop the skills and knowledge on how to empower students to become self directed learners and the use of ICT to enhance learning experiences.

Leaders

The executive will build skills and knowledge in providing a coordinated approach to writing and numeracy across the school. With support, there is an expectation of improvement in writing and numeracy standards through students becoming more self-directed learners.

Parents/Carers

Parents and carers are active participants in student goal setting through the student's personalised learning plans and consultative 3 way interviews.

Processes

Professional Learning – Student Directed Learning

Develop staff capacity through targeted professional learning and the development of processes and structures for the implementation and development of student learning goals and individual learning plans.

Innovative Teaching

Develop staff knowledge and innovative teaching and learning systems with a focus on 21st Century learning (Project Based Learning, growth mindset, embedding technology.)

Evaluation Plan

Progress towards this improvement measure will be evaluated through:

- Personalised Learning Plans
- Data Analysis /Tell Them From Me surveys
- Classroom observations (student engagement and feedback)
- Student/Teacher interview notes
- Teaching programs

Practices and Products

Practices

Students are able to articulate where they are in terms of their learning and are able to set learning goals to facilitate future learning.

Quality feedback is evident within the classroom environment, promoting personalised learning with an emphasis on student ownership of their learning.

Staff and students use innovative learning experiences to enhance learning.

Staff develop rich learning experiences, with a focus on writing and numeracy which allows for greater student directed learning (Learning progressions, I can statements and PLAN2).

Products

Teaching programs will reflect an understanding of student learning goals and differentiating experiences to cater for individual student needs.

Systems and structures are in place for the use of ICT to promote student learning and innovative teaching.

Strategic Direction 2: Quality Teaching

Purpose

Develop the capacity of our staff through focussed professional learning to create a stimulating and engaging learning environment based on high expectation and quality teaching practices which are differentiated, relevant, data driven and evidenced based.

Improvement Measures

All teachers are using evidence based assessment to plot students on PLAN2 and are using the Learning Progressions to develop personalised learning plans.

Teaching and learning programs display evidence of the implementation of innovative teaching practices such as project based learning and growth mindset.

All staff demonstrate growth against the Australian National Teaching Standards and individual performance improvement is evidenced by goals being achieved within Performance Development Plans.

People

Students

Students will develop the skills to improve and self direct their learning with an emphasis on writing and numeracy.

Staff

All staff will develop a positive mindset towards developing their knowledge and use of the latest research into teaching practice and develop capabilities to provide a learning environment which is differentiated, relevant, data driven and evidenced based.

Leaders

Leaders will actively support change that leads to improvement in teaching practices by providing effective feedback and support to all staff. Explicit systems will allow for a coordinated approach across the school to professional learning, data use and analysis and curriculum delivery.

Parents/Carers

Parents and carers are actively involved in student learning and have an understanding of our assessment procedures and curriculum content.

Processes

Effective Use of Data

Implement a whole school systematic approach for staff to collect, analysis, interpret, track, evaluate and use student data.

Professional Development

Build capacity of our teaching team with targeted professional learning that develops deep pedagogical, syllabus and knowledge of contemporary research that underpins innovative and effective, instructional practices aimed at improving the use and delivery of effective feedback and quality teaching practices.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Data analysis – Internal/ External (i.e NAPLAN, PAT tests, Learning Progressions, PLAN2)
- Staff feedback and surveys
- Teacher Performance and Development Plans – Classroom observations / Program monitoring
- Australian Institute teaching and school leadership Self – Assessment Survey
- Staff meeting minutes (Professional Learning meetings)

Practices and Products

Practices

Data is used by all teachers to inform and differentiate their teaching and learning by tracking student progress through the use of internal and external data analysis.

Teachers use quality learning intentions and success criteria along with explicit teaching to provide instruction, demonstrate concepts and build student knowledge for all lessons with a focus on writing and numeracy.

Teachers give and receive feedback from peers and students, adjusting their programs and teaching practices accordingly to provide high quality lessons for all students..

Products

All teaching and learning programs are data based, differentiated for students learning needs and demonstrate knowledge of syllabus content measured by program review and student work samples

There are embedded and explicit systems in place that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice, the provision of feedback and effective and current curriculum.

Strategic Direction 3: Wellbeing

Purpose

To create an inclusive environment that values diversity and engages the school community to work in partnership to ensure students are resilient, safe and responsible learners.

Improvement Measures

Increase in the number of students who are accessing teacher mentoring.

Decrease in the number of reported incidents of bullying and inappropriate behaviours .

Based on TTFM surveys we see an increase in student engagement and a more positive perception of our school environment and our anti bullying programs from parents.

People

Students

Students will develop an understanding of the processes to support their wellbeing at school resulting in an increased resilience and responsibility.

Staff

Staff develop the skills, knowledge and mindset to support a positive student learning environment and aspects of wellbeing through mentoring.

People

Leaders will actively support staff, students and parents in the development of process, structures and programs which support the development of resilient, engaged and responsible learners.

Parents/Carers

Parents will develop an understanding of the value and importance of student wellbeing and positive relationships and its effect on student learning and will become active partners in developing and embedding a positive culture of learning across the school.

Processes

Wellbeing structures

Develop, update and implement structures and processes to support aspects of wellbeing across the school so that we have common language, shared understanding and clearly defined steps that are understood by all stakeholders.

Mentoring

Establish and implement a whole school mentoring and communication system to develop staff knowledge and skills, optimising and promoting student wellbeing and engagement.

Community / Parent Partnerships

Develop processes and structures giving parents and community the information , knowledge and confidence to actively engage in all aspects of school life.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- TTFM Surveys
- Incident data
- Staff feedback
- Welfare minutes

Practices and Products

Practices

Students, staff and parents actively communicate and share concerns that are impacting on student learning or wellbeing.

Mentoring used throughout the school to develop staff skills and knowledge on the development of resilient , safe and responsible learners.

Informed and engaged community who actively participate in the on going development of an inclusive, safe school environment.

Products

Mentoring structures are in place to improve the quality of conversations in the school community so that leaders lead well; teachers teach well and students achieve better learning outcomes.

Parents and community members have opportunities to engage in a range of school-related activities which support an inclusive environment which values diversity and engagement for all.