

# School plan 2018-2020

Wingham Brush Public School 4575



# School background 2018–2020

## School vision statement

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all student's education to inspire, challenge and empower resilient, self-motivated students. Our supportive staff and engaged community are committed to delivering a rich, inclusive, holistic education in a safe and nurturing environment.

## School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated 12 km west of Taree, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools.. There is an environmentally sensitive area attached to our school called Wingham Brush –a small pocket of rainforest with attractive boardwalks. It is also home to a large colony of grey-headed flying foxes.

Our structure consists of 7 regular and multi-grade classes. Each classroom is equipped with interactive technology supporting quality teaching and providing a modern learning environment for all students within our heritage buildings.

Our school is supported by the Taree Aboriginal Education Consultative Group (AECG). 12% of our student population are of Aboriginal background.

## School planning process

The school undertook a collaborative process to inform the strategic directions for the next three years. The process assisted the school in identifying its strengths and areas of need, the key issues impacting student learning and determining the future priorities.

Planning and review strategies which involved stakeholders included;

- Community views sought through surveys and focus groups.
- Student input through individual Tell Them From Me (TTFM) surveys, small focus groups and whole class discussions.
- Staff input through staff meetings and surveys reflective practices on school data.
- Staff completed a review of practices and processes using the school self evaluation tool of the School Excellence Framework (SEF).

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Successful Learners

**Purpose:**

Teachers know their students and how they learn.  
Teachers have high expectations, differentiating curriculum delivery to meet the needs of students.



## STRATEGIC DIRECTION 2

Innovative Visible Learning

**Purpose:**

Build capacity of teachers and leaders that enables evidence to be used to create effective high quality instruction and student growth.



## STRATEGIC DIRECTION 3

Resilient, Responsible Citizens

**Purpose:**

To promote and embed a positive inclusive culture of respectful relationships across our learning community to develop successful, confident and resilient learners.

# Strategic Direction 1: Successful Learners

## Purpose

Teachers know their students and how they learn. Teachers have high expectations, differentiating curriculum delivery to meet the needs of students.

## Improvement Measures

NAPLAN data indicates student growth is equal to or greater than the average SSG in writing and numeracy.

Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.

Evidence against the SEF validates growth from delivering to sustaining and growing in the areas of the elements of learning culture, differentiation and assessment and reporting.

## People

### Students

Students develop the skills and strategies required for quality writing.

Students participate and engage in differentiated teaching and learning activities.

Students increase their confidence to take risks in their learning and their actions are recognised.

### Staff

Staff develop a commitment to identifying, understanding and implementing effective teaching strategies.

Staff reflect on their pedagogy, use data to inform their teaching and make adjustments to cater for student needs.

### Leaders

#### Leaders

Leaders develop effective instructional leadership skills to effectively deliver quality, strategic professional learning and proactively support collaborative performance development.

## Processes

### Assessment

Teachers increase knowledge and implementation of learning progressions. Development and implementation of quality assessments that are consistent and routine.

### Writing Initiative

Through mentoring and professional learning, strengthening the capacity of staff to address all learning needs in writing.

### Building Numeracy Leadership

Leaders engage in mentoring to implement collaborative teacher professional learning to build capacity in using student assessment data to plan and implement differentiated numeracy instruction.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- System and school data on student academic achievement..
- Data for self-assessment against the SEF
- Learning Progressions/ Syllabus, Systemic data.
- PAT and stage assessments.

## Practices and Products

### Practices

#### Assessment

Teachers routinely use evidence of student learning to inform their teaching, adapt their practice and meet the learning needs of students as evidenced in program evaluation, continuous mapping of all students on the learning progressions.

#### Writing Initiative

All teachers effectively use system and internal learning progressions to differentiate and optimise student learning with a focus on writing.

#### Building Numeracy Leadership

Teachers consistently use formative assessment data to deliver differentiated instruction to students at their point of need.

### Products

#### Assessment

A whole school approach to numeracy assessment that provides accurate evidence to inform improvement in numeracy learning and classroom instruction.

#### Writing Initiative

High quality differentiated learning programs in writing and numeracy reflect explicit teaching techniques and are informed by feedback, learning walks and observations.

#### Building Numeracy Leadership

# Strategic Direction 1: Successful Learners

## Practices and Products

Teachers differentiate curriculum delivery with high expectations to meet the needs of all students to allow them to take risks in their learning.

# Strategic Direction 2: Innovative Visible Learning

## Purpose

Build capacity of teachers and leaders that enables evidence to be used to create effective high quality instruction and student growth.

## Improvement Measures

100% of classrooms use success criteria and effective feedback to students in writing and numeracy to improve learning outcomes.

Demonstrated individual student growth equivalent to one year or more evidenced through Progressive Achievement Tests (PAT) in literacy and numeracy.

Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.

## People

### Staff

Staff develop skills, knowledge and capabilities that will enable them to empower students to direct their own learning.

### Students

Students have the skills to articulate their learning and understand what they need to learn next to enable continuous improvement.

Students have the skills to develop learning goals based upon clear success criteria.

### Leaders

Leaders have the capacity to build a collegial and collaborative culture, inspiring and motivating staff to focus on quality teaching and learning and implementing new practices.

## Processes

### Visible Learning

Through action learning, mentoring and professional learning, develop and implement evidence based teaching practices connecting with the Visual Learning Mindframes.

### Data Analysis

Teachers routinely gather and analyse data to inform teaching direction and enhance teaching practice.

The learning goals for students are informed by analysis of internal and external students progress and achievement data supported through collaborative practices.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Surveys, focus groups, feedback and observations and learning walks.
- Teaching and learning programs.
- System and school data on student academic achievement.
- Performance Development Plans, teacher feedback.

## Practices and Products

### Practices

#### Visible Learning

Students articulate their learning goals and measure their work against the success criteria as evidenced through school wide evaluations.

Students respond to teacher feedback to monitor their learning progress and provide feedback to their peers.

Teachers engage in professional collaboration to improve teaching and learning, including observations with feedback to improve professional knowledge and practice.

#### Data Analysis

Teachers share criteria for student assessment and create opportunities for students to receive feedback and direction on their learning evidenced through observations, learning walks, teaching programs and assessment criteria.

### Products

#### Visible Learning

A consistent whole school approach to constructing and utilising learning intentions and learning goals to optimise learning progress is supported through school wide evaluations.

#### Data Analysis

Student assessment data is analysed and needs identified. Adjustment and extension provisions are evident in teaching and learning programs and staff collaboration.

# Strategic Direction 3: Resilient, Responsible Citizens

Purpose	People	Processes	Practices and Products
To promote and embed a positive inclusive culture of respectful relationships across our learning community to develop successful, confident and resilient learners.	<b>Students</b>  Students understand the need to take responsibility for their own behaviour and contribute to others and their own personal wellbeing.	<b>Positive Behaviour for Learning</b>  Whole school approach to wellbeing that has clearly defined behavioural expectations to create a positive teaching and learning environment.	<b>Practices</b>  <b>Positive Behaviour for Learning</b>  Staff model and explicitly communicate consistent behaviour expectations as defined in the behaviour continuum.
Improvement Measures	<b>Staff</b>  Staff have a shared understanding of behaviour expectations and willingness to support the school wellbeing programs.	<b>Wellbeing Framework</b>  Professional learning on the Wellbeing framework and development of a new discipline policy to reflect a shift from a welfare approach to a "whole child" ethos that supports student learning.	<b>Wellbeing Framework</b>  Students demonstrate resilience in all settings and engage in learning that fosters wellbeing for themselves and others as evidenced in SENTRAL data.
Increase in student resilience and confidence, engagement and sense of belonging.	<b>Parents/Carers</b>  Parents develop an understanding of resilience and wellbeing and the impact it can have in student learning.	<b>Community</b>  Developing a partnership with the school and community groups to create a shared community resource about the National Park 'Wingham Brush'.	<b>Community</b>  Parents and community demonstrate a shared understanding of the behaviour expectations, values and attitudes that enhance learning evidenced in TTFM survey, forums and surveys.
The school self evaluation against the School Excellence Framework is able to evidence growth from <i>delivering</i> to <i>sustaining and growing</i> in the learning domain element of <i>wellbeing</i> .	<b>Community Partners</b>  Community engages with the school community to develop, celebrate and value the partnership.	<b>Evaluation Plan</b>  The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include: <ul style="list-style-type: none"> <li>• SENTRAL data</li> <li>• Tell Them From Me (TTFM)</li> <li>• Community feedback, teacher reflection, surveys, focus groups, interviews</li> <li>• Student voice, classroom observation</li> <li>• Data for self-assessment against the SEF V2</li> </ul>	<b>Products</b>  <b>Positive Behaviour for Learning</b>  School has developed and implemented a comprehensive and inclusive discipline policy in line with the wellbeing framework.
The school is able to evidence growth from <i>delivering</i> to <i>sustaining and growing</i> in the Learning domain element <i>Educational leadership</i> .			<b>Wellbeing Framework</b>  Positive inclusive culture for student wellbeing and success with high levels of student, staff and community engagement evidenced through school wide evaluations.
			<b>Community</b>  Successful website creation in collaboration with community groups demonstrated by school wide evaluations.