

School plan 2015 – 2017

Wingello Public School



Quality Teaching and Learning

Student Well Being

School Community Engagement



School vision statement

A school of Excellence, opportunity, quality education and achievement.

We are committed to fostering community minded creative and flexible future learners. Learners who develop a positive and balanced attitude and a strong sense of self-worth.

We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive and supportive school environment.

Legend

SDD	<i>Staff Development Day</i>
PL	<i>Professional Learning</i>
PDF	<i>Professional Learning Framework</i>
P & C	<i>Parents and Citizens Association</i>
NAPLAN	<i>National Assessment Program - Literacy and Numeracy</i>
TEN	<i>Targeted Early Numeracy</i>
TOWN	<i>Taking Off With Numeracy</i>
L3	<i>Language, literacy and Learning</i>
PLAN	<i>Planning Literacy and Numeracy</i>
DEC	<i>Department of Education and Communities</i>

School context

Wingello School is a small school in a bush setting located at the southern end of the Southern Highlands. Many families work and shop at Goulburn the closest rural city. Wingello is a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 40 students enrolled and the average intake of kindergarten students has been increasing over the past two years as the availability of land in smaller affordable blocks becomes available.

The relationship with the local community is a strong and effective and benefit from significant parent and community involvement.

The school staff is stable consisting of 1 principal, 1 full time teacher, 2 part time teachers and 1 Part-time School office manager. The school structure consists of an Early Stage & Stage 1 class and a stage 2 & 3 class with the ratio being 1 teacher to 20 students. Individual learning needs are met in multistage classes. A part time learning support teacher supports targeted students.

School planning process

The school self-evaluation process is transparent and inclusive to all stakeholders.

In 2014 Wingello school conducted a school satisfaction survey to ascertain the viewpoints of parents, students and staff. The students were asked what Wingello School does well. And what would you like to improve or change. Parents and the staff completed a detail school satisfaction survey. The results were tabled at a P & C meeting and at a Staff meeting.

All targeted data was collated and reviewed. Students measured against the continuum on PLAN, L3 and NAPLAN Data.

Throughout 2014 and early 2015 the school planning process included extensive discussions with both parents and staff and the process mirrored each other in order to develop our vision, strategic directions and how we were going to achieve our directions. Some of the processes were by viewing media developed by The High Performance unit. Reviewing documents School Planning from Good to Great, meeting with Wendy Buckley (Principal School Leadership) to discuss the planning process. Reviewed the planning process journey through the '5 P's of planning'. Staff developed strategic direction in Literacy: Reading, Writing and Vocabulary and began unpacking processes and products.

In 2015 Wingello Staff combined with Penrose School Staff to discuss community engagement and look at the 5P's of planning and Simon Sinek's Golden Circle theory. We continue to review the school plan process in P & C meetings and staff meetings to appraise the working document that continually drives school improvements.



STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential.

To equip students with essential skills, knowledge and understanding to thrive and compete in a 21st century world through literacy and numeracy focussed, quality teaching and learning programs.

By focusing on writing and numeracy in quality teaching and learning for the next three years and by developing strategic action plans to support this learning, we will ensure that the teaching focus, the professional learning, student direction and parent communication lead to improvement in student outcomes.

STRATEGIC DIRECTION 2

Student Well-being

Purpose:

Student well-being is of the utmost importance at Wingello Public School. The processes and practices of Student well-being will be imbedded into direction 1 and 3.

To develop each student's personal and social capability, ethical behaviour and understanding of diverse needs and cultures through best student engagement and practice. We will continue to build on and expand on effective school practices

STRATEGIC DIRECTION 3

School Community Engagement

Purpose:

The school community is engaged with school on a daily basis. The focus has always been on engaging in school events or happenings rather than the educational issues of school.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engagement and strong communication.

Strategic Direction 1: Quality Teaching and Learning

Purpose

Why do we need this particular strategic direction and why is it important?

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel to their full potential

To equip students with essential skills, knowledge and understanding to thrive and compete in a 21st century world through literacy and numeracy focussed, quality teaching and learning programs.

Improvement Measures

- ❖ 95% of students will achieve at or above National Minimum levels in NAPLAN in writing and numeracy.
- ❖ 100% of students will achieve at or above National Minimum levels in NAPLAN in Reading.
- ❖ 100% of teaching staff will have documented evidence and professional learning plans in line with the Professional Learning Framework

RAM allocation to be spent on SLSO to support MULTILIT and K-2 Literacy sessions

People

How do we develop the capabilities of our people to bring about transformation?

Students: Explicit statement of which criterion is to be focused on and why.. Self-reflection on achievement using a marking guide after task. Setting Learning goals.

Staff: Build staff capacity to implement 21st century learning pedagogy through practices that enhance collaboration and support professional learning. Staff monitor personal professional learning through regular reflection of plans developed in line with PLF

Parents/Carers: Provide opportunities for parents and teachers to work together so they better understand the learning outcomes documented in student reports

Community Partners: Provide opportunities to examine students work measured (CTJ) against outcomes with students from other small schools

Leaders: Find current research and provide professional learning in writing – Semester 1 and Numeracy Development Semester 2 into latest practices on vocabulary, writing reading and numeracy to share

Processes

How do we do it and how will we know?

Ongoing professional dialogue, reflection, monitoring and documenting of professional learning. All **professional learning** plans will incorporate explicit links to Wingello School's strategic directions. Collaborative curriculum and assessment/reporting planning to support teachers will provide evidence that student are achieving learning goals.

Develop staff understanding of quality pedagogy by the implementation of strategies developed from 'Writing in the Middle Years', L3, TOWN and TEN programs.

Supporting students with diverse needs through scaffolding and MultiLit program.

Parent teacher talk, three way interviews. Communication avenues school website, newsletter will promote ideas on how to support students learning.

Evaluation Plan

Through the use of ACARA-descriptors and worksamples, teachers will reflect on student learning. Through practices such as filming and reviewing lesson studies, teachers will reflect on lesson intentions. Instructional rounds will be introduced utilising other teachers from small schools. Data will be harvested and reflected upon. Data collected will be from a variety of sources including MULTI-LIT, NAPLAN results and Tell Them From Me surveys. Students' growth will be measured on the continuum through PLAN.

Products and Practices

What is achieved and how do we measure?

Students will read and write more complex texts and include sophisticated vocabulary in all written texts.

Students will read, respond and reflect critically on authors' writing, its purpose and the embedded vocabulary

Students will develop numeracy strategies that ensure the successful engagement in genuine mathematical activities.

Product:

High quality differentiated teaching and learning programs, demonstrated 21st century learning implemented to meet the needs of all students K-6.

Quality pedagogy and consistency in teacher judgement (CTJ) with curriculum programs designed to include assessment strategies, professional learning that are aligned to strategic planning and evaluation.

All teachers engage in shared professional learning that leads to improve, embedded practice utilising 21st century pedagogy and improved learning outcomes for students.

21st century learning means creativity, use of higher order thinking skills, engagement in goals setting and self –direction learning, problem solving and inquiry based learning.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Targeted professional learning with a focus on literacy and numeracy.

Professional learning Framework process provides guidance and direction for all teachers to reflect on their professional learning goals. Students and teachers reflecting on the achievements of their personal learning goals. Parents informed of students achievement via formal written reports and parent/teacher meetings as new DEC reporting policy is implemented.

Strategic Direction 2: Student Well Being

Purpose

Why do we need this particular strategic direction and why is it important?

To improve the capacity of students to be active, informed, resilient and creative citizens through the rejuvenation of current initiatives and programs in line with the Melbourne declaration.

Improvement Measures

- ❖ Students demonstrate resilience and positive behaviour techniques in the classroom and in the playground – evidence by increased free and frequent rewards
- ❖ Stronger links are built with the local Aboriginal community- evidence by more interaction in the school community
- ❖ Tell Them From Me surveys indicate strong levels of school satisfaction.

People

How do we develop the capabilities of our people to bring about transformation?

Students: students use effective techniques for resilience, positive behaviour and citizenship. Students requiring adjustment and learning support receive strategic support in times of need

Staff: consistently implement a whole – school PBS approach to wellbeing. Staff have clearly defined behavioural expectations and support students to achieve this behaviour successfully

Parents/Carers: understands the behaviours, attitude and expectations of students at school and in the community. Parents adopt strategies that enhance the wellbeing of all students

Community Partners: Continue to be strengthened through clear communication opportunities

Leaders: actively support the whole school PBS program.

Processes

How do we do it and how will we know?

Students actively engage in strategies and techniques for resilience and positive behaviour in direct class learning experiences.

Staff revisit current successful positive behaviour programs to ensure consistency of training of all staff.

Learning support –staff identify students for the National Consistency Collection of Data (NCCD) and plan relevant support utilising all staff.

ILP and support programs are developed to support the diversity of students

Aboriginal teaching and learning practices are built into learning experiences.

Teachers work with families and share the responsibility for student learning and wellbeing.

Evaluation Plan

- School satisfaction survey
- collection and collation of school data (attendance, suspension, awards)
- student and parent response from Tell Them From Me survey

<http://surveys.cese.nsw.gov.au>

Products and Practices

What is achieved and how do we measure?

Tell them From Me surveys indicate significant positive growth in social/emotional outcomes.

School data will show resilience and positive behaviour has significantly increased by a reduction in data collected on minor and major incidents.

All students whose learning requires adjustments (including G & T) will be catered for.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of all students.

Individual learning is supported by the effective use of school system and community expertise.

Practice:

All positive behaviour interventions and teaching strategies reflected in class program and playground procedures and supported by all staff to ensure consistency across the school

All Aboriginal students are fully engaged in their learning including active involvement in cultural experiences.

Staff professional learning is relevant, and underpinned by the Quality Teaching Framework and the Melbourne declaration.

Strategic Direction 3: Community Engagement

Purpose

Why do we need this particular strategic direction and why is it important?

The school community is engaged with school on a daily basis. The focus has always been on engaging in school events or happenings rather than the educational issues of school.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engagement and strong communication.

Improvement Measures

- ❖ Teaching staff regularly update School Website with class photos comments and happenings
- ❖ Parents access school information via website, emails and school newsletter
- ❖ A school app is introduced

People

How do we develop the capabilities of our people to bring about transformation?

Students: Are able to state their learning intentions to their parents. Students are able to articulate what they have learned and what they need to learn.

Staff: Need to train students to reflect on their learning and to be able to concisely state their learning intentions and their academic achievements.

Parents/Carers: parents access the school website, App and Facebook to actively participate and celebrate school based learning. Parent volunteers to Support more students with diverse needs through scaffolding and MultiLit program

Community Partners: Network with community partners and local businesses to celebrate student learning at Wingello Public School

Processes

How do we do it and how will we know?

Professional learning sessions for parents in curriculum areas with a focus on literacy and numeracy
Use of various modes of communication to engage all our school community
Staff consistently communicate high expectations regarding student work and behaviour to students and parents
Students actively participate in school and community events that reinforce our shared values
Wingello School solicits and addresses feedback on school performance

Evaluation Plan

- School satisfaction survey
 - Collection and collation of school data (parent attendance to interviews and information sessions)
 - Parent response from Tell Them From Me survey
- <http://surveys.cese.nsw.gov.au>

Products and Practices

What is achieved and how do we measure?

An increase in parent involvement in learning programs to support students learning
Increased attendance at parent sessions

Product:

The school community is committed to the school's strategic directions and practices to achieve educational priorities

Practices:

Develop and enhance our multi-faceted communication strategy.
Families and community members contribute to the whole school planning and evaluation processes.
Teachers actively communicate with parents on student progress and expectations of learning on a regular basis.
Parents are welcome into classrooms to share their knowledge and skills as well as have opportunities to participate in curriculum information sessions so they better understand student learning outcome