

School plan 2018-2020

North Wagga Public School 3332



School background 2018–2020

School vision statement

North Wagga Public School strives to be a learning community with a strong positive culture that emphasises academic, professional and personal development and strong engagement among students, teachers and the leadership group.

In building our learning community we remain focused on:

- Ensuring everyone learns;
- High expectations;
- A culture of collaboration for school improvement; and
- Results to determine our effectiveness.

We are committed to addressing the cognitive, emotional, social, physical and spiritual wellbeing of all students., ensuring we continue to foster an enabling school environment where everyone connects, succeeds and thrives.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 270 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is valued. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong

School planning process

A formalised School Planning Committee was established in 2014, consisting of the Principal, two Assistant Principals, a staff member and a community representative. In both 2015 and 2016 ongoing planning committee meetings were held to continue to develop the purpose, people, processes, products and practices for each Strategic Direction and the related Milestones. Since then the school has moved through a three year planning cycle.

For the 2018–2020 School Plan the decision was made to ensure all families were able to contribute to the consultation process. The North Wagga Public School Parents and Citizens' (P&C) Association became the sharing forum for ensuring community input into the plan. The school leadership team worked in consultation with the staff and P & C to develop the purpose, people, processes, products and practices for each Strategic Direction

The final year of this School Plan cycle will be placed on the School Website at the beginning of Term 2 and will be presented at the June P&C meeting.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Learning: Robust, Strong, Deep and Adaptable.

Purpose:

Learners will develop foundation skills in literacy and numeracy leading to strong content knowledge and the ability to learn, adapt and be responsible citizens.

STRATEGIC DIRECTION 2

Quality Teaching: Evidenced-based, Personalised and Focussed.

Purpose:

Teachers will have a shared responsibility for student improvement and a transparent, evidenced-based learning culture.

STRATEGIC DIRECTION 3

Quality Leadership; Reflective, Instructional, Supportive and Responsive

Purpose:

Leaders will enable a self-sustaining and self-improving community that will continue to support a school-wide culture pursuing the highest levels of learning, development and success.

Strategic Direction 1: Quality Learning: Robust, Strong, Deep and Adaptable.

Purpose

Learners will develop foundation skills in literacy and numeracy leading to strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students achieving proficiency to 40% (NWPS Bump it Up Goal)

Increased attendance to above 96% reflecting improved levels of student wellbeing and engagement.

People

Students

Will find enjoyment in their learning, building solid skills and understanding across all learning areas. They will be confident that they will be known and understood by their teachers and have their individual potential developed.

Staff

Will create supportive and safe learning environments that challenge all students in their learning, demonstrate effective curriculum differentiation and have effective mechanisms and strategies to support every child's learning needs.

Leaders

Will create a positive school culture for all, based on high expectations, collaboration, data literacy to inform school direction, and explicit and effective feedback to students, families and staff.

Parents/Carers

Families will be engaged in their child's education, working with the school to ensure they play a positive role in their child's learning, as well as emotional and physical wellbeing.

Community Partners

Outside agencies, where relevant to individual students, will form partnerships with the school to ensure a wrap-around service of support is provided for students who are most vulnerable.

Processes

Personalised Learning: Learning concepts and quality feedback will be explicitly articulated and students will develop capacity to take an active role in their learning.

Student wellbeing: A whole-school approach to wellbeing for all learners will allow students and adults to connect, succeed and thrive.

Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM Surveys.
- Wellbeing Self-Assessment Tool.
- Personalised Learning Data (PLPs and ILPs).
- PLAN and SMART2 data.
- Internal Student Performance Data.
- Classroom observations.

Practices and Products

Practices

Every student uses feedback provided to attempt to improve their learning and deepen their understanding. Personalised Learning Plans and Learning Pathways are in place for targeted students to ensure their individual potential is developed.

Student learning is continually tracked and monitored. Teaching and learning programs show evidence of appropriate adjustments and accommodations in response to student data. Aspirational expectations are held by students, teachers and the community.

Wellbeing, with a particular emphasis on engagement, caring for students and positive behaviour overarches all learning.

Products

All students are supported and challenged to aspire to, and attain, higher levels of individual achievement. Students will additional funding support (including equity loadings) are engaged in productive and aspirational learning programs.

Nurtured, positive and respectful relationships underpin all interactions within the school and contribute to a productive and high achieving learning community.

Strategic Direction 2: Quality Teaching: Evidenced-based, Personalised and Focussed.

Purpose

Teachers will have a shared responsibility for student improvement and a transparent, evidenced-based learning culture.

Improvement Measures

One hundred percent of teachers are tracking students on the Literacy and Numeracy Progressions using validated work samples which are aligned with success criteria, learning intentions and student data. Planning and programming reflects this alignment.

One hundred percent of teachers are engaged in Professional Learning on the use of the Literacy and Numeracy Progressions.

All teachers are using work samples to validate decisions around students are tracking on the progressions.

School data from internal assessment practices correlates with student achievement in external measures.

People

Staff

Engage in professional learning around the use of data, and be supported to embed reflective and deep data analysis in their classroom practice.

Students

Respond to feedback on their development and are active participants in their learning demonstrating high levels of motivation as they engage with quality teaching.

Leaders

Provide systematic, strategic and targeted professional learning opportunities in curriculum provision and data skills and use.

Leaders

Create opportunities for parents/carers to develop their understanding of the new progressions, the A–E scales and NAPLAN in relation to their child's levels of achievement.

Parents/Carers

Engage with the learning opportunities provided by the school to develop greater insight into the Literacy and Numeracy Progressions, A–E scale and NAPLAN.

Processes

Teachers enter into a perpetual learning cycle around the Literacy and Numeracy progressions, including the use of PLAN2/ALAN.

Greater collaboration at the Stage level in the development of assessment tasks, data analysis and validity of the analysis of student performance.

All executive assume the role of Instructional Leader within their stage and guide, support and provide colleagues with the professional learning to develop deep understanding in student improvement.

Evaluation Plan

Staff will be working collaboratively to:

- Make valid judgements around the quality of student work samples.
- Conduct an ongoing review of NAPLAN against developing internal assessment measures and PLAN2/ALAN.
- Determine the effectiveness and quality of Learning Intentions, Success Criteria and Feedback to enhance student achievement against baseline data.
- Adopt and implement research based value-add practices into their classrooms.
- Reflect on student responses from TTFM.
- Alter their thinking from "what are we expected to teach" to "How will we know when students have learned?".

Practices and Products

Practices

Teachers will have a developing understanding of the Literacy and Numeracy Learning Progressions, and the use of data to make valid decisions around each students' point in time achievement.

Stage teams are developing internal assessment measures aligned to the cluster markers on the Literacy and Numeracy progressions.

School executive and other leading colleagues will mentor and coach professional learning teams in data analysis, and data use in teaching and planning.

Products

Professional learning is aligned to the needs of the students, and assessment data is used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions.

Parents/Caregivers have a improved understanding of the Grade C, where their children are on the Literacy and Numeracy progressions, and how they can support their child towards improvement.

Strategic Direction 3: Quality Leadership; Reflective, Instructional, Supportive and Responsive

Purpose

Leaders will enable a self-sustaining and self-improving community that will continue to support a school-wide culture pursuing the highest levels of learning, development and success.

Improvement Measures

The Leadership team, collectively and individually all develop skills in Instructional Leadership, being the drivers of a high performance culture, clearly focused on student progress and achievement, and high quality service delivery.

A growing proportion of the teaching staff (including specialist teachers) have attained, or in the process of accreditation at Highly Accomplished or Lead teacher professional standards. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation.

People

Leaders

The school leadership team models instructional leadership and create systems that support a culture of high expectations and community engagement.

Staff

Engage in a continuous cycle of evidence based professional learning capacity building, at times taking on instructional leading roles within their area of demonstrated expertise.

Parents/Carers

Engage and participate in a range of adult learning opportunities that are targeted towards improving understanding of student learning levels at ongoing points of reference.

Processes

The school executive regularly analyses school-wide assessment data to identify student achievement and progress. Data Literacy conversations are then transferred to stage teams and individual teachers..

Professional Learning in Literacy and Numeracy is differentiated and targeted depending on levels of teacher capacity, experience and levels of accreditation.

The leadership teams participates in capacity development programs, implementing principles of evaluative thinking within a cycle of executive capacity building, and continually monitoring the impacts of programs and practices.

Evaluation Plan

All data and evidence is analysed collaboratively, with particular focus on a mentor/coaching models to develop capacity through the school.

Tell them from me surveys

P&C Community perception surveys

Student satisfaction survey

Performance Development Plans

Staff meeting minutes

Classroom observations reflect planned and responsive programming cycle documentation.

New distributed leadership opportunities are identified and created.

Practices and Products

Practices

Individually and as a team, school leaders are able to effectively lead teams towards continuous improvement in student learning and wellbeing outcomes.

A strong culture of improvement is developed and maintained with a unrelenting focus on distributed instructional leadership.

All teachers use professional standards and Performance Development Plans to identify and monitor specific areas for personalised development and continuous improvement.

Products

The school is lead by a team of instructional leaders who demonstrate capacity to develop stage teams to deliver evidence based teaching and ongoing measurable learning progress for every student.

All students are taught by high performing teachers, and the leadership team supports and guides the recognition of this through the teacher accreditation process with particular emphasis on Highly Accomplished and Lead levels.

A culture of high expectations and engagement in student learning is recognised by the school community who understands the benefits of their partnership role in creating and maintaining sustained and measureable whole-school improvement.