

# School plan 2018-2020

## Wamoon Public School 3364



# School background 2018–2020

## School vision statement

At Wamoon Public School our mission is to produce students who feel valued, nurtured and ready to learn so they can become active, confident and knowledgeable citizens in our challenging world. Our staff use well developed evidence based pedagogy which is innovative, risk taking, dynamic and inspires learning in a nurturing and supportive environment.

## School context

Wamoon Public School is a learning community committed to achieving goals, working together, continually searching for improvement and encouraging and implementing new, innovative ideas.

The school is located 8 kilometres from Leeton and is a proud member of the Leeton Community of Schools. It is located in the Riverina district and is part of the Griffith cluster of schools. The school is classified a PP5 with a current enrolment of 30 students. The school is in a low socio economic area and has an aboriginal population of 27%.

Teaching and learning programs have been structured to meet student needs, abilities and interests. There is an ongoing focus on student engagement with students actively involved in their learning. The school receives a high level of praise in the community and is recognised as having quality learning programs.

The school has built a strong community relationship and we as a school community are very proud of our school and have worked together to build this reputation since 1915. We work to ensure every student has a fair share, a fair say and a fair go so that they can excel through “Innovation, Excellence and learning”

## School planning process

The school planning process is coordinated by the School Planning Group who have carried out extensive situational analysis through,

- Student survey and focus group.
- Staff forward thinking and planning meetings;
- School leadership team;
- Parent/community focus groups;
- Reviewing school evaluation reports and considering recommendations from the reports;
- Best Start and Naplan results data using Smart analysis;
- School data, attendance, welfare, letters home,
- Data collected under EAfS and PLAN data.
- Annual School Reports 2015, 2016 and 2017.

School Excellence Framework

# School strategic directions 2018–2020



**Purpose:**

To inspire all students to develop a love of learning, so that they can become active, resilient, confident and knowledgeable citizens contributing to a thriving community and living well.



**Purpose:**

To create a stimulating and engaging environment underpinned by evidence based pedagogy where teaching is differentiated, flexible, reflective and relevant to our students, staff and community.



**Purpose:**

To ensure positive, respectful relationships are evident and widespread among students, staff and parents allowing students to connect, succeed and thrive.

# Strategic Direction 1: Active, confident and knowledgeable citizens

## Purpose

To inspire all students to develop a love of learning, so that they can become active, resilient, confident and knowledgeable citizens contributing to a thriving community and living well.

## Improvement Measures

An increase of students at or beyond their learning expectations measured through the National Literacy and Numeracy Learning Progressions

All students show growth and an increase of students showing higher than expected growth in literacy and numeracy utilising the National Assessment Program for Literacy And Numeracy (NAPLAN) and school identified measures.

## People

### Students

Develop a positive growth mindset in order to articulate how they learn and build skills to self-assess utilising success criteria and literacy and numeracy progressions with a focus on resilience, capabilities and competency

### Staff

Develop a positive growth mindset around the use of professional research pedagogy and the ability to confidently implement what has been learnt into quality teaching practice to enhance the teaching and learning of students

### Parents/Carers

Parents and community to develop a knowledge and understanding of the How2 Learn strategies in order to support their child's education

## Processes

### Learning Experiences

- Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals

### Professional Learning

- Engage in researched based professional learning that develops a deep knowledge and understanding of how students learn and embed a how to learn culture and the use of formative assessment throughout the school to enrich learning outcomes for all the students.

### Research Based Pedagogy

- To develop staff knowledge and implement research based programs to enhance student skills in literacy and numeracy.

## Evaluation Plan

- Data collection Systems
- Individual Learning Plans (IEP's)
- Personalised Learning Plans (PLP's)
- Classroom observations
- Peer and Student self-evaluations
- Early Action for Success performance data
- Teaching and Learning Programs

## Practices and Products

### Practices

- Students are able to articulate how they learn and where to next in a positive manner
- Students are able to self-assess their own learning and work and provide explicit positive feedback to self and peers

### Products

- A student centred learning environment exists where all students are supported and challenged.
- Students receive feedback in a timely and meaningful manner to inform future directions

# Strategic Direction 2: Quality Teaching

## Purpose

To create a stimulating and engaging environment underpinned by evidence based pedagogy where teaching is differentiated, flexible, reflective and relevant to our students, staff and community.

## Improvement Measures

Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool and in relation to the Performance Development Framework

Increased knowledge and use of formative and summative assessment data by teachers to inform and plan for differentiated learning and future teaching directions

## People

### Parents/Carers

A whole school approach will encourage parent and community feedback to contributing to improving service delivery and parent/student experiences.

### Students

Students will have a clear understanding of the learning intentions and success criteria used to track their progress and achievement and are informed of their progression through quality explicit feedback which is delivered in a timely and informative manner.

### Staff

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## Processes

### Data Analysis

- Develop staff skills in the collection and use of data, mapping against the National Literacy and Numeracy progressions to add value.

### Professional Development

- Engage in professional training that develops a deep knowledge and understanding in the use of all forms of data that determines teaching directions monitoring and assessing student progress and achievement and reflecting on teaching practices

## Evaluation Plan

- Internal Surveys
- My PL records
- PLAN 2 Data
- Best Start Data
- Staff meetings
- SMART Data
- Personal Development Plans
- Early Action for Success Performance Data
  - Classroom Observations
  - Australian Institute for Teaching and School Leadership Self-Assessment Tool

## Practices and Products

### Practices

- Every teacher is able to confidently use a wide range of analysis tools to collect student assessment data to inform and differentiate their teaching and learning by tracking progress

### Products

- Frameworks for the collection and use of school and student assessment data through PLAN 2 and classroom observation and assessment are embedded to differentiate and inform individual student learning across the school.

# Strategic Direction 3: Wellbeing

## Purpose

To ensure positive, respectful relationships are evident and widespread among students, staff and parents allowing students to connect, succeed and thrive.

## Improvement Measures

Improvement in school attendance data, particularly for at risk students from 2017 baseline data.

Increase of student, parent/caregiver and staff satisfaction in regards to student well-being compared to 2017 baseline

## People

### Students

Students have positive and respectful relationships with each other, their teachers and the community.

They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning and are confident and resilient learners.

### Staff

Quality teaching and effective professional practice are evident in every learning environment. Teachers will create learning environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

### Parents/Carers

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

## Processes

### Positive Behaviour for Learning

- To implement Positive Behaviour for Learning across the school in order to establish positive social expectations for all in the school community. This program will provide a framework for the school and its community to collectively support the well-being of every student

### Well-being Framework

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling and where staff use their knowledge of the Wellbeing framework to evaluate current practices using the Well-being self-assessment tool.

## Evaluation Plan

- Well-being Framework school assessment tool
- Evaluation scaffold from Positive Behaviour for Learning
- Student Attendance Rates
- Parent Feedback

## Practices and Products

### Practices

- Positive Behaviour for Learning core values are visible across the school
- Shared school-wide responsibility is evident through purposeful leadership, quality teaching and student well-being

### Products

- A whole school approach to well being is evident across the school using the Positive Behaviour for Learning methodology
- To develop and implement plans and policies that relate back to the Wellbeing Framework