

School plan 2018-2020

Wilcannia Central School 3442



River of Knowledge and Learning · Ngurta Ngurtaana Paakna-na

School background 2018–2020

School vision statement

Wilcannia Central School's vision reflects our motto 'River of knowledge and learning ~ Ngurtaana Paakna~na'. A dedicated community provides a dynamic education for all students instilling a life-long love of learning and growing the leaders of tomorrow.

In our school, excellence in learning, in teaching and in building respectful relationships across the community is paramount.

"We are safe, we are respectful, we are learners."

School context

Wilcannia Central School is defined by strong community engagement and leadership. We deliver tailored learning pathways for students from Pre-school to Year 12. Located in western NSW on the Darling River, we create a positive educational environment for our 100 students, of which 90 per cent are Aboriginal.

As a Connected Communities school we are part of a supportive network that builds strong partnerships with Aboriginal leaders, our school community, parents and external agencies to provide a holistic approach to education for our students.

Our small school setting means we know and care for every child as an individual. We develop innovative curricula and teaching practices in order to meet each child's specific needs, in close partnership with our school colleagues, families and our local community. Our specialist school-wide programs foster engagement and boost literacy and numeracy outcomes.

We work hand-in-hand with the community at all stages of their child's schooling, supporting their health and wellbeing as they grow to become the leaders of tomorrow.

School planning process

First level of consultation was with the staff, parents and broader school community.

During 2017, through a dialogue between the school and its community, we considered carefully what we want for our children. We evaluated the 2015–2017 school plan, considered future goals for the school and our strategic directions. The school executive and teaching staff then formulated the 5Ps and the details of the implementation of the plan from 2018 to 2020.

School strategic directions 2018–2020



Purpose:

Our children will grow to have a sense of curiosity and a love of life—long learning. By learning about their culture and their country, the children will become strong and supportive leaders in the community. With enhanced opportunities for work and education beyond school, the children of Wilcannia Central School will proudly take their place on the world stage.

Purpose:

By developing an organisational culture of high performance, we will take shared responsibility for students' learning and their social, emotional, physical and intellectual needs and teachers' learning and development of high quality teaching practice. The school will create and maintain an environment across the whole school that is inclusive of all members, is conducive to innovative teaching and learning and simultaneously reflects the strong links of the community to their language and culture.

Purpose:

Through building strong relationships that foster a sense of belonging, respect for the dignity of each person and their aspirations for their children, we will help to build a resilient and vibrant community.

Strategic Direction 1: Students and their learning

Purpose

Our children will grow to have a sense of curiosity and a love of life-long learning. By learning about their culture and their country, the children will become strong and supportive leaders in the community. With enhanced opportunities for work and education beyond school, the children of Wilcannia Central School will proudly take their place on the world stage.

Improvement Measures

Improvement in students' levels of literacy and numeracy in line with the Premier's targets. More than 80 per cent of students will be at or above the National Minimum Standards in both literacy and numeracy.

Increased engagement of students in their learning, demonstrated through increased levels of daily attendance and a reduction of disengaged behaviours recorded on Sentral.

All teachers confident in and regularly delivering innovative programs in STEM, using technology as a student learning tool.

Increase in students staying onto years 11 and 12, then to further training or employment.

All students confident in using technology appropriately for their learning.

Increased numbers of students across the school taking on leadership positions, reporting positive relationships, contribution to the school and community, increase in 'student voice' and feeling of agency.

Parents of preschool children will comment regularly on Kinderloop and add information to the preschool program.

People

Students

Work alongside school staff, parents and community to set personal academic, self-management and leadership goals.

Staff

Teachers identify and participate in appropriate professional learning and share learning and practice with others in a variety of ways.

Teachers collectively develop and maintain teaching programs that address curriculum requirements and different student needs.

Community Engagement Officer (CEO) and SLSO will provide support for families of preschool children.

Leaders

Source and provide professional learning to meet the needs of staff; lead the staff in conversations about teaching and learning; promote the school's goals and vision both within and beyond the school.

Parents/Carers

Support the school's vision and goals by engaging with their child in learning at home and meeting with staff to discuss their child's learning.

Access Kinderloop either via printed sheets, iPhone or the computer in the preschool.

Community Partners

Community members support the vision

Processes

Provision of quality teacher professional learning targeted at developing reflective practice, improving pedagogy and curriculum and understanding of student welfare and learning needs. This includes evidence-based teaching of literacy and numeracy and differentiating the curriculum for all students.

Regular reviews of curriculum (both academic and welfare), teaching programs and classroom teaching across all cohorts including the teaching of literacy and numeracy .

Review of secondary school structures, curriculum offerings and teaching and learning practices to determine the best way to engage students and prepare them for their future beyond school.

Implement a whole school integrated approach to student well-being including strategies such as Positive Behaviour for Learning, Covey training and development of student voice.

Evaluation Plan

Progress towards improvement measures will be evaluated through data collected from TTFM surveys, TPL courses attended both within and beyond school; student behaviour data analysis; literacy and numeracy data, student competency with ICT, student involvement in SRC and other student leadership initiatives, analysis of teaching and learning programs and evaluation of the success of Kinderloop.

Practices and Products

Practices

Regular, purposeful professional learning provided to all staff to support their needs in meeting the school vision.

All teachers incorporate evidence-based teaching and learning strategies and principles of reflective practice into their daily work.

All staff consistently implement school-wide student wellbeing and recognition strategies.

Students demonstrate a growing ability to manage their own behaviours and direct their own learning and futures.

Language and Culture Nest functioning effectively, with appointed teacher and tutor.

CEO and SLOS regularly visit families with printed copies of Kinderloop stories for parents.

Ipad can be taken on bus run for parents to view Kinderloop.

Laptop provided by school for families to access when visiting preschool classroom.

Products

High-quality, student-centred teaching programs that inspire student's love of learning, which build on their strengths and interests, address individual learning needs and incorporate their language and culture.

All teaching practice is based upon quality research and which includes reflective practice.

Strategic Direction 1: Students and their learning

People

and aims of the school. They will work with individual and groups of students to provide speciality programs and support.

Practices and Products

Technology is used by teachers and students as an effective tool to support student learning and creativity.

Effective transitions at all transition points, including preschool to Kindergarten; Year 6 to Year 7; school leavers to post-school training or employment.

The implementation of a range of student well-being strategies appropriate for our context.

Preschool – Quality Area 1. Educational Program and practice.

Family contribution to and participation in the preschool program is valued and encouraged.

Strategic Direction 2: Organisational Effectiveness

Purpose	People	Processes	Practices and Products
<p>By developing an organisational culture of high performance, we will take shared responsibility for students' learning and their social, emotional, physical and intellectual needs and teachers' learning and development of high quality teaching practice. The school will create and maintain an environment across the whole school that is inclusive of all members, is conducive to innovative teaching and learning and simultaneously reflects the strong links of the community to their language and culture.</p>	<p>Students</p> <p>Students will better understand the importance of attending school every day, as well as the procedures they should follow if absent, late or unwell.</p> <p>Staff</p> <ul style="list-style-type: none"> • Adopt a philosophy of continuous improvement in all aspects of school life. • Communicate to students and parents a belief that good school attendance is important and achievable. • Participate in the review of policies and procedures as appropriate and ensure these are implemented. • Use the analysis of data to drive student improvement in learning. • Staff will be trained in preschool policies and procedures. 	<p>List of policies and procedures for revision determined and a timeline for review published. Executive and other staff participate in review of policies and procedures according to the timeline. Policies and procedures published upon completion.</p> <p>Teams formed with regular meetings extended to cover all areas of school life, including assets, non-teaching staff, student wellbeing and teaching staff. These meetings will follow a structured format, including a published agenda, minutes and professional learning.</p> <p>When jobs are advertised for teachers, explicitly explain that the person appointed may be required to do preschool duties and they must have a willingness to learn preschool policies, processes and procedures.</p> <p>Early Childhood Training to deliver staff induction to all new staff and any existing staff who may not previously have completed training.</p> <p>Preschool teacher works with the Executive staff to ensure training is scheduled at staff meetings, and that the timetable of relief employs the same teacher whenever possible.</p>	<p>Practices</p> <p>Learning Support Team promptly acts on student absences using personalised approaches and support from Department personnel.</p> <p>Every staff member is outstanding in their daily work practice and complies with the expectations of the school community and of the Department of Education.</p> <p>Executive team involve other staff and parents (where appropriate) in reviewing organisational effectiveness and in participating in a variety of school teams.</p> <p>The school goals, aims and vision are articulated frequently and a shared understanding of these are developed amongst staff, students and the community.</p> <p>Relief staff in preschool have been properly inducted upon their appointment into the school. Suitable staff cover Relief Face-to-Face as well as lunch breaks, with the same person on each duty for</p>
<p>Improvement Measures</p>	<p>Leaders</p> <p>Adopts a co-ordinated approach to school improvement, involving members of the community, parent body, teaching and non-teaching staff in the development of policies, procedures, role statements and other aspects of the running of the school as appropriate.</p> <p>Senior executive staff ensure that the needs of the preschool are taken into account when constructing the timetable and when employing new staff.</p>	<p>Evaluation Plan</p> <p>Analysis of student attendance data.</p> <p>TTFM surveys show improvement in student and staff responses.</p> <p>Policies and procedures published and presented to all staff.</p>	<p>Products</p> <p>Establishment of effective student attendance strategies.</p> <p>Analysis of a variety of data to inform school processes and teaching practice.</p> <p>All school policies and procedures written, reviewed and implemented.</p> <p>Role statements for all staff in place; staff know and act on their roles.</p>
<p>Average school attendance is above 85%.</p>	<p>Parents/Carers</p> <p>By understanding the importance of good</p>		
<p>Checklist of school policies and associated procedures shows all completed as required.</p>			
<p>All role statements in place, published and reviewed as needed.</p>			
<p>Teacher induction, teacher accreditation, mandatory training, health and safety procedures implemented with associated documentation and information provided to new staff.</p>			
<p>Preschool programs and routines will run without interruption when staff change over.</p>			

Strategic Direction 2: Organisational Effectiveness

People

school attendance, parents will send their children to school each day. Parents will also understand the processes to be followed if a child is absent.

Community Partners

Members of the community, via the AECG and the SRG, will contribute positively to the revision of the school's policies and procedures.

Processes

Additional teams formed; analysis of Sentral meeting minutes.

Analysis of preschool programs and relief staff show consistency in appointment of staff.

Practices and Products

School governance structure clarified, published and implemented. Make clear the purpose of each team, how they operate and make decisions.

School environment reflects 21st century teaching and learning practice. Teaching and other work spaces and resources are clean, tidy, well-organised with furniture and other goods fit for purpose, properly stored and maintained.

Procedures are in place so that relief staff understand the requirements and expectations of the preschool.

Strategic Direction 3: Community and our relationships

Purpose

Through building strong relationships that foster a sense of belonging, respect for the dignity of each person and their aspirations for their children, we will help to build a resilient and vibrant community.

Improvement Measures

School Reference Group formed and meets regularly with agenda and minutes available.

Clear relationships between school and various community organisations, reviewed annually.

Improved student health and wellbeing including improved mental health and personal relationships.

Family and community input into areas of school decision-making such as the preschool philosophy, QIP, school vision.

Increased access by community to information about the school via a variety of print and electronic media.

People

Students

Participate in teacher – parent meetings to discuss learning and their goals and needs for improvement.

Contribute to planning and running various community events in association with the school.

Staff

Teachers work with Executive to develop a timetable of regular parent meetings, the skills to conduct the meetings, to create written records of meetings which are provided to parents and retained in student file and to initiate meetings with parents to discuss their child's progress.

Staff also record information for community on accessible sites such as the school webpage and Kinderloop.

Leaders

Investigate the skills and strengths that will allow each community member to contribute positively to the school.

Invite parents and community to the school to explore their child's learning and to celebrate their successes.

In collaboration with the community, develop strategies to create a sense of belonging to the school.

Establish and actively participate in various community/school agency meetings.

Parents/Carers

Processes

Coordinate a team of teachers, non-teachers and community members to oversee the development of a calendar of events detailing the various activities to be undertaken to achieve the products.

The team will clarify the role of the Senior Executive, Executive, classroom teacher and non-teaching staff in implementing the activities contained on the calendar of events.

Principal works closely with the various external organisations to develop memoranda of understanding and guidelines for methods of operation.

Links to the preschool philosophy and quality improvement plan (QIP) onto the Wilcannia Central School preschool webpage.

Ask for input from families about the philosophy and QIP onto Kinderloop. Include updates on Kinderloop.

Evaluation Plan

Analysis of the functioning of various teams (eg SRG), LST, and relationships between external organisations (eg NSW Health, Interagency groups) demonstrate clear benefits for the wellbeing of students.

Data collected from parent and student surveys (eg TTFM) demonstrate improved parent satisfaction.

Evidence collected from the school databases and website, newsletters and classroom practice shows provision of information to parents regarding student learning and how parents can support students.

Practices and Products

Practices

Each teacher meets with parents of children in their class to discuss the learning, goals and aspirations of their child.

The school provides parents with information and skills to support their child's learning via the school webpage, Kinderloop, Facebook and the school newsletter and community radio.

Meetings occur between school leaders, community and external organisations to develop memoranda of understanding and shared processes and procedures.

At preschool enrolment interview and meetings, give families the preschool philosophy and ask for input. Enter child's learning goals negotiated with the families onto the PLSP.

Products

Members of the community understand the processes of decision-making in the school contribute to school practices.

Memoranda of understanding written between school, Interagency and community groups

School students and staff participates in various community programs and initiatives.

School Reference Group established and meeting regularly, reviewing school curriculum and contributing local viewpoints.

Caregivers develop a deep understanding

Strategic Direction 3: Community and our relationships

People

Participate in school meetings and functions to discuss and celebrate their child's learning achievements and goals and to understand better the functioning of the school.

Engage with the school to provide feedback on school performance and to assist with goal-setting.

Join school teams formed to implement strategies, such as youth leadership.

Community Partners

Work with school leaders to develop MOUs and to implement a variety of initiatives to improve health and well-being of students.

Participate actively in School Reference Group

Liaise with school to develop pathways for students beyond school.

Practices and Products

of student learning and are provided with skills and resources to support their child's learning at home.

Teaching and non-teaching staff develop an understanding of the community and its culture.

Families are involved in the development of the preschool philosophy and the quality improvement plan.