

# School plan 2018-2020

## Windellama Public School 3457



# School background 2018–2020

## School vision statement

Windellama Public School is an engaging learning environment where an active school community supports and encourages participation in all educational programs and experiences. Our school continues to address the needs of all students, in a warm, caring and stimulating environment, embracing all Key Learning Areas whilst offering varying and exciting experiences in both the school environment and also extra curricula opportunities in a variety of contexts.

## School context

Windellama Public School is 35 kilometres south east of the regional town of Goulburn. Through the provision of quality education we are positively shaping and developing the individual talents, interests and abilities of all students. The school seeks to provide student centred programs which are aimed at meeting individual student needs. Being part of the Small Schools network, Tablelands Rural Education Community (TREC) gives students a wide range of social, cultural and educational experiences whilst utilising school resources and staff expertise, as well as the valuable resources to be found in the local and wider community. Our culture is one of respect, responsibility and always striving for excellence.

## School planning process

The school planning process at Windellema Public School is collaborative and consultative with staff, students, parents and the wider school community. In consultation with all stakeholders this Strategic Plan 2015–2017 forms the basis for the schools improvement and development for the next three years. Each of the three strategic directions include people, processes, products and practices.

# School strategic directions 2018–2020



**Purpose:**

Deliver innovative teaching and learning programs with intent to provide targeted and individualised teaching to move students along the learning continuum.



**Purpose:**

To create collaborative and engaging learning networks to support holistic wellbeing through social and emotional and cognitive practices for all students, staff members and community stakeholders.

# Strategic Direction 1: Quality teaching and learning practices to achieve optimal learning outcomes for individuals.

## Purpose

Deliver innovative teaching and learning programs with intent to provide targeted and individualised teaching to move students along the learning continuum.

## Improvement Measures

Students confidently discuss where they are positioned on the continuums and where they are getting to.

## People

### Students

Will develop skills to understand the literacy and numeracy continuums to identify where they are positioned and

### Staff

Staff will monitor and ensure PLAN data is up to date and relevant.

### Leaders

### Parents/Carers

Parents have an understanding of the learning progress of their child and recognise how to effectively support learning.

### Community Partners

## Processes

### Evaluation Plan

Regular monitoring and analyses of the milestones.

Student progression along the Numeracy and Literacy continuums and PLAN.

## Practices and Products

### Practices

All stakeholders work collaboratively to identify individual learning goals.

# Strategic Direction 2: Effective community networks.

## Purpose

To create collaborative and engaging learning networks to support holistic wellbeing through social and emotional and cognitive practices for all students, staff members and community stakeholders.

## Improvement Measures

Student attendance at or above state average.

An increased number of opportunities for students through collaboration.

Extra-curricula learning activities and learning programs across TREC.

Measuring of student/parent satisfaction with school and network initiatives.

## People

### Students

Participate in programs and activities to build self-awareness and awareness of the wellbeing of others. Students collaborate to identify their behavioural expectations, responsibilities and consequences as part of the PBL framework Students collaborate with peers from learning networks to participate in rich and engaging learning programs and experiences

### Staff

Engage in effective and positive professional networks to create a shared vision and consistent teacher judgement for the Tablelands rural education community. To develop professional capacity to enhance teacher quality and achieve teacher accreditation Participate in the development of school policies and practices and engage with the school community to support the wellbeing of students.

### Leaders

Development of leadership capacity through sharing collaborative practices and professional development through combined staff meetings and collegial development sessions with learning networks.

Create inclusive and collaborative programs and practices to ensure the wellbeing of students is paramount across the network.

### Parents/Carers

Parents are invited and encouraged to

## Processes

Student resilience and wellbeing is supported through the Bounce Back program facilitated in partnership with the school counsellor.

Design and implement our schools framework for Positive Behaviour for Learning in consultation with the community.

Students participate in collaborative learning programs, integrated units and experiences across the learning networks including TREC and GCoPS-

robotics STEM- Social programs to facilitate peer networking including VC, early k-2 days, k-6, transition, - student leadership, integrated staff meetings and professional leaning across the networks

## Evaluation Plan

Tell them from me Survey

Other surveys

Attendance

Newsletter

Reward Systems

Observational Rounds

Meeting Minutes

## Practices and Products

### Practices

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement.

Students engage in collaborative learning experiences across a variety of learning networks.

Create a stimulating and engaging learning environment within networks to educate students and enable them to experience a variety of activities and learning opportunities that are flexible, reflective, relevant and dynamic.

### Products

Teachers use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students.

# Strategic Direction 2: Effective community networks.

## Improvement Measures

### People

make meaningful connections with student learning and wellbeing within the school.

#### Community Partners

Actively engage community partners and providers with the school to continue to build relationships.

## Processes

## Practices and Products