

School plan 2018-2020

Wingham Public School 7314



School background 2018–2020

School vision statement

Wingham Public School is a school of excellence that promotes a positive and respectful learning environment. Through a commitment to learning and high expectations, our passionate and inspired teachers work in collaboration with students and the community. We take a personal and collective responsibility for the growth of each individual.

School context

Wingham Public School is situated on the town's outskirts. It is distinguished by its well-equipped buildings, facilities and commanding rural views, encompassing an area of five hectares. There are 211 families with a total of 305 students. Of these 153 are male and 152 are female. 56 students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index (FOEI) is 130 with 78% of families falling within the lowest two Socio Economic bands. The school structure consists of 13 classes, seven are regular and six are composite. The school has benefited from the Early Action for Success (EAfS) initiative, with an instructional leader being appointed in 2014. The school has adopted the EAfS model to develop the capacity of staff in stage two and three. The school has developed a range of quality programs to meet the needs of the students including; Positive Behaviour for Learning (PBL), a comprehensive Aboriginal cultural program, a school wide health and physical education program, a structured social skills program and a Student Representative Council.

School planning process

The school formed a Planning Committee comprising the Principal, Assistant Principals, and Instructional Leader, Teaching staff, Administration staff and community members. Wingham Public School undertook an extensive evaluation and consultation process. The evaluation included analysis of NAPLAN and PLAN data as well as student learning plans. These provided a detailed analysis of the academic progress of students and the future directions required for student improvement. An analysis of school policies and procedures was also undertaken to ascertain their relevance and effectiveness in the current school setting. The Tell Them From Me (TTFM) survey instrument was undertaken by staff. This provided particularly useful information related to the most important Drivers of Student Learning. The consultation process also included focus groups for students, staff and parents. Findings identified current positive aspects of school as well as some areas of need including more effective communication. Sentral student monitoring records, professional learning plans and student learning plans were also evaluated. After analysing all data from the evaluation process, improvement measures were identified and the three strategic directions developed through a process of consultation in the form of forums, held for staff and parents. The school consulted with the Biripi Aboriginal community and in consultation with a Biripi elder has established programs relevant to our Aboriginal students. Consultation between the Community of Wingham Schools has reinforced existing partnerships and informed future directions for our students and staff in terms of syllabus implementation and transition between schools.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Classroom
Practice

Purpose:

- deliver inspired and passionate teaching based on a clear understanding of what works best for raising student achievement.
- foster quality teaching through effective collaboration and professional development providing a curriculum which meets students' needs.

STRATEGIC DIRECTION 2

Aspirational Learning
Community

Purpose:

- strengthen the school culture where leaders, teachers and students demonstrate a personal and collective responsibility to promote ongoing growth and best practice.
- ensure the school community is committed to the pursuit of excellence.
- ensure that school management and administrative processes, practices and systems facilitate student learning and are responsive to community feedback.

STRATEGIC DIRECTION 3

Connect, Succeed, Thrive and
Learn.

Purpose:

- provide opportunities for students that are appropriate, rigorous, meaningful and dignified.
- encourage individual and shared responsibility for student wellbeing which is underpinned by positive and respectful relationships where students are connected to their learning and experience a sense of belonging to school and community.

Strategic Direction 1: Excellence in Classroom Practice

Purpose

- deliver inspired and passionate teaching based on a clear understanding of what works best for raising student achievement.
- foster quality teaching through effective collaboration and professional development providing a curriculum which meets students' needs.

Improvement Measures

The school is able to evidence growth from *Delivering to Sustaining and Growing* in the theme of internal and external measures against syllabus standards in the Learning Domain of Student Performance Measures

The value added data in SCOUT demonstrates growth from *Delivering to Sustaining and Growing* in Literacy and Numeracy across K–3, 3–5, 5–7.

To increase the percentage of students in Year 5 achieving at *proficiency standard* in NAPLAN Writing.

People

Staff

- develop skills to use evidence based practices to improve student achievement.
- develop commitment to identifying, understanding and implementing effective teaching methods with a high priority on Visible Learning.
- explicitly teach writing strategies across all Key Learning Areas (KLA's).

Students

- exhibit the characteristics of visible learners.
- collaboratively develop learning goals based upon clear success criteria.
- identify quality pieces of academic writing and make the right choices about strategies to use when writing with an academic voice
- independently use writing strategies across all KLAs.

Parents/Carers

- have a shared understanding of what makes a good learner.
- understand the importance of success criteria.

Community Partners

- Community of Wingham Schools (CoWS) will participate in professional learning to improve teaching practices

Processes

Visible Learning Project

Implementation of evidence-based teaching practices to make learning "visible" and maximise student achievement.

Improved Writing Initiative

Professional learning to develop targeted teaching in writing to improve student writing in all KLA's.

Evaluation Plan

- system and school data on student academic achievement.
- effect size data.
- teaching and learning programs.
- student work samples.

Practices and Products

Practices

Visible Learning Project

Teachers

- demonstrate high expectations, challenging learning intentions and success criteria for every student as evidenced by teaching programs, classroom displays and walkthroughs.

Students

- articulate where they are in their learning and what their next learning steps will be as evidenced by student evaluations.

Improved Writing Initiative

Teachers

- engage in professional learning around; the Six Ways, Mode Continuum, NAPLAN writing analysis, writing requirements, Problem Tree, What Works Best as evidenced by Professional Development Plans (PDP's).
- develop and implement Assessment For and Of writing tasks.
- participate in Consistent Teacher Judgement of writing samples as evidenced by stage meeting minutes.
- provide explicit teaching of writing strategies and effective feedback to students as evidenced by teaching programs, classroom displays and walkthroughs.

Students

Strategic Direction 1: Excellence in Classroom Practice

Practices and Products

- apply a variety of writing strategies and produce quality writing across KLA's as evidenced by writing samples.
- articulate their understanding of the 6 Write Ways and the Mode Continuum
- provide effective feedback on peer work samples.
- implement teacher feedback in their writing.

Products

Visible Learning Project

A sustained culture of effective evidence-based teaching and ongoing improvement resulting in every student making measurable learning progress.

Improved Writing Initiative

High quality student writing across all KLA's

Strategic Direction 2: Aspirational Learning Community

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> strengthen the school culture where leaders, teachers and students demonstrate a personal and collective responsibility to promote ongoing growth and best practice. ensure the school community is committed to the pursuit of excellence. ensure that school management and administrative processes, practices and systems facilitate student learning and are responsive to community feedback. 	Leaders <ul style="list-style-type: none"> effectively use multiple sources of data to assess student and school performance. deliver quality, strategic professional learning to staff. Staff <ul style="list-style-type: none"> participate in strategic professional learning. actively include parents in class / school activities. effectively build on the capacity to support learning at home. collaboratively develop effective communication processes and practices. Students <ul style="list-style-type: none"> develop a greater sense of responsibility and accountability for home / school communication. value the contributions and active participation of parents develop the capacity to participate effectively in their learning and learn to self-report on their achievement and learning goals. . Parents/Carers <ul style="list-style-type: none"> develop a greater sense of responsibility and accountability with respect to communication develop aspirational expectations for their children. participate in their children's learning. 	Instructional Leadership <p>Provision of high quality instructional leadership which models and promotes excellence.</p> Progressing Parent Engagement <p>Families and school work together to: share responsibility for learning and create positive attitudes to learning; understand how children learn and build on their capacity to support learning at home.</p> Evaluation Plan <ul style="list-style-type: none"> system and school data on student academic achievement teaching and learning programs student work samples professional learning evaluations meeting minutes 	Practices Instructional Leadership <p>School leaders</p> <ul style="list-style-type: none"> demonstrate quality instructional leadership by creating a culture of continuous learning for teachers which is tied to student achievement and school strategic directions and is evidenced by PDP's, MyPL records, teacher evaluations and accreditation. use data to help guide the instructional focus and professional development of teachers as evidenced by implementation of the national learning progressions and grade learning walls. coordinate the identification of the literacy and numeracy achievement of all students. This information is used to determine the professional learning needs of staff to support them in differentiating instruction and strategically planning appropriate targeted interventions. Staff <ul style="list-style-type: none"> participate in high quality professional learning including opportunities for reflection, collaboration and rich, sustained professional dialogue focused on student learning as evidenced by PDP's and evaluations. map the progress of students against key aspects of the literacy and numeracy national learning progressions to support decision making around the types of interventions needed by individual students and evidenced by data walls
Improvement Measures			
The school is able to evidence growth from <i>Sustaining and Growing to Excelling</i> in the Teaching domain element of Data Skills and Use, & Effective Classroom Practice, and in the Learning domain element of Assessment and Learning Culture.			
An increase of staff and parents believing there is collective responsibility for student learning.			
The Family School Partnership Framework "School Assessment Tool" indicates growth from <i>Developing to Sustaining</i> .			
The school is able to evidence growth from <i>Sustaining and Growing to Excelling</i> in the Leading domain element of Educational Leadership.			

Strategic Direction 2: Aspirational Learning Community

Practices and Products

and PLAN 2 data.

Progressing Parent Engagement

Teachers

- collaborate with students and parents in planning to support learning and develop shared expected outcomes as evidenced through individual learning support conferences and family conferences.

School

- uses a range of strategies that effectively seeks, contributes to and shares information on school policies, practices and community initiatives as evidenced by responses to TTFM surveys.
- provides multiple opportunities for all families and teachers to discuss students' social and academic progress as evidenced by meeting minutes.

Products

Instructional Leadership

A learning culture that encourages individuals, and the school, as a whole, to increase knowledge, capacity and performance.

Progressing Parent Engagement

Teachers and families discuss students' academic and personal needs in order to develop learning goals which support academic success at school and home.

Strategic Direction 2: Aspirational Learning Community

Practices and Products

Management practices and processes are responsive to school community feedback and service delivery to parents and students is improved.

Strategic Direction 3: Connect, Succeed, Thrive and Learn.

Purpose

- provide opportunities for students that are appropriate, rigorous, meaningful and dignified.
- encourage individual and shared responsibility for student wellbeing which is underpinned by positive and respectful relationships where students are connected to their learning and experience a sense of belonging to school and community.

Improvement Measures

PBL School Evaluation Tool (SET) indicates that PBL is embedded in all learning settings.

The school self evaluation against the SEF is able to evidence growth from *Sustaining and Growing to Excelling* in the Learning domain, Wellbeing element.

People

Staff

- utilise PBL strategies in all learning settings.
- understand that teaching and learning and the development of wellbeing are parallel, integrated, complementary processes.
- provide direction and support for teacher capacity through the Learning and Support Team (LST).

Students

- contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.
- take responsibility as active learners who exercise self-regulation appropriate to their age and level of understanding.

Parents/Carers

- actively participate in the school and help students develop positive connections.
- support and enable the aspirations of every student.

Processes

Positive Behaviour for Learning

Creating a safe, effective teaching and learning environment

Wellbeing

School will be a supportive teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Evaluation Plan

- Positive Behaviour for Learning SET
- EBS/Sentral data
- Wellbeing Self Assessment Tool
- LST processes

Practices and Products

Practices

Positive Behaviour for Learning

PBL team

- use a problem solving approach (data, systems and practices) that engages students, parents and all school staff as evidenced by PBL meeting minutes.

The school

- embeds PBL into classroom settings as evidenced by the PBL SET.

Wellbeing

Learning and Support Team

- a high functioning LST will provide direction and support for student learning and teacher capacity as evidenced by professional learning and LST minutes.

Staff

- engage with the Wellbeing Framework through professional learning to develop an understanding of the concept of wellbeing and its close links with learning as evidenced by professional learning logs.
- foster constructive interactions that provide enthusiastic and genuine support to students and parents as evidenced by parent feedback.
- recognise and support the multi-dimensional nature of wellbeing as evidenced by evaluation of wellbeing professional learning.

Strategic Direction 3: Connect, Succeed, Thrive and Learn.

Practices and Products

Students

- participate in learning that fosters wellbeing for themselves and others as evidenced by TTFM surveys.

Parents

- participate in parent forums on wellbeing as evidenced by parent attendance data.
- develop a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes as evidenced by evaluation of wellbeing forums.

Products

Positive Behaviour for Learning

A more workable, positive and sustainable process for improving both student behaviour and learning.

Wellbeing

Wingham Public School Wellbeing Framework incorporates and embeds the elements of the DoE Wellbeing Framework, resulting in healthy, happy, successful and productive individuals.