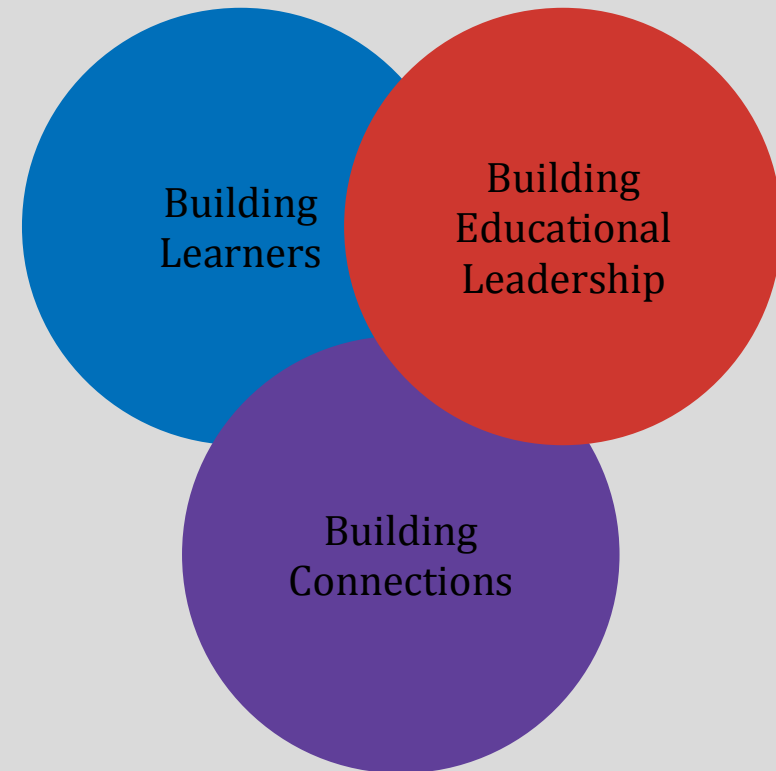


# School plan 2015 – 2017

## Walbundrie Public School 3338





## School vision statement

Walbundrie public school fosters a learning culture where the individual students learning needs are catered for in a supportive and challenging environment. This is achieved through high quality schooling that encourages students and families to hold high expectations and promotes a culture of excellence.

## School context

Walbundrie Public School is a dynamic rural school that has strong ties with the community. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy and creativity.

Walbundrie Public School is a K-6 school with the students predominantly from a rural background. It is a supportive environment that celebrates and encourages participation, along with achievement.

The school is a proud member of the Walbundrie Small Schools network that helps to develop a wider learning community for the students and staff members, as well as providing an increased social network.

## School planning process

The planning process at Walbundrie Public School began in 2014 and the initial phase involved consultation with the students, families, community and staff.

The process began with the students; to gauge and reflect upon what they believed the school was already achieving, along with identifying areas for improvement. They were also asked what their dream for education would be.

A community forum at the P&C meeting in term 4, 2014, allowed for open discussion on the school plan and all families were asked to complete a "3 wishes for the education of their student at Walbundrie Public School." All families at the school replied.

Staff were involved throughout the entire planning process. This included sharing of information about the new planning process and collection of data on school programs and functions, to help devise strategies for the future direction of the school.

All the data collected from the students, families, community, and staff members was collated and this guided the development of the school vision and the three strategic goals. Which were:

1. Building Learners
2. Building Educational Leadership
3. Building Connections

The community was continually informed throughout the process at the P&C meetings and at the end of the year concert, where the vision for Walbundrie Public School's future was shared.



## Walbundrie Public School

### Building Learners

**Purpose:**

Empowering all students to develop the essential literacy and numeracy skills, alongside key 21<sup>st</sup> century learning skills, so that they become creative, innovative, resourceful learners with the ability to think deeply and logically.

### Building Educational Leadership

**Purpose:**

Developing the leadership capacity of all members of the school, including the executive, administration and educational staff, so that they all develop the required skills to remain at the forefront of their chosen field, ensuring the best outcomes for all students through the implementation of best practice methods throughout the school.

### Building Connections

**Purpose:**

Working in collaboration with families and groups outside of the school setting, to strengthen and develop consultative decision making and growing students' personal connections within the local and wider communities, developing their awareness that they are global citizens.

# Strategic Direction 1: Building Learners

## Purpose

Empowering all students to develop the essential literacy and numeracy skills, alongside key 21<sup>st</sup> century learning skills, so that they become creative, innovative, resourceful learners with the ability to think deeply and logically.

## Improvement Measures

- ❖ 100% of students report a high level of satisfaction on the Tell Them From Me survey
- ❖ All students display expected growth on the PLAN data.
- ❖ Meet the Premier's priority of an 8% increase in the top two bands in NPLAN.

## People

**How do we develop the capabilities of our people to bring about transformation?**

### Staff

Are given the capacity to implement 21<sup>st</sup> century teaching skills into their teaching practice, making the learning visible.

### Students

Develop increased ownership over their learning. Leading to improved learning outcomes and greater engagement.

### Families and Community

Develop the capacity to work in partnership with the school to gain an increased understanding of their role in their child's learning.

## Processes

**How do we do it and how will we know?**

21<sup>st</sup> Century Learning skills are embedded in daily classroom practices. Making the learning visible to the students. This can be achieved through developing of a range of independent learning tasks for the students to engage their learning through and could include genius hour, project based learning and personal choice learning times.

Personalised Learning so that the current individual needs of the student are catered for. This is achieved through a differentiated curriculum where there are high expectations appropriate levels of support and access to a meaningful curriculum.

## Evaluation Plan

- Tracking students on PLAN
- Developing ILP
- PLAN data reporting to parents twice a year.
- NAPLAN results

## Products and Practices

**What is achieved and how do we measure?**

### Product

- ❖ 100% of students report a high level of satisfaction on the Tell Them From Me survey

### Product

- ❖ 8% increase in the top two bands in NPLAN.

### Product

- ❖ All students display expected growth on the PLAN data.

### Product

- ❖ Improved teacher quality and student learning, through the utilisation of current best practice methods.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

### Practices

Curriculum programs and teaching practices effectively develop knowledge and understanding of all students, using evidence based teaching practices and innovative delivery. Learning is made explicit to students and the direction for self-improvement is clear.

### Practices

Utilisation of individual learning plans for students with learning adjustments. Combined with ongoing assessment and planning to place educational instruction at the point of need.

## Strategic Direction 2: Building Educational Leadership

### Purpose

Developing the leadership capacity of all members of the school, including the executive, administration and educational staff, so that they all develop the required skills to remain at the forefront of their chosen field, ensuring the best outcomes for all students through the implementation of best practice methods throughout the school.

### Improvement Measures

- ❖ All staff member develop a performance development plan that aligns with the school plan
- ❖ Strong school leadership that effectively manages the school and communicates well with all stakeholders.

### People

**How do we develop the capabilities of our people to bring about transformation?**

#### Leaders

Increased leadership capacity to deal with the ever changing landscape in education.

#### Teachers

Increasing teacher capabilities and skills to cater for the needs of all students.

#### Students

Develop and foster the students' leadership capacity and involve them in decision making processes at school.

#### Families and Community

Involve the families and the community in collaborative decision making at the school.

### Processes

**How do we do it and how will we know?**

Improve school leadership capabilities through professional development and mentoring.

Strengthening teacher quality through the development of targeted professional development and peer coaching to ensure a high quality deliver of the curriculum for all students.

Support staff continue to develop and grow as a professional through quality professional development, peer networking and school based support.

Students are provided with multiple leadership opportunities to strengthen and develop their personal leadership capabilities.

### Evaluation Plan

- Professional learning plans
- Staff Survey
- Feedback
- Monitoring of PL.

### Products and Practices

**What is achieved and how do we measure?**

#### Product

- ❖ All staff member develop a performance development plan that aligns with the school plan.

#### Product

- ❖ Strong school leadership that effectively manages the school and communicates well with all stakeholders.

#### Product

- ❖ Teachers are effectively able to cater for the needs of the students using a range of teaching and assessing methodologies.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

#### Practices

Practices and processes are responsive to school community feedback and use collaborative feedback to promote and generate learning and innovation.

#### Practices

Teaching staff demonstrate high levels of contemporary teaching knowledge and rely on evidence-based practice.

#### Practices

Students provided with opportunities to explore and develop their leadership capabilities.

# Strategic Direction 3: Building Connections

## Purpose

Working in collaboration with families and groups outside of the school setting, to strengthen and develop consultative decision making and growing students' personal connections within the local and wider communities, developing their awareness that they are global citizens.

## Improvement Measures

- ❖ Positive feedback from all community partners.

## People

**How do we develop the capabilities of our people to bring about transformation?**

### Staff

Developing and strengthening networks within and without the educational system to develop the school so that it becomes more inclusive and dynamic.

### Students

Greater exposure to educational practices in real world situations to strengthen the link between education and real life application.

### Families and Community

Build stronger links between the school and the home. Foster collaboration with outside of school agencies.

## Processes

**How do we do it and how will we know?**

Develop and strengthen involvement in existing networks to improve teacher and leadership quality, along with strengthening the students' social networks.

Foster and develop the growth of new networks within educational system.

Cultivate and develop new networks within the local and wider communities to expose staff and students to a broader range of ideas and experiences.

### Evaluation Plan

- Feedback from parents and students
- Increased parental and community involvement in school activities.
- Students actively involved in community based projects.

## Products and Practices

**What is achieved and how do we measure?**

### Product

- ❖ Positive feedback from all community partners.
- ❖ Enrichment of student learning through real life learning experiences.
- ❖ Strong partnerships with the families and community that support and strength the school.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

### Practices

Engaging in community based projects and experiences so that the students are engaged in authentic learning tasks.

### Practices

Shared decision making and involvement with parents and community to develop and sustain authentic learning experiences.

### Practices

Work with outside agencies that allow students to develop personal and academic growth through involvement and ownership of community based projects.