School plan 2015 – 2017

Weethalle Public School 3415
### School vision statement

Our vision is to inspire and motivate our students to become creative, innovative and resourceful individuals, enabling them to become responsible and productive citizens.

### School context

Weethalle Public School is a small, rural and remote school in the Griffith Educational area of NSW, located on the Mid Western Highway between West Wyalong and Hay. It has a current enrolment of 29 students with two multi-stage classes. There has been a decrease in overall student numbers in recent years with the decline set to continue.

WPS provides excellence, opportunity and success for all students. ‘FACE THE TASK’ is the traditional motto of the school and features in the school’s day-to-day practices. At WPS Positive Behaviour for Learning (PBL) values of RESPECT, FAIRNESS and LEARNING are embedded in school practices. It has a highly professional and dedicated staff.

Weethalle PS has a vision that every child deserves the best possible education and one that addresses the needs of the whole child, preparing them for the demands of the 21st Century. The school enjoys strong community support and works hard at fostering a welcoming and supportive relationship with students, parents/carers and the wider community.

The Parents and Citizens Association (P&C) enjoy strong partnerships with the school focused on improved learning and well-being outcomes for all students. WPS students and staff actively support and feature in community events.

Weethalle Public School encourages parent and community involvement to provide student learning experiences that are meaningful and relevant and to establish confident and creative individuals who are active and informed citizens. This is achieved through the assistance of the supportive school community in Weethalle that helps establish resourceful, optimistic and successful learners.

Although operating as an individual school, the daily practices and future planning of collaborative activities revolve around consolidating the Small Schools Network.

### School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and establish aspirations from staff, students and community. This evidence was used in planning sessions involving students, staff and community to share ideas and expertise and identify the priorities for the 2015-2017 school plan. The process included a review of the strengths, opportunities and areas of future development for the school. As a result, three key strategic directions were identified as a basis for developments. These are:

- Student Learning and Engagement
- Teacher Quality
- Well-Being
School strategic directions 2015 - 2017

**Purpose:**
To develop engaged, independent and reflective learners who are inspired to excel and reach their full potential.

**Purpose:**
To ensure learning for students is based on quality educational delivery and consistent high standard practices, where teachers engage professionally and collaboratively to deliver 21st Century learning with expertise. (Building leadership capacity of staff and ensuring teachers are leading learners in the school, across our network and wider community).

**Purpose:**
To develop and enrich positive relationships supporting an inclusive, vibrant school environment and building respectful and trusting relationships. A school community working to embed a system of values (Positive Behaviour for Learning) and a culture of success where students, staff and community are valued in the creation of lifelong learners.
# Strategic Direction 1: Student Learning

## Purpose
To develop engaged, independent and reflective learners who are inspired to excel and reach their full potential.

## People
Develop a highly skilled staff who connects with parents and the broader school community to make student learning engaging, authentic and valued.

**Students**: Can expect their experiences in the classroom to be inspiring, resulting in improved levels of achievement and independence through engaging in rigorous and personalised learning activities.

**Staff**: Provide explicit, specific and timely formative feedback to students on how to improve. Design and implement teaching and learning experiences and assessments that reflect their students learning needs.

**Parents**: Have high expectation of their child’s learning and work closely with the school in innovative ways.

**Leaders**: Develop a highly skilled staff that connects with parents and the broader school community to make student learning engaging, authentic and valued.

## Processes
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- Students are challenged and inspired to achieve and thrive in a rapidly changing world.
- Teaching programs in 2 weekly focused cycles clearly indicating personalised learning.

## Products and Practices
**Products**: Teaching and learning programs cater for individual student learning needs and students have a clear understanding of where they are headed.

**Practices**: Using evidence-based teaching practices and innovative curriculum opportunities to improve outcomes.

**Practices**: Evaluation and reporting student performance data underpins the whole-school assessment strategy.

**Practices**: Assessment data monitors achievement and gaps in student learning and is used extensively to inform planning for particular student groups and individual students.

**Practices**: Students reflect and report on assessment and reporting processes and feedback to plan learning.

**Practices**: Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

**Practices**: Students demonstrate confidence as learners and are mapping their progress against their personal learning goals.

## Improvement Measures
- PLAN data measures literacy and numeracy continuum progress. Students are able to confidently use all aspects of both continuums to monitor their own learning.
- All students to achieve growth in school-based and/or Year 5 NAPLAN assessments at the completion of each year.

*Note: this links to the first bullet-points in the Products and Practices column*
# Strategic Direction 2: Teacher Quality

## Purpose

To ensure learning for students is based on quality educational delivery and consistent high standard practices, where teachers engage professionally and collaboratively to deliver 21st Century learning with expertise. (Building leadership capacity of staff and ensuring teachers are leading learners in the school, across our network and wider community).

## People

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing relevant and evidence based learning and practice at an individual and collective level.

Engage all staff in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

**Students:** Engage in reflective practices providing and receiving quality feedback.

**Staff:** Engage in Instructional Rounds within our network of schools. Lead and participate in professional learning that inspires them to build their capacity through planned peer observations, document analysis and conferencing focusing on Quality Feedback.

**Parents:** Understand the reform agenda and value the importance of ongoing professional learning in providing high standard educational delivery for students (supported by research/data in effective pedagogical practices).

**Leader:** Actively encourage parental participation in school professional learning to build community educational capacities. This will include providing community learning sessions on 21st century learning, English, Mathematics and NSW BOS syllabus documents.

## Processes

- Implementation of Instructional Rounds within a network of schools using collaborative feedback and reflection to promote and generate learning and innovation.

- High functioning Professional Development Team established (within and across schools) that will develop all staff Professional Learning initiatives in an inclusive, supported and learning-focused school culture.

## Products and Practices

**Products:** All teaching and learning programs are focused and quality evidenced through collegial observation and feedback across a number of schools, showing improved practice over time.

**Products:** A highly skilled, responsive and diverse staff who understand and value themselves and each other and contribute to a culture of high expectations.

**Practices:** Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

**Practices:** Teachers demonstrate and share expertise, have high levels of content knowledge and teaching practices, and rely on evidence-based teaching practices.

**Practices:** Teachers draw on and implement evidence-based research to improve their performance and development.

**Practices:** Quality teaching and learning practices across the school, demonstrated through personalised English and Mathematics lessons and assessments to improve student achievement.

**Practices:** Staff reflect and report on the achievement of their own learning and leadership goals.

## Improvement Measures

- Ongoing professional learning and leadership roles for all staff, commensurate with their experience, sharing a range of responsibilities within the school and utilising innovative technologies.

- All teaching and learning programs are focused and quality, evidenced through collegial observation and feedback across a number of schools, showing improved practice over time.

*Note: this links to the first bullet-points (✓) in the Products and Practices column*
# Strategic Direction 3: Well-Being

## Purpose
To develop and enrich positive relationships supporting an inclusive, vibrant school environment. A school community working to embed a system of values (Positive Behaviour for Learning) and a culture of success where students, staff and community are valued in the creation of lifelong learners.

## People
### Students:
Have an active voice in whole school priorities and projects.

### Staff:
Take on leadership roles and seek to engage and support parents and community in building their capacity to support their child’s learning.

### Parents:
Access opportunities provided to build their capacity to support the improvement of their child’s learning.

### Community Partners:
Enable the school community to develop and engage in a shared vision to plan and build pride in our school. Staff participate in learning partnerships and collaborations to build sustainable leadership.

### Leaders:
Deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

## Processes
- Developing community trust and strategic support to ensure our students become successful learners, engaged, independent and reflective.
- Enhancing whole school community understanding, implementation and support of PBL focused on school values of Respect, Fairness and Learning.
- Create networks that assume shared responsibility for promoting individual and whole school practice for ongoing growth and development.

## Products and Practices
### Products:
- School uses collaborative feedback and reflection to promote and generate learning and innovation.
- Staff given purposeful leadership roles based on professional expertise and passion.
- Improve parent collaboration and participation in home-school partnerships. Individuals are valued and a collaborative environment is fostered, resulting in learning success.

### Practices:
- Staff and leaders are collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making.
- Practices are embedded for parents and carers to be engaged and understand the learning progress of their children and how to effectively support them to learn.

### Practices:
- The school makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

### Practices:
- A positive culture of learning across students, staff and parents.

### Practices:
- Two-way, reciprocated and respectful communication between students, staff and parents.

### Improvement Measures
- All students will improve their social, leadership and behaviour choices.
- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students, which measurably improves individual and collective wellbeing.

*Note: this links to the first bullet-points in the Products and Practices column*