School plan 2015 – 2017

WAGGA WAGGA PUBLIC SCHOOL 3330

Inspired and Innovative Learners
Collaborative and Caring Culture
Engaged and Empowered Community
## School background 2015 - 2017

### School vision statement

Within a dynamic, caring and inclusive learning climate Wagga Wagga Public School students will embrace the future as confident, successful, creative and empathetic life-long learners who have achieved success today and are prepared for tomorrow.

### School context

Wagga Wagga Public School is a comprehensive NSW Public School which provides a quality education for 420 students from a range of socio-economic environments, including 7% Aboriginal and Torres Strait Islander students and 14% students from a non-English speaking background.

The school celebrates a long and proud history as the oldest school in Wagga Wagga featuring historical buildings and a compact, landscaped playground with sun safe areas and student play equipment.

Wagga Wagga Public School has a blend of early career and experienced staff who are committed to setting high expectations for their own professional learning to ensure that engaging educational opportunities are provided for all students in a caring and supportive environment.

At Wagga Wagga Public School we encourage students to be happy, safe and active participants in the opportunities provided for their education, to develop a love for learning and to realise their full potential. This is achieved by ensuring best practice is implemented in the classroom as well as in school leadership and management.

School priorities focus on capacity building and growth, literacy, numeracy, student engagement and well-being. Core programs supporting these ongoing areas include: L3, Focus on Reading, TEN, TOWN and HOW2Learn and Assessment for Learning.

Wagga Wagga Public School offers extensive opportunities for students to participate in extracurricular activities and provides strong programs in technology, sustainability, performing arts and sport.

The school has a strong emphasis on student welfare and student wellbeing and implements the Better Buddies program and inclusive playground support. An active and collaborative Parents and Citizens’ Association lead the parent community in supporting the school’s continual improvement.

### School planning process

The school planning process commenced in Semester 1, 2014 with the school leadership team attending professional learning on the School Planning Process and developing an action plan for its evolution within the school.

Initial review and subsequent creation of a new vision statement for the school involved students, staff and parents picturing the graduate. We identified what we wanted our students to leave Wagga Wagga Public School with and as. Responses allowed us to establish a vision for the school which represented the current and emerging needs of the school community and provided valuable data to inform the ongoing process of developing the school plan.

Consultation with and feedback from all stakeholders involved rigorous evaluation of the schools existing products, practices and performance using the School Improvement Tool, student, staff and parent workshops and discussions, evaluation of 2012-2014 School Plan and critical analysis of student and staff performance data, including NAPLAN, PLAN, school based assessments and the NSW Teaching Standards. Successful practices were recognised and areas for improvement and growth identified. Analysis of evidence gathered led to the development of the three strategic directions for Wagga Wagga Public School.

The directions encompass and reflect current Department of Education and Communities priorities and initiatives including the Melbourne Declaration of Educational Goals for Young Australians, Public Schools NSW Strategic Directions – Creating Futures Together 2015-2017, NSW Australian Curriculum documents, Great Teaching, Inspired Learning and Every Student, Every School.

The final stage of the process was the development of the 2015 milestones by the school’s leadership and curriculum teams. These teams will continue to collaborate and evaluate the delivery of school initiatives and programs, with a sustained focus on building capacity in achieving excellence in teaching, learning and wellbeing.
Purpose:
To develop a school culture in which staff members take responsibility for their own ongoing professional learning, strive for innovation and improvement and make strong connections within and beyond the school.

To provide a high standard of education through quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student through a combination of curriculum, ICT and human resources.

Purpose:
To embed a positive culture and set of values across the school through a school-wide focus on student equity, well-being and welfare programs.

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful and productive lives. The well-being and resilience of students and staff are valued in the creation of lifelong learners.

Purpose:
To build stronger relationships as an educational community by leading and inspiring a culture of engaged communication, empowered leadership and inclusive organisational practices.

To build genuine partnerships within the school community and with organisations and resources available beyond the fence.
Strategic Direction 1: INSPIRED AND INNOVATIVE LEARNERS

Purpose

To develop a school culture in which staff members take responsibility for their own ongoing professional learning, strive for innovation and improvement and make strong connections within and beyond the school.

To provide a high standard of education through quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student through a combination of curriculum, ICT and human resources.

Improvement Measures

- 80% of students achieving at or above key markers of expected student achievement in Literacy and Numeracy.
- 60% of all students achieving minimum growth in NAPLAN between Years 3, 5 and 7.
- Improved staff performance will be evidenced via observations, feedback and Performance Development Framework procedures.

People

**Students:** understand the content, learning intentions and success criteria required to improve literacy and numeracy achievement through explicit teaching and learning opportunities.

**Students:** engage in their own learning through a process of reflection, feedback and evaluation.

**Staff:** understand and implement assessment of, as and for learning to ensure all students achieve maximum growth in their learning.

**Staff:** understand and evaluate teaching performance and actively develop plans to build their capacity in delivering high quality educational outcomes for all students.

**Parents/Carers:** collaborate with the school to build their understanding of learning outcomes, curriculum and assessment.

**Community Partners:** establish proactive learning alliances with other schools and community members to develop innovative educational initiatives.

**Leaders:** build the capacity of self and staff to lead, implement and evaluate the process of achieving milestones.

**Leaders:** provide with opportunities to strengthen their knowledge and skills and foster a strong leadership team.

Processes

Build staff capacity to collaboratively plan, teach and differentiate teaching and learning programs and use assessment data to improve student outcomes in literacy and numeracy.

Develop the capacity of teachers utilising a coaching and mentoring framework based on Australian Teaching Standards and accreditation processes.

Establishing effective school teams to provide ongoing professional learning, promote consistent teacher judgement, maximise differentiated learning for all students and promote high standard practices.

Active participation in the Wagga Wagga Community of Public Schools to establish strong collegial relationships and share quality teaching and learning practices.

Sustained programs in Aboriginal and Multicultural Education programs achieving improved student outcomes.

Evaluation Plan:

Student performance and growth data analysed bi-termly at a year, stage and school level.

Teaching and Learning Program evaluations reflect high standards of practice and identify areas for continued professional learning.

Teacher Performance and Development Framework term review and self-assessment in collaboration with team leaders.

Products and Practices

**Products:**

All students demonstrate growth in achievement of key cluster markers on the Literacy and Numeracy continua.

Teaching and learning programs reflect student needs, effective assessment of, as and for quality learning and display differentiation of learning instruction.

High quality teaching practices are demonstrated and supported through rigorous self-evaluation practices, effective PDF processes, innovative teaching and learning outcomes and improved student outcomes.

School policies and continuums support implementation of Australian Curriculum documents, school initiatives and expectations.

**Practices:**

Staff and students reflecting and reporting on the achievements of their own learning and leadership goals.

Embedded systems for collaboration, coaching, and critical friends will drive and sustain school wide improvements.

Proficiency in evaluating teaching practice, assessing student outcomes and growth and identifying student engagement.

Effective communication and consistency across school to provide a genuine continuum of learning expectations and outcomes.
### Strategic Direction 2: COLLABORATIVE AND CARING CULTURE

#### Purpose

To embed a positive culture and set of values across the school through a school-wide focus on student equity, well-being and welfare programs.

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful and productive lives. The well-being and resilience of students and staff are valued in the creation of lifelong learners.

#### Improvement Measures

- Improvement in students, staff and parents ability to articulate and demonstrate core values and skills.
- Reduced incidence of negative notifications and increased record of positive notifications in SENTRAL.
- 95% of students participating in quarterly Reward Days.

#### People

**Students:** demonstrate the core values of the school, show empathy for others, value diversity and have high expectations of themselves.

**Students:** engage in and demonstrate the traits of Emotional Intelligence, HOW2Learn dispositions and habits and pro-social skills.

**Staff:** demonstrate a consistent approach to embed values, traits and habits into all facets of learning.

**Staff:** demonstrate high standards and promote high expectations in work and behaviour habits of students, colleagues and self.

**Staff:** participate in ongoing professional learning to adopt emerging educational trends and school initiatives to enhance wellbeing and welfare.

**Parents/Carers:** support and encourage the values promoted at school and take an active role in supporting student wellbeing and welfare.

**Community Partners:** engage with and support a whole school community approach to educating the whole child.

**Leaders:** understand, lead and support initiatives to build a collaborative and caring culture.

**Leaders:** monitor student wellbeing and promote effective communication between students, staff, parents and community.

#### Processes

School trainers present professional learning in Peer Coaching, HOW2Learn and Emotional Intelligence.

Explicit teaching of values, habits and traits across a diverse range of learning experiences.

Evaluation and refinement of school Welfare Policy to encompass vision for the school.

Collaborative development of and communication of, a set of core values that are reflective of our school wide focus on student equity, wellbeing and welfare programs.

All students provided with equitable opportunities to access the curriculum through a differentiated learning program and the completion of Individualised Learning Plans, Adjusted Learning Plans and Personalised Learning Plans for identified students.

Participation in school and community events that reinforce and promote our shared values.

**Evaluation Plan:**

Termly evaluation of student welfare data to identify and address areas for improvement.

Regular reporting against milestones by leadership team.

Annual evaluation of achievement of school directions including values and skills via school surveys.

#### Products and Practices

**Products:**

The school has a comprehensive Welfare and Wellbeing Policy which includes supporting programs that promote positive behaviours, core values and an intrinsic value for lifelong learning.

Students are self-aware, build positive relationships and actively contribute to the school and their community.

SENTRAL data indicates a decrease in negative notifications and an increase in positive notifications.

Charters of expectations for staff and students supported and adhered to.

**Practices:**

Regular notifications of positive student incidents to parents.

Strategies, habits and traits of key initiatives of Peer Coaching, HOW2Learn and Emotional Intelligence are embedded in all interactions and learning opportunities.

Whole school community support and positive engagement in initiatives and opportunities that support academic, social, emotional, physical and spiritual wellbeing.

Greater understanding and acceptance of diversity that fosters a strong sense of belonging to our school community.

Consistent ideologies, practices and language across the school community.

Visible improvement in interactions between all stakeholders.
## Strategic Direction 3: ENGAGED AND EMPOWERED COMMUNITY

### Purpose
To build stronger relationships as an educational community by leading and inspiring a culture of engaged communication, empowered leadership and inclusive organisational practices.

To build genuine partnerships within the school community and with organisations and resources available beyond the fence.

### People
**Students:** engage in learning experiences that build knowledge, understandings and positive attitudes about the cultural diversity of people and places in our community and their world.

**Staff:** understand the importance of accessing community knowledge, resources and expertise to implement quality, meaningful and memorable learning experiences.

**Parents/Carers:** share their knowledge, skills and backgrounds to enhance the learning opportunities and cultural awareness for all students.

**Leaders:** support staff in initiating and sustaining relationships with individuals, community groups and organisations.

**Community Partners:** provide valuable skills, expertise and resources to support learning programs to assist our students to become confident contributors to the local and wider community.

### Improvement Measures
- Increased and measurable participation and engagement by parents/carers in school based activities and initiatives.
- 20% increase in parent/carer representation at student progress interviews.

### Processes
**Improving communication processes between school and home via Parent Portal, Newsletter and notes home.**

**Establishing Aboriginal and Multicultural teams with student, staff, parent and community representation to enhance the learning opportunities and cultural awareness for all students.**

**Strengthening relationships between staff and parents through sharing of knowledge, skills and information at P&C meetings and parent forums.**

**Establishment of the Wagga Wagga Community of Public Schools to improve school practices and enhance professional learning.**

**Community contribution and involvement in the development of programs and initiatives that support student welfare as well as talents and interests.**

**Implementation of transition programs with Early Childhood providers and local High Schools to support our students in achieving successful continuity of learning.**

**Evaluation Plan:**
Regular reporting against milestones, feedback from school teams and equity program outcomes.

### Products and Practices
**Products:**
Inclusive and varied opportunities for parents to participate in school activities and to engage in school initiatives.

Effective school teams in Aboriginal and Multicultural Education promote awareness and understanding of the diversity within our school, community and world.

**Practices:**
Improved communication and collaboration between all members of the school community to build positive relationships and create a sense of belonging.

Increased partnerships and involvement with the wider community and participation in school events and initiatives.

Student awareness of the local and global diversity is reflected in positive attitudes and inclusive behaviours.

Positive student engagement in academic, cultural, creative and sporting activities that support talents and interests and encourage community participation.

Informative, efficient and practical communication systems in operation.