School plan 2015 – 2017

Wanaaring Public School 3365

- Quality learning and high expectations
- Quality teaching and professional learning
- Building a strong educational community
### School vision statement

Wanaaring Public School will provide an educational community where every student will become an effective 21st century citizen. We value every child’s learning journey and provide them with a variety of high quality learning experiences.

### School context

Wanaaring Public School is situated 200km west of Bourke, on the Paroo River on the Upper Western Plains of NSW. We are part of the Western Plains Network of schools. We are a small isolated rural school with 8 students K to Year 6. We have strong links to Wanaaring and Bourke communities. We also regularly work with White Cliffs and Tibooburra Public Schools.

Wanaaring Public School is taking part in the Early Action for Success (Small and Isolated Schools) program in 2015/16.

### School planning process

**Parents and Community:**
- Families within the school as well as local community members were invited to complete a survey in Term 3 2014.
- The principal spoke individually to all community representatives to discuss with them the strategic directions and improvement measures that were in development and their feedback was taken into account.

**Staff:**
- Were provided with opportunities to have input towards the development of strategic directions.
- The Principal also met and collaboratively planned with the Principals from White Cliffs and Tibooburra Public Schools in Term 4 2014, as well as meetings held with Western Plains network principals.

**Students:**
- Where asked what they would like to do more of at school and ideas from this were incorporated into the Strategic Directions.

The findings from the above consultation resulted in the following three Strategic Directions.
**Purpose:** We will inspire all students to achieve, grow and be successful in an innovative, high quality learning environment.

**Purpose:** We will develop teacher capacity within a culture of ongoing professional learning focussed on best practice, ensuring improved outlines for all students.

**Purpose:** Will build stronger, positive relationships as an educational community and inspire a culture of collaboration, engaged communication and planning.
## Strategic Direction 1: Quality learning and high expectations.

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We will inspire all students to achieve, grow and be successful in an innovative, high quality learning environment.</td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong>&lt;br&gt;Students: will develop a sound understanding of the process of setting and achieving their own learning goals.&lt;br&gt;Staff: will develop their understanding of the need for individual programs to meet the needs of all students.&lt;br&gt;Capacity to use PLAN data to inform teaching/learning programs is increased.&lt;br&gt;Teacher quality will be improved by implementing individualised professional learning to enhance teacher capability.</td>
<td><strong>How do we do it and how will we know?</strong>&lt;br&gt;Student: will be involved in explicit teaching of the continuums and use ‘I Can’ language and rubrics to discuss where they can move to next.&lt;br&gt;Staff: will develop their capacity to make consistent teacher judgement when submitting PLAN Data. This judgement will be validated termly with our Instructional Leader.&lt;br&gt;Will participate in L3 Kinder and Stage 1 training to develop their understanding of and aid in the implementation of the L3 program.&lt;br&gt;Will explicitly teach students so they are able to lead their personalised learning and support plan meetings.&lt;br&gt;EA4S strategies for tiered interventions for students not meeting target levels</td>
<td><strong>What is achieved and how do we measure?</strong>&lt;br&gt;Product – 100% of students with a valued personal learning plan that will evolve to take on greater educational meaning.&lt;br&gt;Product – students display skills and understanding of the Literacy and Numeracy continuums to accurately identify where they are currently and are able to plan their progress.&lt;br&gt;All students at or above their cluster in literacy and numeracy as a result of staff implementing L3 and TEN strategies&lt;br&gt;Product – the development of a system within the school of assessment data and personalised goals being used as the driver for learning experiences</td>
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</table>

**Improvement Measures**

- All students achieving at or above expectations in PLAN Data.

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## Strategic Direction 2: Quality teaching and professional development.

### Purpose
We will develop teacher capacity within a culture of ongoing professional learning focussed on best practice, ensuring improved outlines for all students.

### People

<table>
<thead>
<tr>
<th>How do we develop the capabilities of our people to bring about transformation?</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff:</strong> will engage in a planned pathway of professional development in L3 K and Stage 1 as well as TEN.</td>
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<tr>
<td><strong>Students:</strong> will develop a sound understanding of the literacy and numeracy continuum.</td>
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### Processes

<table>
<thead>
<tr>
<th>How do we do it and how will we know?</th>
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<tbody>
<tr>
<td><strong>Staff:</strong> capacity will be increased with planned professional learning sessions on developing their capacity through using the Australian Standards for Teachers and Principals.</td>
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<td>L3 training will be ongoing and implemented from K-2</td>
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<td><strong>Leaders:</strong> proactively identify professional learning options to develop skills, knowledge and expertise in all staff.</td>
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</table>

### Products and Practices

<table>
<thead>
<tr>
<th>What is achieved and how do we measure?</th>
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<tbody>
<tr>
<td><strong>Product:</strong> Staff will develop professional learning goals by analysis of student and staff needs.</td>
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<tr>
<td><strong>Product:</strong> detailed record keeping across all areas is maintained with consistent teacher judgement being monitored.</td>
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<tr>
<td><strong>Product:</strong> All staff utilise the Quality Teaching Framework in the development of Personal Learning Plans for students.</td>
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<tr>
<th>What are our newly embedded practices and how are they integrated and in sync with our purpose?</th>
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<td><strong>Practice:</strong> Teaching documentation and delivery utilises and focusses on the Quality Teaching Elements</td>
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### Improvement Measures
- Staff using the professional development framework successfully to improve their individual capacity.
Strategic Direction 3: Building a strong educational community.

<table>
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</table>
| Will build stronger, positive relationships as an educational community and inspire a culture of collaboration, engaged communication and planning. | How do we develop the capabilities of our people to bring about transformation?  
Students: will effectively engage in the educational community by developing the necessary skills to achieve in this collaborative environment.  
Staff: actively seek connections with the wider educational community to enhance the learning needs of the students. They will support students to become an active participant in this collaboration.  
Community: will develop effective partnerships with the school to increase learning opportunities and support for all students. | How do we do it and how will we know?  
Students: will develop their knowledge and understanding of appropriate social skills and how to effectively collaborate with students from other schools in order to develop citizenship skills.  
Staff: Will develop strong relationships with destination High Schools to ensure that students transition smoothly into high school  
Parents and Caregivers: Will participate in surveys to identify their students’ intended high school. Will complete a survey to identify how their child has transitioned into high school.  
Community: will be actively involved with the school and working collaboratively with staff through the development of shared projects and learning opportunities. | What is achieved and how do we measure?  
Product: Community partners are participants in school decision making  
What are our newly embedded practices and how are they integrated and in sync with our purpose?  
Practice: the culture within the school values partnerships with other schools, and community organisations and maintains two way communication. |

**Improvement Measures**

- Every student successfully transitions into year 7.