School plan 2015 – 2017

Wee Waa Public School 3416

Achieve  
Enhance  
Trust
## School vision statement

At Wee Waa Public, children are offered an excellent all round education.

We believe as educators that learning should be challenging, exciting, surprising and fun. Our school should be a place where all children are expected to enjoy and succeed with their learning. We believe our school should be a place where children wonder, puzzle, imagine, question and think, either alone or with others.

We believe our school should respect the past, value the present and aim for the future. It should be a place where everyone is courteous, respectful and safe where everyone, staff and students are happy to be at school.

Wee Waa Public should be a place where all children regardless of race, socio economic circumstance or natural ability can say "I'm proud of who I am and of my school, that I do my best to be honest and responsible, to be a good friend, to learn and to enjoy my time at school".

## School context

Wee Waa Public School is situated in the New England region, part of the New England West School Education Group. It serves the community of Wee Waa and the surrounding rural district. One third of the student population travel to school by bus, with the remaining students travelling to school by foot or car. With much of this century having been in drought the local economy has been in recession. This was reflected in declining enrolments at Wee Waa Public School until 2012 when number began to rise again. 2015 sees 174 students start the year which is an increase of 17% over 3 years. This increase is due to the cheaper housing available in town with 90% of new enrolments coming from low SES families.

In 2015 48% of students identify as Aboriginal and more than 20% of the total school population have identified additional education needs. 40% of families are single parents with some 95% of these being single mums. 25% of our families derive their total income from welfare payments. Of the three primary schools in town Wee Waa Public School has the highest enrolments, the highest proportion of Aboriginal students and the highest proportion of students with learning disabilities.

In the past the school received additional funding and staffing through a range of support programs. From 2007 to 2012 the school was a Schools in Partnership school. From 2012 to 2015 the school was a Low Socio Economic Status National Partnerships funded School. The school has received very significant funding under the RAM model for 2014 & 2015.

## School planning process

The school community has undertaken a series of activities designed to evaluate the success of past initiatives and examine current developments in the field of education over the past 18 months.

### Methods used included

- Interviews were conducted with members of the school community as part of the Dare To Lead initiative
  - members of staff
  - students
  - parents and family members
  - community members
- Analysis of policies and programs, plans, budgets, assessment information, communications, program evaluations and other documents by school executive
- Classroom observation by peers, supervisors & principal
- Surveys of students and parents to gauge opinions
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART by staff
- Discussion and consultation with the parent body through the local P&C.
To ensure equality of opportunity for every student acknowledging the many pathways taken by our students to arrive at our school.

To promote a culture of excellence within the school by providing learning opportunities that build upon quality teaching in the classroom, acknowledge and enhance the skills students bring with them into the classroom and to encourage students to be independent, yet disciplined, innovative and resourceful individuals able to make sense of the world around them.

Teachers and the support staff within a school have the capacity to change lives for the better. To achieve that goal they must provide a flexible curriculum designed around the needs of 21st century learners. Teachers must have the capacity to implement the new National Standards and new NSW syllabi as they are progressively introduced during the next 3 years. As life-long learners they need to continually refine the art of teaching through engaging in professional studies and equip themselves with skills necessary for the safety and wellbeing of their students and the technological skills required for life in the 21st century.

The school must reflect the community, culture and time it is living through. Living in the 21st century demands 21st century classrooms, technology and pedagogy. Looking to the past, living in the present with an eye for the future must be reflective of a constant search for quality engagement with our students using the most modern of tools. Positive, trusting and respectful School Community partnerships are the key to success.
Strategic Direction 1: **Independent, self-disciplined learners**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure equality of opportunity for every student acknowledging the many pathways taken by our students to arrive at our school.</td>
<td>Students</td>
<td>Upon identification of need by class teachers students will receive support to enhance their potential to learn. These programs include but are not limited to Literacy &amp; Numeracy support.</td>
<td>As a result of changes to the processes used within the school the following will be observed</td>
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<tr>
<td>To promote a culture of excellence within the school by providing learning opportunities that build upon quality teaching in the classroom,</td>
<td>Equip students with the skills and capacity to evaluate, create and problem solve across all KLA’s</td>
<td>To foster independence, self-discipline, and a positive culture within the school the implementation of a whole-school approach to student wellbeing using the DEC Student Wellbeing Framework and with a particular emphasis on Be A Star and the strengthening of student attendance and engagement practices.</td>
<td>Improved NAPLAN results indicating the realisation of individual academic potential</td>
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<td>Encourage students to be independent, yet disciplined, innovative and resourceful individuals able to make sense of the world around them.</td>
<td>Students</td>
<td></td>
<td>Decreasing detention &amp; Suspension data indicating improved levels of engagement and self-discipline.</td>
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<tr>
<td></td>
<td>Staff</td>
<td></td>
<td>Increasing levels of participation in Sport, Arts and extracurricular activities indicating more engaged and resourceful individuals.</td>
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<td></td>
<td>Parents</td>
<td></td>
<td>Improved attendance data indicating a more serious approach to the importance of education from both students and their parents with an improved self-image and display of a more positive attitude towards education.</td>
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<tr>
<td>Improvement Measures</td>
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<tr>
<td>❖ Improved NAPLAN results using 2012-14 average results as a base line with a target of 5% overall improvement each year.</td>
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<td>❖ Decreasing detention &amp; Suspension data</td>
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<td>❖ Increasing levels of participation in Sport, Arts and extracurricular activities</td>
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<tr>
<td>❖ Improved attendance data with a target of reaching the state average by 2016 and maintaining at that level through 2017</td>
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## Strategic Direction 2: 21st Century Educators

### Purpose

Teachers must provide a flexible curriculum designed around the needs of 21st learners. Teachers must have the capacity to implement the new National Standards and new NSW syllabi as they are progressively introduced during the next 3 years. As life-long learners they need to continually refine the art of teaching through engaging in professional studies and equip themselves with skills necessary for safety of their students and the technological skills required for life in the 21st century.

### People

#### Staff

Have a program of personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focussed on the implementation of the National Curriculum and implementing the new National teaching standards.

Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs.

#### Students

Engage and actively participate in their learning through a variety of approaches to curricula and extra-curricular programs to foster engagement and growth.

### Processes

#### Staff

Implementation of the Australian Curriculum ensuring the explicit teaching of 21st Century Learning General Capabilities. AND

Program implementation in support of the Australian Curriculum to include: Reading Recovery, Multilit, Language Development, Academic Extension Creative Arts and Physical Education

Professional learning teams are established across stages that leads improved practice and quality teaching.

Expand leadership opportunities for staff and students through participation in youth forums and programs derived from the rural & remote DEC action plan.

Implementation of the DEC Performance and Development Framework including professional goal setting and reflection against the teaching standards and a whole-school approach to high quality professional learning.

### Products and Practices

As a result of involvement in professional development staff will be able to

- Demonstrate the implementation of the National Curriculum in their teaching and program,
- English & Mathematics 2015
- Science & History 2016
- Geography, Languages, the Arts, Health and Physical Education and Technologies 2017

Year K - 6 Scope and Continuums will have been developed as well as, common assessment tasks including ‘rich tasks’ for data analysis, future planning and the systematic tracking of student learning using PLAN

100% teachers to have a professional learning plan including negotiated learning goals of which two are directly linked to the priorities in this plan.

100% teachers are accredited at Proficient with some working towards accreditation at higher levels.

### Improvement Measures

- Evidence of the implementation of the National Curriculum
- Evidence of involvement in all professional development offered by the school.
- Annual completion and review of Professional Learning Plans
### Strategic Direction 3: Building trust and respect

#### Purpose
The school must reflect the community, culture and time it is living through. Living in the 21st century demands 21st century classrooms, technology and pedagogy. Looking to the past, living in the present with an eye for the future must be reflective of a constant search for quality engagement with our students using the most modern of tools. Positive, trusting and respectful School Community partnerships are the key to success.

#### People

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th>Equip students with the technological skills and capacity to live and work in the 21st century</th>
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<tbody>
<tr>
<td>Educate students in a 21st century classroom suited to the demands of our local environment</td>
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<tr>
<td>Students will be able to ‘talk the talk’ in order to ‘walk the walk’ by learning the local indigenous language.</td>
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<thead>
<tr>
<th><strong>Staff</strong></th>
<th>Equip staff with relevant 21st century technological and teaching skills and equipment.</th>
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<tbody>
<tr>
<td>Provide staff with a classroom that meets the demands of our locality in which to work.</td>
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| **Parents** | Communicate the school strategic Plan and provide forums for parental feedback on how to improve the facilities to best meet students’ needs. |

#### Processes

Following an audit of the infrastructure of the school a prioritised list of building improvements will be developed and over the 3 year cycle acted upon as funding becomes available.

To develop greater awareness of the background of the student body staff will develop their knowledge base of local Aboriginal history and culture.

The whole school community will seek to foster closer engagement with the Wee Waa community as a whole and particularly with the Aboriginal community through regular communication, active involvement in support groups such as the AECG and greater levels of participation in community events.

The school will endeavour to introduce the local Gamillaroi language into the curriculum through involvement in the DEC community language program when it becomes available.

#### Products and Practices

By 2018 the school will have
- 21st century furniture
- 21st century standards of the buildings
- Best Practice technological resources
- Best Practice Resources for implementation of the Australian Curriculum
- Expanded opportunities for physical activity in the playground.

- Improved classroom comfort and staff and student moral and wellbeing
- 100% involvement level of the staff in Indigenous Awareness Training
- Aboriginal perspectives clearly identified and embedded in all school practices and programs
- Visible signs of local Indigenous culture within the school.
- More visible signs of local Indigenous culture within the school.
- We will continue to strengthen our Welcome to Country by introducing the singing of the National Anthem in Gamillaroi language.