School plan 2015 – 2017

Wirreanda Public School 4564

LEADERSHIP  
WELL-BEING  
STUDENT ENGAGEMENT AND SUCCESS
### School vision statement

Excellence and Opportunity in an Innovative and Supportive Learning Environment

### School context

Wirreanda Public School emphasises quality student outcomes, equity, and the development of a sense of personal worth, mutual respect and responsibility.

At the core of our beliefs is that the school must be a safe and happy environment to encourage and facilitate student learning and achievement.

Wirreanda Public School students are enthusiastic learners who personify our motto “Growing in Harmony”.

The school promotes academic excellence through best practice including an inclusive, balanced quality educational curriculum in each of the key learning areas.

### School planning process

Wirreanda PS has an Internal review team (IRT) comprising of executive, teaching staff and members of the Defence community and P&C.

The IRT has completed an extensive review and consultation including an evaluation and shared planning process. The evaluation included analysis of school and external data as well as anecdotal evidence through parent workshops, community focus groups, surveys, forums and parent observational data based on shared vision and values.

The three strategic directions have been developed through this process which has been discussed in P&C meetings. The plan has been forwarded to the AECG. During the process it was recognised that consultation with the local AECG, throughout the school planning process, needs to be strengthened. The Student Engagement team will address this.

The three strategic directions have been refined through further workshops as the 5Ps of the plan were developed. This included consultation with focus groups of staff, students and parents.
Strategic Directions 2015 - 2017

STRATEGIC DIRECTION 1
High Quality Sustained Leadership and Professional Practice

Purpose:
To build the capabilities of all teachers as leaders within a culture of empowered leadership and organisational improvement with a collaborative approach to high level professional learning and practice.

STRATEGIC DIRECTION 2
Consistent quality well-being practices that enhance student achievement.

Purpose:
To enrich our positive culture of success through consistent quality, student welfare, equity and learning & support practices which enhance student engagement and achievement.

STRATEGIC DIRECTION 3
Quality teaching, learning and assessment practices for student engagement and success

Purpose:
To provide rich learning opportunities that are purposeful, engaging and inspire excellence through quality teaching standards and shared professional practices.
Strategic Direction 1: High Quality Sustained Leadership and Professional Practice

Purpose
To build the capabilities of all teachers as leaders within a culture of empowered leadership and organisational improvement with a collaborative approach to high level professional learning and practice.

Students: levels of engagement will be enhanced through the development of high quality leadership and professional practice.

Staff: will develop capacity through self-identified, relevant and engaging professional learning opportunities that focus on feedback, self-evaluation and sharing of professional practice.

Staff: develop collective responsibility for all students’ learning through participation in collaborative learning teams.

Staff: will develop skills to effectively manage LMBR systems.

Parents/Carers: enhanced involvement, communication, understanding and coordination through learning team projects.

Improvement Measures
- All staff have PDPs focusing on attainment of professional goals reflecting the standards
- Collaborative Learning teams enhance staff engagement and is evident in decision making processes and job satisfaction
- All aspiring leaders progress towards higher levels of accreditation
- Awareness and implementation of Systems Reforms and drivers relevant to WPS

People

Processes

1. Leadership Learning:
Develop collaborative learning team frameworks for high quality leadership and professional practice.

2. Embed Australian Professional Standards for Teaching (APST)
Support the ongoing improvement of student outcomes and teacher capacity through effective implementation of the APST.

3. Systems Implementation
Develop school based systems and structures to support and effectively implement DEC systems and policies.

Products and Practices

Product: Staff demonstrate achievement of their professional learning goals aligned to the Australian Professional Standards and school strategic directions.

Practice: Regular engagement in collaborative learning teams to embed practice in relation to curriculum continuity and quality teaching

Product: High level staff engagement and collaboration in learning teams where goals and vision can be clearly articulated by all.

Practice: Staff reflect and report on the development and achievement of their own learning goals.

Product: System management practices are implemented and staff experienced in their use for student monitoring and finance.

Practice: Effective and efficient use of systems to manage finance, student files and monitor student welfare.

Evaluation Plan
Regular reporting and reflections against milestones by the learning teams.
Strategic Direction 2: Consistent quality well-being practices that enhance student achievement.

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<th>Purpose</th>
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<tr>
<td>To enrich our positive culture of success through consistent quality, student welfare, equity and learning &amp; support practices which enhance student engagement and achievement.</td>
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<tr>
<td><strong>Students:</strong> will acquire the 5 foundations of success to participate in successful learning through the development of their social and emotional well-being.</td>
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<td><strong>Staff:</strong> will enhance their understanding of the social and emotional needs of students whilst creating a nurturing and supportive school environment.</td>
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<td><strong>Parents/Care:</strong> will be engaged in creating the whole school shared understanding of student well-being practices and recognition processes.</td>
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<th>Processes</th>
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<tr>
<td><strong>1. Quality well-being Framework:</strong> Develop consistent well-being processes.</td>
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<td><strong>2. Engaging learners</strong> Enhance student engagement and achievement through quality, learning &amp; support practices.</td>
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<tr>
<td><strong>Product:</strong> School well-being framework integrates all practices and processes to support student achievement through whole school community understanding.</td>
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<tr>
<td><strong>Practice:</strong> Positive culture exists through the shared understanding of consistent well-being practices. All members of the school community uphold and can articulate the school values and foundations of success.</td>
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<th>Improvement Measures</th>
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<tr>
<td>❖ School Well-Being framework document is published, encompassing all aspects of wellbeing</td>
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<tr>
<td>❖ &gt;95% of students demonstrate 5 foundations of success evident through 1 incident referral or less.</td>
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<td>❖ 100% of students requiring additional learning support are tracked and reviewed each semester.</td>
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Strategic Direction 3: Quality teaching, learning and assessment practices for student engagement and success

**Purpose**

To provide rich learning opportunities that are purposeful, engaging and inspire excellence through quality teaching standards and shared professional practices.

**People**

| Students: | will monitor their development through success criteria and self-assessment. |
| Students: | levels of achievement will be improved through the development of engaging differentiated teaching and learning program. |
| Staff: | will improve teaching capabilities under the quality teaching framework principles. |
| Parents/Carers: | will be engaged in collaborative opportunities including workshops and forums to support and improve the school’s quality educational programs. |

**Processes**

1. **Professional learning and mentoring:**
   Develop learning teams that build teacher capacity through mentoring, collaboration and shared professional practice.

2. **Implement Quality Programs and Assessment:**
   Build teacher capacity in the continued implementation of quality programs to enhance pedagogical development with quality sustainable assessment practices.

**Products and Practices**

**Product:** Research and evidence based teaching and learning programs embed proven quality pedagogy including literacy & numeracy practices, and assessment as/for learning strategies.

**Practice:** Staff receive and provide feedback through regular reflection to evaluate the effectiveness of their teaching practice in future planning.

**Practice:** Staff are engaged in teacher mentoring through professional learning teams that inspire excellence.

**Practice:** Quality teaching standards and research based strategies are evident in all classrooms and teacher practice.

**Improvement Measures**

- All staff engage in mentoring and professional reflection through learning teams
- Embedded assessment as learning practices are evident in all T&L programs
- All staff track and use student data to support student learning, growth and reporting
- Sustained high level student engagement and positive growth for all students in literacy and numeracy.