**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavors and enable them to become engaged 21st century learners and citizens who act with integrity. Students will follow the school motto ‘strive and thrive’ operating in an environment which is caring, co-operative and respectful, based on the Positive Behaviour for Learning [PBL] core values of Spirit, Teamwork, Aspire, Respect and Success [STARS].

This will be achieved by:

- Nurturing and encouraging students to achieve their best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an atmosphere which is caring, co-operative and respectful, based on the Positive Behaviour for Learning (PBL) core values (STARS).
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.
- Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development with an active and effective Parents and Citizens Committee.

**SCHOOL CONTEXT**

Warialda Public School was established in 1851, making it amongst the oldest in the state. The school services the township of Warialda and the surrounding rural areas in the Gwydir Shire. Its student population is 142, with more than half of the students travelling to school by bus.

The school is well resourced with a spacious, well-grassed and well maintained playground in an attractive setting. It is staffed by a mixture of beginning and experienced teachers and support staff.

There is a strong emphasis placed on literacy, numeracy and the integration of technology and higher order thinking skills. Great importance is also placed on our PBL program and its values. Warialda Public School offers a wide range of student based programs that promote quality education.

Our school plan is currently being developed in consultation with staff and the wider community of Warren and they have proactively engaged in the process to assist in setting the strategic directions of our school.

The Warialda community are active participants in school events and development of stronger partnerships and programs within the school setting and enabling our students to gain “real world” experiences.

**SCHOOL PLANNING PROCESS**

A comprehensive process was undertaken across the school and community to review current practices and collect evidence, including student results, attendance, behaviour and participation along with survey data from staff, students and parents. This evidence was used to share ideas and to identify the priorities for the 2015-2017 school plan.

This process included a review of the strengths, opportunities and areas for development across the school.

As a result, three key strategic directions were identified.

These are:

**STRATEGIC DIRECTION 1**
- Highly motivated and engaged 21st Century learners and citizens

**STRATEGIC DIRECTION 2**
- High performing, collaborative and dynamic staff

**STRATEGIC DIRECTION 3**
- A positive and inclusive culture and strong community partnerships
School strategic directions 2015 - 2017

Students are literate and numerate with a whole school focus on English. Students who can think deeply and logically. Students who can obtain and evaluate evidence in a disciplined way. Students that collaborate work in teams and communicate ideas to make sense of their world.

Teachers and support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualized, team and shared professional learning for the 21st Century. Teachers with the capacity to implement the new National Standards.

To work across the school community to embed a positive learning culture and set of expectations based on the PBL core values of Spirit, Teamwork, Aspire, Respect and Success. Using PBL to achieve a culture where learning and success are encouraged and highly valued.
Strategic direction 1: Highly motivated and engaged 21st century learners and citizens

PURPOSE
To produce classroom programs that explicitly teach students to be literate and numerate. As a result of our classroom programs students will learn to think deeply and logically, obtain and evaluate evidence in a disciplined way. Students will have opportunities to be creative, innovative and resourceful. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

IMPROVEMENT MEASURE/S

- 75% of all Year 3 and 5 students receive at least the minimum standard in NAPLAN assessments.
- 100% of School professional learning plans explicitly target English and in particular reading and spelling.
- 100% of students show progress against the literacy continuums with increasing numbers of students achieving at or above their stage appropriate level.

PEOPLE

Students:
Students will learn to understand and articulate what effective learning looks like. Students will learn to make informed judgments about their progress and reflect on themselves as 21st Century Learners through setting personalized learning goals.
Access other learning opportunities through broader ICT experiences.

Staff
Develop a deep knowledge of curriculum, including 21st Century General Capabilities [particularly literacy and numeracy across the Subject areas], and learn to integrate these into the programming of lessons and units of work to best meet the learning needs of all students.
Develop ILP’s for Aboriginal students.

Parents
Families will engage with children’s learning and new and innovative programs will continue to build expectations of parents.

Community partners
Engage other research practices and experts to support the implementation and evaluation of pedagogical practice.

Leaders
Continue to initiate specific and whole school programs to meet the needs of our students learning.

PROCESSES

Students:
Whole school staff share best practice models in programming assessment and QT classroom practices.
Use data analysis to implement a literacy, numeracy and ICT strategy to identify targeted intervention.
Enhance opportunities for students at risk of not attaining expected benchmark standards through targeted programs.
Coordinate effective programs at significant transition points by developing student programs and course patterns that are appropriate for all students.
Collect base line data against the continuum.

Staff
Programming to provide challenging, rich learning environments for National Curriculum.
Devise and implement a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance.
Identify Aboriginal students and formulate partnership with family and Aboriginal community, Aboriginal/indigenous ideals and learning support team develop ILP’s for Aboriginal students.

Parents
Parents can access the newsletters School website and Facebook to participate in school based opportunities to collaborate in their child’s development.

Evaluation plan

PRODUCT AND PRACTICES

Product/Practices

- 75% of all Year 3 and 5 students receive at least the minimum standard in NAPLAN assessments.
- 100% of School professional learning plans explicitly target English and in particular reading and spelling.
- 100% of students show progress against the literacy and numeracy continuums with increasing numbers of students achieving at or above their stage appropriate level.
- 100% of students have a portfolio of work samples showing evidence of development around BOS syllabus General Capabilities [21st Century learning skills].
- The school consistently achieves at or above state level growth in NAPLAN literacy and numeracy external tests.
- A coordinated plan of support for the introduction of the National Curriculum and teaching standards is implemented through professional learning opportunities.
- School plans and timetable show evidence of increased curriculum options available for students.
- Personalised learning plans for 100% of Aboriginal students developed in consultation with staff, students and parents/carers.
- Confident parents can access information and are given opportunities to be part of their child’s education.
Strategic direction 2: High performing, collaborative and dynamic staff

**PURPOSE**

Teachers have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised, team and shared professional learning for the 21st Century learners. Teachers with the capacity to understand and implement the new National standards. Staff who achieve professional leadership at all levels. All support staff have the opportunity to engage in meaningful, appropriate professional learning that supports their work with students and staff. Our staff engages in opportunities to understand and develop their leadership skills and influence decision making in the school. Staff engage proactively with the community to ensure relevance based learning.

**IMPROVEMENT MEASURE/S**

- Career development and satisfaction from improved teaching skills and leadership as indicated by 100% of staff through surveys and supervisor/teacher meetings.
- 100% of teachers are collecting, recording and analyzing assessment data for monitoring student data and differentiation.
- 100% of individualized learning plans developed for staff.

**PEOPLE**

Students: Staff

- Have a program of personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focused on the implementation of the National Curriculum and implementing the new National teaching standards.
- Participate in professional learning that will increase their skills and encourage engagement in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs.
- Students

- Engage and actively participate by learning through a variety of curricula and extra-curricular programs to achieve our purpose.

**PROCESSSES**

Students: Staff

- Design and develop a whole school approach Australian Curriculum planning and implementation with a focus on embedding General Capabilities [21st Century Learning].
- Build teacher capacity through implementation of the DEC Performance and Development Framework and provision well planned and designed professional learning programs supporting teacher growth and achievement against the National Professional Standard for Teachers.
- Develop and refine over time a whole school approach to collecting, analyzing and reporting on in school and external assessment data to monitor student progress.
- Implementation and monitoring of standardized documentation in assessments etc.
- Expand leadership opportunities for staff and students.
- Teacher professional learning that focuses on differentiated learning in the classroom and analyses the effect on student outcomes.

**PRODUCT AND PRACTICES**

Product/Practices

- Career development and satisfaction from improved teaching skills and leadership as indicated by 100% of staff through surveys and supervisor/teacher meetings.
- 100% of teachers are collecting, recording and analyzing assessment data for monitoring student data and differentiation.
- 100% of individualized professional learning plans developed for staff and the Performance and Development Framework satisfactorily completed.
- Teacher programs reflect whole school approach to the National Curriculum.
- Improved leadership capacity and professional standards achieved as demonstrated in programs and Professional learning opportunities.
- School based observations are standard in staff professional learning plans and in the teaching learning cycle and in the Performance and Development Framework schedules.
- School priorities are underpinned by the work and input of the teams.
- Increased attainment of students in school based and external assessments can be shown through in school data and external data.
- Differentiated programs and assessment tasks are provided for...
Parents

- Participate in forums and meetings to actively engage with child’s learning

School community

- Work together to establish meaningful and proactive partnerships to engage our students in “real world” activities and strategies

- Teacher professional learning in the development of a variety of rich and diverse assessment tasks.

- Consolidate and develop strategic partnerships that enhance the quality of teaching and learning that are research based.

- Implement streamed classes, GAT and specific interest group programs

- Develop parent forums to support their understanding of student learning and improvement participation in other collaborative teams/committees

Evaluation plan

Ongoing monitoring of milestones and data as relevant.

- Greater student engagement as indicated through surveys and assessment results.

- Increased parent and community engagement as shown through attendance at school events, volunteering, surveys and community perception.

- Cohesive interdependent learning community focused on high skills for students and a continuum of learning K-6 Practices
To work across the school community to embed a positive culture and set of values based on our STARS PBL expectations of Spirit, Teamwork, Aspire, Respect and Success.

To use PBL to achieve a culture where success is valued and a strong social conscience is developed.

**IMPROVEMENT MEASURE/S**

- 100% of Students clearly understand PBL and are rewarded regularly for their efforts as per PBL set.
- 25% increase in students being recognised for demonstration of values.

**PURPOSE**

**PEOPLE**

**Students:**
- Show empathy to others and value diversity.
- Understand the core values of Spirit, Teamwork, Aspire, Respect and Success.
- Have high expectations of themselves.
- Engage in the PBL reward system.
- Respect of diversity and culture.

**Staff**
- Demonstrate a consistent approach to reinforcing values and using common language of PBL.
- Show a common understanding of appropriate student behaviours.
- Have high expectations of student work and behaviours.
- PBL team monitors and responds to data to successfully manage student behaviour and learning.

**Parents**
- Support and reinforce the values promoted through the continued implementation of PBL both in school and outside of school.

**Leaders**
- PBL committee review and reflect using data.

**PROCESSES**

**Students:**
- Participate in community volunteering program.
- Participate in school and community events that reinforce our shared values and citizenship.
- Have a voice in the ongoing development of PBL.
- Through SRC play an active role in the continued implementation of PBL.
- PBL lessons are continued and students show understanding.

**Staff**
- Actively engage in the teaching and promotion of the PBL values in all settings.
- Through PBL team continue to develop resources and strategies the staff use and implement in all school settings.
- Are effectively and consistently using school wide processes and reward system.
- Through PBL team extract data regularly from sentral or LMBR data.
- Through PBL team increase PBL signage throughout the school.

**Parents**
- Respond to communication strategies to help support their involvement in PBL.

**Evaluation – PBL Meeting and minutes and self-data.**

**PRODUCT AND PRACTICES**

**Product/Practices:**
- 100% of Students clearly understand PBL and are rewarded regularly for their efforts as per PBL set.
- 25% increase in students being recognised for demonstration of values.
- 100% of Students can demonstrate the PBL values of Spirit, Teamwork, Aspire, Respect and Success across the school and wider community.
- 100% of Staff use skills, language and strategies of PBL to reinforce the core values in all school settings.
- 100% of Staff participates in future decision making that is informed through data analysis and Staff Development days.
- Parents participate in the promotion of student and school successes across all areas.
- Parents increasingly acknowledge PBL values in communication with their students and the school and convey thoughts via surveys and meetings.