Whian Whian Public School
School plan 2015 – 2017

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V1.1 [26 August 2014]
School background 2015 – 2017

SCHOOL VISION STATEMENT

At Whian Whian Public School:

Everything we do is tailored to meet the needs of our students.

We foster a culture of participation and risk taking within our students and encourage parents and other community members to join us in encouraging that culture.

Our motto is “Creative and Caring”.

SCHOOL CONTEXT

Whian Whian Public School has a small, active community. The backgrounds of the people in the community are very diverse. The school is the centre of the community with a high level of involvement from many community members, including those with no students currently attending our school.

Whian Whian Public School has an enrolment of 23 students as of March 2015. The K-6 students work in small groups and also together as a whole class. They are involved in a great variety of activities, in and out of class.

Our school provides the opportunity for all students to participate in meaningful learning experiences in an environment that is safe secure and supportive.

Our Kinder to Year 2 classes are specifically structured in very small groups for Literacy and Numeracy. Our Gardening and environmental education programs are supported by community members in collaboration with Land care and the nearby Environmental education centre.

We have established a very successful Indonesian language and culture program in collaboration with community assistance. We are developing links with schools in Indonesia to build greater meaning into the program.

Our links with the very strong Big Scrub Community of Schools provides our students with greater opportunities. These are in sports such as Cross country, Swimming, Athletics as well as team sports in state knockouts.

Co-operation with schools in our Learning Community provides all Whian Whian students with the opportunity for extension activities and interest programs each term.

Our planning provides the opportunity to include all students in all planned activities, which is rarely the case in larger schools. Collaborating with neighbouring schools exposes students to further opportunities in a virtual “big” school.

SCHOOL PLANNING PROCESS

Our 3 strategic directions reflect the identified needs of the students, the preferences of the families and the requirements of the community, organised within the framework of the school planning process. This process has been well supported by our small school and the community.

The process which has resulted in the formation of this plan has been one of comprehensive consultation and has sought out the thoughts and opinions of every stakeholder in our school and the wider community.

In the early stages of the process, our school consulted with Community of Schools in deciding some possible directions for our planning. Our plan has been workshopped on more than five occasions with Principal colleagues from our Community of Schools. This was done at large network meetings, smaller Learning community meetings and also several meetings of smaller focus groups of four Principals.

Students have contributed to the content of the plan by expressing the value they place in the different aspects of their school, when specifically asked. They have also had the opportunity to secretly lodge their ideas of what they value in the school and what they would like to see in the future. Of course this is demonstrated in their readiness to participate and meaningfully engage.

Community members were given several opportunities to have their views heard. Each family received a draft of the school plan after the possible directions were identified. I am pleased to report that these opportunities were taken up by a substantial percentage of the community and the strategic directions were adjusted suitably. Much of the feedback supported the originally identified directions. This was due to the clear communication that has existed previously.

All teaching and non-teaching staff members of our small school have the opportunity to contribute to the learning of the students. The ideas of staff members are incorporated in this plan. Their strengths are capitalised upon and opportunities for development are planned for as well.
Whian Whian Public School

To meet the continually changing needs of our students through innovation, excellence and continuous improvement.

To build positive relationships and strong partnerships, between parents, students, staff and community.

To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

By encouraging a culture of risk taking and self-confidence in all members of the Whian Whian Public School Community, the culture of the school will celebrate success as well as the efforts of the Students, Staff and Community members.

To promote the interaction of Staff, Students and Community members with each other with the purpose of fostering skill sharing and enabling positive life-long learning.

This will ensure all members of the school and community are secure in the knowledge that their efforts and successes are recognised and valued.

To identify the needs and strengths of each Student of Whian Whian Public School.

To plan strategically, to cater for the identified needs and strengths of all students, thus achieving school excellence and contributing to sustained improvement in student learning.

By planning and implementing a wide variety of accurately planned programs, students will be enabled to achieve their best and develop a love for life-long learning.
Strategic direction 1: The Community of Schools (CoS) is utilised to benefit communities, schools, staff and students.

**PURPOSE**
Why do we need this particular strategic direction and why is it important?
- Increase educational, social and personal growth by providing co-ordinated opportunities through interaction within the community of schools for students, staff and school communities.
- To build confidence, capacity, leadership and sustainability for students and staff.

**PEOPLE**
How do we develop capabilities of our people to bring about transformation?
- **Students:**
  - Students are provided with opportunities to engage with peers at a personal, social and educational level.
  - Students build confidence in leadership through experiencing regular and strategically targeted interaction with peers from Community of Schools.
- **Staff:**
  - Staff members build leadership capacity through regular and strategically targeted professional interaction with colleagues from Community of Schools.
  - Staff members engage in professional learning to increase confidence to provide Quality teaching to all students within their classrooms and across our Community of schools.
  - Staff can accurately reflect on their capabilities and identify their future professional learning directions.

**IMPROVEMENT MEASURE/S**
- Maximum engagement in all opportunities offered by the learning community
  - A greater number of Students will be willing to participate in a wide range of activities and at a more meaningful level.
  - Students and parents report satisfaction with the transition to High School.
  - Staff participation in collegiate meetings is increased. The leadership of these meetings is developed. More staff members are willing to lead this learning.

**PROCESSES**
How do we do it and how will we know?
- **Planning to provide students with the opportunity to experience regular and strategically targeted interaction with peers from Community of Schools.**
- **Communicate the planned opportunities to the community.**
- **Evaluate impact of the opportunities by level of student engagement and community feedback.**
- **Communication of pathways for all students K-6 to reach their full potential in all areas of school life.**
- **Staff:**
  - Staff will have the opportunity to participate in training to lead Professional learning for colleagues. This Professional learning will occur regularly through currently established collegial groups.
  - Staff will be given the opportunity to plan the student enrichment and interest days, including communication and evaluation.

**PRODUCTS AND PRACTICES**
What is achieved and how do we know?
- **Practices:**
  - Innovative enrichment program is established to meet the needs of all students within the learning community.
  - Students build relationships and participate in learning activities which allow them to confidently transition to High School.
- **Products:**
  - All students will have the opportunity to successfully engage in enrichment activities.
  - Create pathways for all students K-6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support.
  - Students confidently transition to High School.
  - Students are confident and successful learners.
- **Staff:**
  - Practices
    - Targeted Professional Learning for all staff is provided through regular collegial meetings. (Infantry, TOTS TPs)
    - All staff members are supported in the accreditation process.
  - Products
    - Staff will engage in attending and also leading collegiate Professional learning activities provides leadership opportunities for all staff.
    - Improved student outcomes as a result of Teacher Professional learning being reflected in classroom practice across the community of schools.
    - All staff members have developed through consultation an accurate PLP that aligns with school plan.
- **Parents & Community:**
  - Parents value and are able to clearly communicate and articulate the role the learning community plays in the personal, educational and social development of their child.
  - They confidently engage to in opportunities to collaborate on projects to benefit all students within the learning community.
Strategic direction 2: Whian Whian Public School has a positive culture within the school and community.

PURPOSE

Why do we need this particular strategic direction and why is it important?

All members of the school community should feel confident that their efforts are recognised and appreciated. Successes need to be genuinely recognised. The recognition of the efforts of all members is vital in fostering a dynamic situation for all to learn and work in.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students will be encouraged to participate in all appropriate school activities, regardless of the level or stage.

Students will be guided by all adults in the culture of participation, doing their best and having their effort recognised and celebrated. Adults model the love of learning and the willingness to take risks to facilitate learning.

Staff will be provided with the opportunities for Professional learning as well as the opportunities to share their own knowledge and skills with colleagues. They will be fostered in taking risks and nurturing their love of learning.

Parents will be welcomed to share their skills, knowledge and experiences with the students and staff. They will demonstrate their enthusiasm and positivity towards aspects of their own interest.

Leaders will facilitate the opportunities for all members to share their skills and therefore demonstrate their love of learning. Leaders will provide a secure environment where all members can take risks in their learning with safety and support.

How do we do it and how will we know?

Students will participate in all learning activities to the best of their abilities. This will be in a safe and secure situation where risks are encouraged. They will have these learning behaviours modelled by all adults in the school.

Staff, Staff will be sufficient in number and capabilities to ensure an appropriate level of success for all students. They will work collaboratively to ensure programs are effective.

Staff will engage in TPL with colleagues from the CoS. They will also lead this learning and guide directions their learning might take.

Staff members are engaging more readily in areas of learning they would previously have been reticent.

Evaluation plan:

The quality of implementation will be reflected in the consistency of community involvement. Success of the program will also be reflected in the engagement and impact on students. This will be assessed at the natural end of each unit and refined for the next planning cycle.

What is achieved and how do we know?

Products:

More students will demonstrate a willingness to attempt a wider variety of learning experiences with greater confidence. A wider range of activities will be engaged more thoroughly by the students, indicating a broadening of the interest sets of the students.

Staff will have identified Professional Learning goals and have negotiated activities to achieve these goals.

Community participation will be visible and regular. It will be relevant to school plans and programming of teachers.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Teachers will explicitly support the students as they make their best attempts, taking risks to learn. Teachers will genuinely celebrate successes and efforts of students.

Staff development will be negotiated and linked to the school plan. Many of the Staff development experiences will be accessed through the CoS.

Staff will welcome and encourage input from community members with knowledge, skills or experiences.

Community members will be aware of programs planned in the school to enable them contribute in a meaningful and relevant manner.

IMPROVEMENT MEASURE/S

Student behaviour and willingness to engage will guide the evaluation of this strategic direction. Confidence will reflect the feeling of security and therefore the willingness to take risks.

This will be assessed on an individual basis and learning experiences provided to cater for the level of success for each student.

Staff report improvement in individual student learning outcomes in specifically identified areas.
Strategic direction 3: Whian Whian Public School caters for the specific needs and strengths of students

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

The students at Whian Whian Public School will have their needs catered for and their strengths identified and nurtured.

Students will be encouraged to build on their prior knowledge and use new learning to grow and develop. Students' background, including areas of interest is important. The acknowledgement of these interest areas will motivate the students and encourage participation from families.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students:**
Students will develop the capacity to effectively engage in activities in small groups as well as learning independently.

**Staff:**
Staff will program to ensure students' needs are met.
Staff will structure the learning space to allow for the required learning experiences.
Staff will effectively communicate with Parents and Community regarding programs in relation to the interest of students.

**Parents:**
Parents will be included in discussions regarding the requirements of their child to ensure they can engage in activities and initiatives.

**Community partners:**
Community partners will be invited to engage in learning experiences with the students. They will have the opportunity to contribute to the planning and implementation of the program.

**Leaders:**
The Principal will organise and structure the time required for the needs to be met, as well as ensuring resources are allocated accordingly.

**PROCESSES**

How do we do it and how will we know?

**Students:**
As well as whole class lessons, students will engage in small groups. This will be evident by the quality of the learning assessed during and after these sessions. Students will use the continuum to chart their progress

**Staff:**
Staff will plan learning activities and structure the space to allow learning to take place due to high students engagement.
Staff will identify interest of students and consider these when planning learning programs. These should be communicated to parents to enable greater participation.

A wide variety of learning experiences will be planned to cater for all students.

Students will access a range of activities planned within the Community of Schools.

**Evaluation plan:**
The level of engagement will be monitored. The success of the learning will be assessed. The effectiveness of the structure and resourcing will be revised.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**
Students’ individually identified learning needs will be specifically targeted for assessment by observation as well as formally.

Literacy and Numeracy learning will meet all cluster markers. Students will know where they are placed on the continuum.

Students’ interests will be implemented in literacy learning. It will be reflected in the content of learning experiences. Personal interest projects will be an example of this.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**
Use of the Literacy and Numeracy continuum as a visible learning process for the staff and students. This will guide students learning and staff planning for learning.

Staff will report regularly on the progress of the students’ learning, regarding their identified learning needs.

The individual strengths and interests of students will be considered in the planning process.

**IMPROVEMENT MEASURE/S**

All students are achieving their specific learning goals. The Literacy and numeracy continuums guide planning and assessment for all students.

Students are aware of their progress and build the capacity to take more responsibility for their learning.

A greater level of meaningful student engagement will signify success in this strategic direction.