**Wingham Brush Public School - 4575**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| At Wingham Brush Public School, we will see an integrated approach to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence and responsiveness in meeting the learning needs of all students. Staff are committed to identifying, understanding and implementing the most effective teaching methods with recognition of evidenced based teaching strategies and reflecting the needs of the 21st century learner. There are positive and respectful relationships across the school community which underpin a productive learning environment and supports student development of strong identities as learners. |  | Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. There is also an environmentally sensitive area attached to our school called Wingham Brush – a small pocket of rainforest with attractive boardwalks and is also home to a large colony of grey-headed flying foxes.  School structure consists of 8 regular and multi-grade classes. Each classroom is equipped with Smartboard technology supporting quality teaching and providing a modern learning environment for all students in our heritage buildings.  The school’s staff profile shows that the staff is very experienced and many teachers have worked at this site for quite some time. A dynamic group of School Learning Support Officers operate the Quick Smart mathematics program and the Multilit literacy program.  The school’s Family Occupation and Educational Index (FOEI) is 139 which indicates quite a significant level of disadvantage. There are a small proportion of students with Aboriginal background.  Sixty-five percent of Year 5 students scored greater than or equal to expected growth in literacy. Currently, school based data shows that 26% of Year 5 students are in Bands 7/8 for literacy |  | Included in the planning that there has been consultation which has included consideration of key DEC reforms as detailed in the Great Teaching, Inspired Learning and Every Student Every School documents.  Community views were sought through surveys and focus groups were consulted at P&C meetings.  Student input was sought through individual oral and written surveys and whole class discussions.  Staff input was sought through staff meetings and surveys.  Both staff and parents were informed and taken through the process regarding the 5P planning process to raise awareness of the purpose of the consultation at meetings during Terms 3 and 4 2014.  Further consultation with Parents and Citizens Association early term 1 2015 (Survey) |
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| **Purpose:**  Literacy: To encourage students to assess, question, challenge and reformulate information, use analytical language to identify and clarify issues and solve problems. Students should become confident users of a range of electronic and digital technologies and reflect on the impact of these technologies on society.  Numeracy: To enable students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics and become self-motivated learners through inquiry and active participation in challenging and engaging experiences. |  | **Purpose:**  The purpose of teacher and leadership learning is the ongoing improvement in student outcomes through continuous development of a skilled, effective and professional teaching workforce.  Teaching staff demonstrate proficiency in all areas of the teaching standards framework and executive staff demonstrate leadership capabilities as determined by the framework. |  | **Purpose:**  Students are supported through a school-wide focus on student equity, communication, well-being and welfare programs so that students are confident and motivated learners demonstrating the positive values of the school and positive social interactions. |

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| Strategic Direction 1: The provision of high-quality, engaging, learning opportunities. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Literacy: To encourage students to assess, question, challenge and reformulate information, use analytical language to identify and clarify issues and solve problems. Students should become confident users of a range of electronic and digital technologies and reflect on the impact of these technologies on society.  Numeracy: To enable students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics and become self-motivated learners through inquiry and active participation in challenging and engaging experiences. |  | Levels of achievement in literacy and numeracy will be improved through students participating in engaging, differentiated teaching and learning activities.  Levels of achievement in literacy and numeracy will be improved through the development of engaging differentiated teaching and learning designed to meet the needs of all individuals.  Parentswill be provided with opportunities to work together with staff to improve the intellectual quality of educational programs in the school.  Current and aspirant leaders will be given opportunities to manage and lead curriculum and other projects at school. |  | Regular staff and stage meetings to assist individual staff members in analysing NAPLAN, PLAN and Best Start data.  Identification of a mentor to assist individuals in critical analysis of the various sources of data.  Identification of key areas for development in the students’ NAPLAN, Plan and Best Start results.  Teaching and learning programs are developed which respond to student need (through data analysis) and provide a clear focus for all lessons in literacy and numeracy.  Regular sharing of teacher resources to assist with teaching and learning of key areas of literacy and numeracy.  Evaluation Plan  Teachers have clearly identified the focus areas that need to be addressed in literacy and numeracy and have clear plans to address these needs.  Success can be measured through student performance in   * NAPLAN * PLAN * Best Start   and through program supervision. |  | **Product:**  An increased number of students are at proficiency level in NAPLAN literacy and numeracy assessments.  **Practice**  Staffs regularly examine student performance data with a focus on formative assessment as evidenced by the recording of plan data.  **Product**  Key evidence based practices are embedded in teaching/ learning programs.  **Practice:**  Supervision practices ensure that classroom programs show differentiation and are inclusive of Aboriginal education strategies and cater for students with a disability. |
| **Improvement Measures** |  |
| * An increase of students, over a three year period,, performing at proficiency standard in literacy and numeracy:   Reading: 27% to 35%  Writing: 10% to 18%  Spelling: 29% to 35%  Grammar and Punctuation: 37% to 45% and  Numeracy: 17% to 25%   * Clearly defined learning programs reflecting identified areas for development in students’ learning as defined by NAPLAN, PLAN and Best Start analysis. * All students attain expected growth between years 3 and 5 in literacy and numeracy as determined by results of NAPLAN assessments. |  |

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| Strategic Direction 2: A clear focus on teacher and leadership learning. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| The purpose of teacher and leadership learning is the ongoing improvement in student outcomes through continuous development of a skilled, effective and professional teaching workforce. |  | Students are engaged in their learning building upon success and accepting challenges to build knowledge and skills.  They demonstrate improvement in performance in internal and external assessments.  Staff capability to address the needs of all learners in all Key Learning Areas is enhanced and teachers are more confident in developing plans which support different sub-sections of learners.  Parents can appreciate the adjustments that are being made to the learner’s program and are better able to support the learner at home.  Principal and executive are able to articulate how professional learning has supported all students within the school and recognise the directions for the next planning cycle. |  | Students access the curriculum at their own level through multiple entry points provided by differentiated learning opportunities. (Engagement)  Teachers collaboratively develop professional learning plans with their supervisors which are frequently reviewed, supported by supervisors and formally reported on.  Teachers through professional learning develop SMART goals for students with specific needs and structure learning accordingly.  Executive lead colleagues to evaluate the effectiveness of learning programs differentiated for the specific learning needs of students across the full range of abilities through examination of student growth progress.  Evaluation Plan  Teachers will self-reflect on their progress towards achieving:   * professional goals * professional learning.   Supervisors will demonstrate their support in achieving the targets set by teachers.  NAPLAN, PLAN, Best Start and school based assessment results will measure the improvements in classroom learning. |  | **Product**  Teaching staff, executive and principal have formal, focussed, professional learning plans.  **Practice**  The work of teaching staff, executive and principal, is driven by focussed professional learning plans.  **Product:**  All students have tailored learning plans.  **Practice:**  All staff participate in mentoring sessions with supervisor/ mentor for support in improving teaching practice. |
| **Improvement Measures** |  |
| * All teaching staff are able to evidence professional learning through their professional learning plans. * Student progress is evident in all Key Learning Areas * Staff surveys: Guskey levels & Tell Them From Me Survey (Semester 2)   Implementation of Dyslexia learning.   * External assessment highlights improved engagement of students.   (Engagement Survey) |  |
| Strategic Direction 3: Enhance student wellbeing. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Students are supported through a school-wide focus on student equity, communication, well-being and welfare programs. |  | **Students:**  Understand the core values of being a Respectful, Responsible and Safe Learner.  Show empathy to others and value diversity  Have high expectations of themselves  Engage in the PBL reward system  Influence decision making  **Staff**  Demonstrate a consistent approach to reinforcing values and using common PBL language  Show a common understanding of appropriate 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 team members will lead the school community through the PBL process through timely communication strategies using data from the school-wide tracking system |  | Students participate in class-based lessons that reinforce our shared values and citizenship  Students have a voice in the ongoing development of PBL. Through the Student Leaders, students play an active role in the continued implementation of PBL  Parents clearly understand PBL and the three fundamental PBL values across the school and participate in the promotion of student and school successes across all areas  Staff actively engage in the teaching and promotion of the three PBL values in all settings consistently communicate high expectations regarding student work and behaviour  Through the PBL team ,staff continue to develop resources and strategies that the staff can use and implement in all school settings  Staff are effectively using school wide processes and reward system  Through data tracking system, PBL team to improve processes in the school regularly extract and analyse data in order to determine focus. |  | Product:  Students present as responsible, respectful learners and exhibit safe behaviour.  Practice  The school community consistently models and promotes the key elements of responsibility, respect and safety.  Product  Staff approaches to managing student conduct are consistent.  Practice  Positive behaviour for learning becomes an embedded topic in staff meetings, communication meetings, stage meetings and executive meetings as observed in various meeting minutes. |
| **Improvement Measures** |  |
| * Students are able to recall the three fundamental PBL values and give examples of what they might look like in various areas of the school * Staff consistently refer to the 3 core values when dealing with student behaviour * Parents are highly familiar with the 3 core values of PBL * Behaviour records show a reduction in negative behaviours by 15% and an increase in positive behaviours. * PBL Survey responses indicate a consistent approach to managing student behaviours. * The 3 core values are highly visible and identifiable in school community |  |