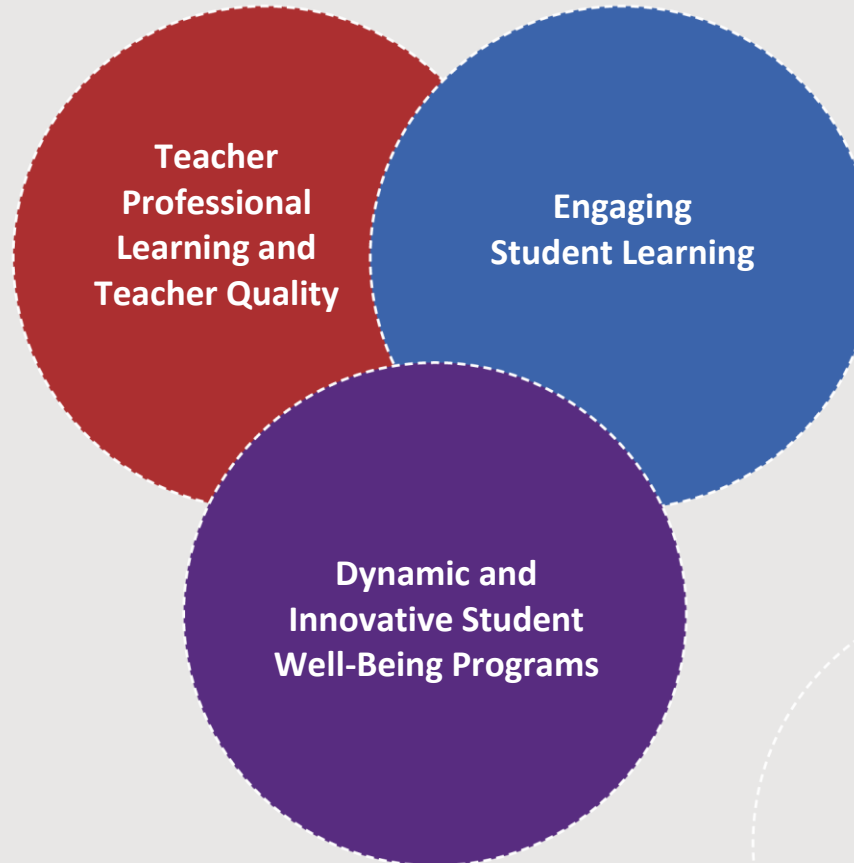


# School plan 2015 – 2017



**Part A**

Wauchope Public School

# School background 2015 - 2017

## SCHOOL VISION STATEMENT

To provide an inclusive, welcoming and friendly school, where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

Excellence Opportunity and Success.

## SCHOOL CONTEXT

Wauchope Public School has an enrolment of 688, including 90 Aboriginal students. We have three Special Education Classes, two literacy/numeracy focus classes, two enrichment classes forming a total of 31 classes. The school is located 20km west of Port Macquarie and is a member of the Bago Community of Schools. As a very proud Public school, we take great pride in our students' achievements whilst ensuring the values and traditions of our families and the wider Wauchope community remain an important part of our school's direction. Our purpose is to provide stimulating programs and experiences which increase both functional and quality basic skills; develop resilience and the values required to engage successfully in society. Wauchope Public School has a caring, inviting, inclusive and positive school culture. This culture is made possible due to an experienced, enthusiastic, dedicated staff and an active and committed parent body and community. The school is committed to ongoing improvement in all aspects of student learning with an emphasis on literacy, numeracy and information technology. There is a strong commitment to student welfare, student leadership, creative arts, sport, gifted and talented and special needs students.

## SCHOOL PLANNING PROCESS

**Discussion around the Wauchope PS School Plan began in Semester 2, 2014 with the initial planning meeting at Beechwood PS.**

**This planning process involved authentic, inclusive whole-school community consultation and reflected the diversity of our school population.**

**Professional conversations directed our planning to include high expectations, to provide both academic and non-academic perspectives, and to reflect school and community values.**

# School strategic directions 2015 - 2017

## STRATEGIC DIRECTION 1

Engaging  
Student  
Learning

Improve student achievement by engaging every child in a differentiated and challenging curriculum and a wide range of learning opportunities with a focus on developing a love of learning and the capacity to achieve.

## STRATEGIC DIRECTION 2

Teacher  
Professional  
Learning and  
Teacher Quality

Improve teacher quality through systematic and collegial professional learning. Enhancing the capacity of all staff to create and deliver quality, innovative and engaging teaching and learning programs.

## STRATEGIC DIRECTION 3

Dynamic and  
Innovative Student  
Well-being Programs

Improve student well-being programs through a variety of targeted, supportive systems which are built around Positive Behaviour for Learning (PBL). All programs include a focus on whole school, group or individual strategies.

# Strategic Direction 1: Engaging Student Learning

Improve student achievement by engaging every child in a differentiated and challenging curriculum and a wide range of learning opportunities with a focus on developing a love of learning and the capacity to achieve.

## PURPOSE

To create a meaningful, inclusive and differentiated whole school learning environment that encourages and supports a range of learning styles, fosters curiosity and develops motivated and knowledgeable students.

## IMPROVEMENT MEASURES

- Whole school curriculum planning, programming and supervision processes established.
- Comprehensive assessment framework informs teaching and learning programs.
- Levels of student engagement have increased through participation in ICT (iPad).
- Differentiated teaching and learning programs reflect student needs.

## PEOPLE

### Students:

Increase student voice around teaching and learning experiences.

### Staff:

Develop and maintain teaching skills that reflect adherence to whole school scope and sequences and employ rigorous teaching that is committed to best practice.

### Parents:

Develop a deeper understanding of the Key Learning Areas.

### Community Partners:

Develop the capacity of external organisations to work collaboratively with the school to enrich and extend curriculum programs.

### Leaders:

Develop their capacity to analyse and communicate school data, focused on monitoring and processing whole school growth and performance.

Develop capacity to efficiently and effectively allocate school resources.

## PROCESSES

- use whole school planning processes to link cumulative assessment tasks to teaching and learning programs, ensuring that staff cater for different learning styles and promote a love of learning.
- ensure that differentiation of the curriculum is evident in classrooms and caters for our diverse range of students.
- utilise technology to support and promote learning and engagement.
- provide students with opportunities to give teacher/peer feedback on their learning.

## PRODUCT AND PRACTICES

### Products:

Consistent high level student engagement is evidenced in classrooms.

Successful learners who are able to confidently communicate learning and achievements.

Students who question the world that they live in and investigate issues at school, community, national and international levels.

### Practices:

Students whose learning styles are acknowledged and valued.

Effective feedback procedures are used by students to improve, modify or extend learning tasks.

Utilise a range of data sources to assist in the development of effective and engaging teaching and learning programs.

Flexible and fluent grouping is evident in classrooms catering for diverse needs of students.

# Strategic Direction 2: Teacher Professional Learning and Teacher Quality

Improve teacher quality through systematic and collegial professional learning. Enhancing the capacity of all staff to create and deliver quality, innovative and engaging teaching and learning programs.

## PURPOSE

To ensure the delivery of quality teaching and learning programs, underpinned by a rigorous understanding of current pedagogy.

## IMPROVEMENT MEASURES

- Successful navigation through the BOSTES teacher accreditation process is evident across the school.
- PDF: Wauchope PS PDF Observation model established, appropriate to our large school population.
- Quality Teaching and Learning programs are evident and reflect thorough syllabus knowledge.
- Effective collegial teams lead staff and are actively focused on school future directions.

## PEOPLE

### Students:

Engaged in challenging and diversified learning experiences.

### Staff:

Undertake professional learning in innovative practice and quality pedagogy.

Develop professional goals based on the Performance Development Framework.

### Parents:

Develop an understanding of aspects of teacher training in the BOSTES syllabus documents.

### Community Partners:

Provide professional learning opportunities across the BAGO CoS.

### Leaders:

Determine the strategic direction for the provision of professional learning.

Allocate school resources efficiently and effectively.

## PROCESSES

### Intensive professional development:

- Quality pedagogy
- Innovative practice
- Consistently high standard of programming
- Thorough syllabus knowledge and implementation
- Teacher collaboration and self-reflection

### Promotion of collegial groups:

- Curriculum teams
- WHS
- Aboriginal Committee
- PBL
- BOSTES accreditation team
- ICT

### Performance Development Framework:

- Realign and refocus supervision procedures to support the Performance Development Framework and align to Australian Professional Standards.
- Familiarisation of Professional Teaching Standards for all staff.

## PRODUCT AND PRACTICES

### Products:

Innovative program design and delivery based on authentic collegial practice.

Quality pedagogy and consistency in teacher judgement with curriculum program design and whole school scope and sequences.

Planning and assessment benchmarks for whole school evaluation and strategic planning.

Collegial development of whole school scope and sequences for all new documents.

### Practices:

Consistently high quality pedagogy and innovative teaching programs evident in all classrooms.

Continual reflection and reporting on the achievement of students in relation to the new syllabus documents.

Meaningful, professional dialogue is evident across the school.

# Strategic Direction 3: Dynamic and Innovative Student Well-being Programs

Improve student well-being programs through a variety of targeted, supportive systems which are built around Positive Behaviour for Learning (PBL). All programs include a focus on whole school, group or individual strategies.

## PURPOSE

To develop a culture where all students are immersed in a productive and positive learning environment, where students feel valued, safe and are provided with opportunities to experience on-going success.

## IMPROVEMENT MEASURES

- Classroom and playground data reflects success of PBL practices.
- Student participation is evident in extra-curricular activities.
- Data determines programs and wellbeing practices

## PEOPLE

### Students:

Engage in a variety of opportunities.

Access Positive Behaviour for Learning structures.

### Staff:

Consistently utilise and apply PBL structures across the school.

Develop individual and group programs to cater for the needs of diverse learners.

### Parents:

Informed of WPS wellbeing initiatives and processes.

Support WPS to implement a variety of wellbeing programs.

### Community Partners:

Develop the capacity of community partners to support the school and contribute to opportunities and outcomes of students.

### Leaders:

Build leader expertise and promote consistency.

Develop and implement creative and innovative programs.

## PROCESSES

### PBL

Implement school-wide Positive Behaviour for Learning

Continue to improve, refine, promote consistency and resource PBL at WPS

### CLASS STRUCTURES

Establish creative class structures that cater for differing learning abilities  
Cater for individual students' needs by providing learning adjustments

### CATERING FOR ALL

Provide all students with access to extra-curricular opportunities.

Cater for indigenous students and their families

Ensure that LOW SES families are not disadvantaged

## PRODUCT AND PRACTICES

### Product:

#### Class Structures:

Special Education classes  
Enrichment classes

Literacy / Numeracy classes  
PBL

Personalised Learning and Support Plans (Behaviour, Learning, Health Care)  
Teachers' programs reflect learning adjustments.

Safe Play areas

School Assistance Program

Reward Days

Peer Mediators (QuEST)

Student Leadership opportunities

#### Personnel:

Aboriginal Education Officer

Aboriginal Tutors

Learning and Support Teacher (LAST)

School Learning Support Officers Inclusive

Extra-Curricular activities – dance, choir, rock climbing, PSSA sport, tournament of minds, public speaking, Sailability, Get Hooked and Riding for the Disabled.

#### Practices:

All WPS students are consistently engaged.  
Happy, enthusiastic and resilient WPS students.

Increased participation and enjoyment in school activities.

Students celebrating their successes and achievements across a range of experiences.