

School plan 2015-2017

Walhallow Public School 3343



School background 2015–2017

School vision statement

Walhallow Public School strives to build confident, motivated and socially competent students who are culturally aware and enjoy learning.

By valuing individuals and being committed to student well-being we will develop personal, social and academic confidence and competence. This will lead to engaged, self-regulated, responsible and respectful lifelong learners. By developing Teacher capacity to deeply engage our students and differentiate their learning we will support students academically, culturally, socially and personally. Committing to strong school-community relationships we encourage parents to be confident contributing participants of our school learning culture. Staff will work with varied community networks and our students will benefit from the opportunities these connections provide.

School context

Walhallow Public School has 100% Aboriginal enrolment. Although located only thirty kilometres from the towns of Werris Creek and Quirindi, the students are isolated and spend the majority of their time at the mission. The school currently has sixteen enrolled students with on-coming students attending the local Pre-School and playgroup.

The school is located on an Aboriginal settlement and the community is comprised of predominately senior citizens. Our parents are interested in their children's schooling and interact with our school freely. We work together under the adage that "it takes a community to raise a child." We are all working together. The students and families are very proud of their Aboriginal heritage, the Kamilaroi people, and are excited to now have a strong culture program as part of their children's education.

The school expectations for our students are now becoming the community perception of the students, with successes and improved behaviour being celebrated. Positive learning behaviours are now beginning to transfer in to the village life.

School planning process

Walhallow Public School has explored the values and beliefs of staff, students, parents and community to determine the vision, values and new school rules.

The strategic directions were determined through consultation and informative sessions in the form of : team meetings with staff; community discussions; parent meetings; P & C meetings; school surveys (both parent and student); Small School Network collaboration and newsletters.

This was where we consulted with community, parents, staff, students; determined our school priorities; focused on core beliefs; determined best practise; implemented understandings of Aboriginal Education; Identified Departmental Policies and reforms;

identified and shared resources; identified strengths and support and provided feedback.

Therefore we were able to establish the strategic directions that our school community identified as being the most relevant and beneficial to meet the needs of our students and community.

School strategic directions 2015–2017



Purpose:

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The Melbourne Declaration has a goal that all students will become successful learners, confident and creative individuals and active informed citizens. At Walhallow Public School we value individuals and we are committed to student well being; believing personal, social and academic confidence and competence will lead to engaged, self regulated, responsible and respectful lifelong learners

Purpose:

The Ochre Document (Opportunity, Choice, Healing, Responsibility, Empowerment) states a key factor in increasing engagement and achievement for Aboriginal students is a learning environment that is responsive to individual needs. Walhallow Public School is focused on developing Teacher capacity to deeply engage our students, differentiate their learning and support students academically, culturally, socially and personally.

Purpose:

The Partnership Agreement between the NSW DEC and the NSW Aboriginal Education Consultative Group (AECG) commits to working together with Aboriginal people through collaborative processes, listening and responding to the needs of Aboriginal students. Walhallow Public School is committed to strong school–community relationships encouraging parents to be confident contributing participants of our school learning culture. Staff will work with varied community networks and our students will benefit from the opportunities these connections provide.

Strategic Direction 1: Engaged 21st Century Learners

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Improvement Measures

Minor level behaviour and suspension data are lower. This monitoring informs practises throughout the school and is evidenced by an 80% lower suspension and minor misdemeanour rate.

The “The Leader In Me” is an imbedded practise evidenced by 90% of our students showing positive behaviours for effective learning and 90% with continually improved attendance rates of approximately 90% or more.

All students are regularly tracked on the Literacy and Numeracy continuums to enable students to identify their own learning needs and determine future goals as evidenced by 80% of students attaining appropriate stage clusters on all individual aspects.

Kinder= Cluster 4; Year 1 = Cluster 6; Year 2 =Cluster 8

People

Students

Levels of engagement and achievement will be improved through the development of engaging, differentiated teaching and learning, in personal, social and academic areas. Capacity to learn, and the ability to play an active role in their own learning will be developed. Social confidence and community perception will be improved

Staff

Professional Learning will be undertaken to build teacher capacity to support students in their personal, social and academic growth. Professional networks will strengthen Teacher capacity.

Parents/Carers

Staff and parents will work together to achieve personal, social and academic outcomes for Walhallow students. Information and workshops will be held to assist and better equip our parents to support their children’s learning.

Community Partners

Partnerships with the Walhallow community, surrounding network schools, including Pre School as well as inter-agencies including Health, Police and Family Support Services will enhance our professional knowledge and ability to deliver personalised learning for all students.

Leaders

Networks will be established where a community of schools build student, staff

Processes

2015–2016 Student Wellbeing

Develop students that are socially and emotionally competent by embedding a successful Welfare Program of positive relationships and establish a pathway for learning in the future.

Develop student leadership and engagement through inter school and community programs for Sport, The Arts, Literacy and Personal Development to build confidence, social skills, resilience and readiness for High School.

Develop pride and understanding of the Aboriginal culture and its history through weekly cultural lessons and the “Songbirds” cultural experience – where students perform, interact with, and teach the wider community.

2016–2017 Achievement in Literacy and Numeracy

Track students using Literacy and Numeracy continuums (on Data Walls) to identify their growth and future needs with personal goal setting and individual learning plans established..

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks to evaluate achievement annually.

Practices and Products

Practices

Students confidently, proudly and skilfully interact with the wider communities by performing and connecting with other students, people and places. This is evidenced by 100% participation in “The Songbirds” with no shame like behaviour and the teaching of their culture.

A second classroom is operating and both rooms promote more individualised learning, higher student engagement, and greater initiative, as evidenced by more self-regulated learning; and conversations now about their learning.

Literacy, Numeracy, personal and social goals are identified in Individual Learning Plans with peer and self-assessment embedded in classroom practise. As a result students are reflecting and reporting on their own learning, leadership, personal and social goals. This is evidenced by student led conferences where students articulate success criteria and achievements.

Products

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Strategic Direction 1: Engaged 21st Century Learners

Improvement Measures

People

and leader capacity.

Processes

Practices and Products

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Kinder= Cluster 4; Year 1 = Cluster 6;

Year 2 =Cluster 8

A proactive wellbeing program operates that is connected to families and support services with Inter-Agency programs, Positive Behaviour Learning and The Leader In Me focuses operating in the school to support students

Strategic Direction 2: To develop Teacher capacity

Purpose

The Ochre Document (Opportunity, Choice, Healing, Responsibility, Empowerment) states a key factor in increasing engagement and achievement for Aboriginal students is a learning environment that is responsive to individual needs. Walhallow Public School is focused on developing Teacher capacity to deeply engage our students, differentiate their learning and support students academically, culturally, socially and personally.

Improvement Measures

Teachers have developed pedagogies that value, are sensitive to and engage with Aboriginal students' culture. Evidenced by 100% of Staff aware of Aboriginal Education Policy, observing, teaching or participating in culture classes, Aboriginal celebrations, and Aboriginal community events.

A focused vocabulary program and scope and sequencing of language in Literacy and Numeracy has resulted in students reaching stage appropriate clusters and is evidenced by 80% of Infants students showing marked improvement in vocabulary scales.

Aboriginal student learning is maximised through greater understanding of departmental practise, identifying and analysing data (Lit/Num, attendance etc.) to plan individualised and differentiated learning which ensures the achievements of our Aboriginal students match or better the outcomes of all students.

People

Students

Will reflect and report on the achievement of their own personal, social and academic learning goals.

Staff

Will develop personalised learning pathways to support our students socially, personally and academically—forming partnerships with parents and community, empowering them through the promotion of their identity, culture and leadership.

Parents/Carers

Will be part of an active school–community partnership where mutual respect, high expectations and joint consultation is the norm.

Community Partners

Partnerships with Inter Agencies, Police, Health, other schools (including Pre School and High School), Walhallow community and the wider community will develop positive relationships to work together in engagement, wellbeing and educational outcomes.

Processes

Assessment for Learning

Professional learning will be undertaken by staff to ensure effective planning, assessing and reporting, understanding achievement data, engaging and supporting students and student learning needs.

Classroom observation and monitoring of staff ensures practises are embedded.

Use of continuums informs differentiated programs and practices across the school.

2016– 2017 Aboriginal Education

Professional learning will be undertaken by staff in Aboriginal Education

Aboriginal cultural learning is valued and underpins all academic and cultural programs.

Vocabulary Development Program

A focused vocabulary development program and the scope and sequence of tiered “Mathematical and English learning” language will develop our students' language and word acquisition to enable them to comprehend and express themselves more articulately.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks to evaluate achievement annually.

Practices and Products

Practices

Staff regularly assesses, more closely monitors, records and reports students' learning and development against the continuums. This is evidenced by the clear practise of embedding the Teaching and Learning Cycle where learning pathways are established and tailored to individual learners.

Staff underpin lessons with explicit teaching of Language and Vocabulary and as a result students successfully use the higher tiered levels of language as evidenced by students showing improvement in the vocabulary scales to reach their appropriate level.

All staff will use learning intentions, success criteria and data to inform and drive teaching and learning. With assessment of and for learning, undertaken by all staff, being evidence of rigorous and comprehensive teaching of the curriculum.

Products

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Strategic Direction 2: To develop Teacher capacity

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Processes

Practices and Products

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Strategic Direction 3: To strengthen community engagement

Purpose

The Partnership Agreement between the NSW DEC and the NSW Aboriginal Education Consultative Group (AECG) commits to working together with Aboriginal people through collaborative processes, listening and responding to the needs of Aboriginal students. Walhallow Public School is committed to strong school–community relationships encouraging parents to be confident contributing participants of our school learning culture. Staff will work with varied community networks and our students will benefit from the opportunities these connections provide.

Improvement Measures

100% of families contribute to school by attending assemblies, assisting with weekly Pantry, cooking, and/or gardening programs and by participating in parent initiatives and engaging in their child’s home learning.

100% students attend Transition programmes with confidence and high attendance rates, prior to commencing school/High School.

Cultural learning is a well–established program evidenced by most surrounding schools and their wider communities visiting Walhallow school for learning and/or social occasions.

People

Students

Will develop positive partnerships with community members and know the expectations of being a respectful citizen.

Staff

Will build upon relationships to encourage even greater commitment of parents to our school learning community.

Parents/Carers

Will become increasingly involved in the school as a place of learning. They will strengthen their role with staff to support students in their learning in personal, social and academic areas. They will encourage the development of ownership and pride in learning.

Community Partners

Will be actively involved in the partnership with school. A positive perspective of school, students and learning will be developed.

Elders will be respected as an integral part of our school family, valued for the contribution they make and the part they play in history and in our students’ lives.

Community Partners

Community Service connections with Health Services, Families First, Mental Health, Rural Health and partnerships with Newcastle University– Allied Health and Royal Far West will strengthen the support for students and parents of our school

Processes

Community Engagement

Community members are encouraged to be part of our school environment in a non–threatening way and strategies to improve greater home school partnerships are established .

Welcome spaces for community involvement will be developed, including the Community Garden, the Bush Tucker Garden , the cubby, the meeting area/fire–pit, yarning circle, sheltered outdoor learning area and stage.

Alliances

Walhallow Public School will develop a positive and reliable reputation by working with surrounding schools, wider community members, inter–agencies, local families and building relationships of trust, support and camaraderie.

Cultural Learning

Cultural experts, community members, relatives and significant programs including weekly Cultural Studies are utilized to develop knowledge and understandings of traditional language, dance, art, music and history to cultivate pride, confidence and a sense of identity in our students and community. Parents and community are actively involved.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks to evaluate achievement annually.

Practices and Products

Practices

Staff engages students, parents and community in different learning experiences within the school, to provide variety, outdoor/ environmental education, to build pride and to see there are many learning opportunities around us. This is evidenced by the development of additional learning spaces, including a yarning circle, sheltered area and stage where students participate responsibly with interest and enthusiasm.

Transition processes are in place to assist students with being familiar with Kindergarten and High School. This is evidenced by students confidently accessing their new schools with self–assured attitudes, regular attendance and from positive parental feedback

Parent involvement in workshops run to support Behaviour Management, Healthy Eating, Reading, Mathematics, Autism and Cultural Studies are evidence of parental involvement and interest in the school and their children’s learning.

Student led conferences are conducted biannually sharing learning, successes and next steps with family and community.

Products

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Strategic Direction 3: To strengthen community engagement

Improvement Measures

People

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Processes

Practices and Products

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