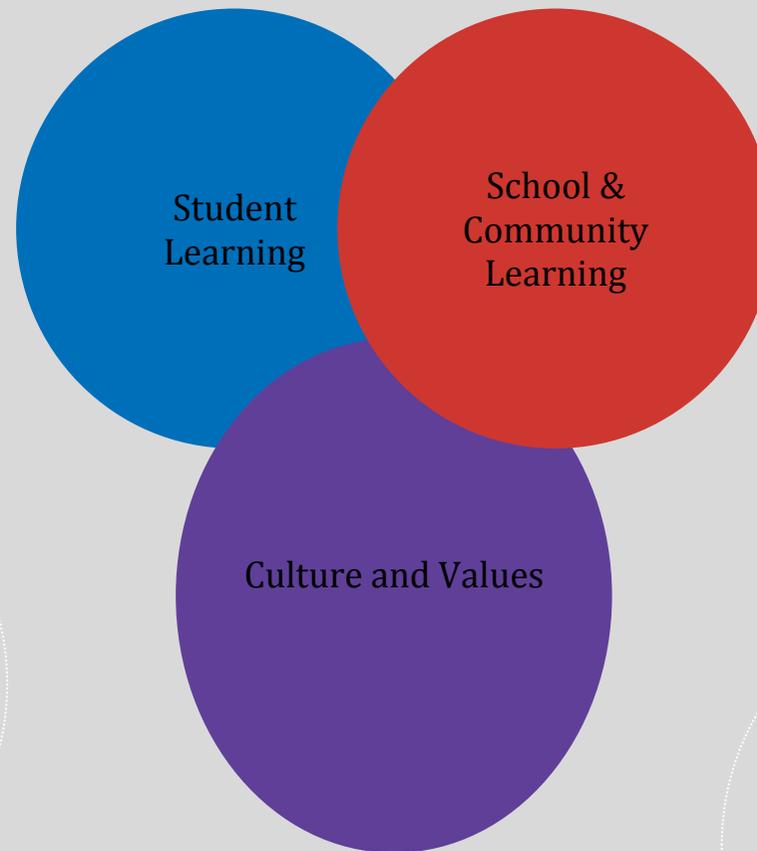


School plan 2015 – 2017

WARREN CENTRAL SCHOOL 3392





School vision statement

Warren Central School as an integral partner of the wider community provides a safe, caring and supportive learning environment where all members are respected. We focus on achieving excellence in all facets of school life by developing cognitive, collaborative, innovative and reflective students who have a view to lifelong learning. Warren Central School is a learning and growing community where academic, social, cultural, spiritual and moral values are developed and nurtured and where all children have equal access to the education provided.

School context

Warren Central School is committed to providing a stimulating, caring and cooperative learning environment for 220 students from the township of Warren and its surrounding rural areas. The school prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities. Warren Central School is very well resourced to support learning programs which have been developed to extend the learning capacity of all students.

The school participates in the Early Action for Success program which aims to improve K-2 student outcomes in literacy and numeracy.

The school staff consists of approximately 40 personnel comprising school executive, classroom teachers, casual teachers, teachers' aides, Aboriginal Education Officers and administrative staff. Overall the staff is highly experienced and professional in their respective roles and responsibilities.

Warren Central School is a proud Positive Behaviour for Learning (PBL) school which provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

The school is committed to developing quality partnerships with parents and the local community through the AECG, P&C Association and a range of inclusive activities.

School planning process

In order to develop clear strategic directions for the school, two school community forums and two staff meetings were held in which rigorous survey instruments were used to ascertain what type of school we wanted to be, what we wanted our students to experience, what type of students we wanted to produce and how our teachers provide learning experiences to support life beyond school in the 21st Century.

These forums and staff meetings examined many aspects of the school, its culture and the vision that each stakeholder held for the school. The analysis of this data identified a range of common themes within the responses from both groups, particularly in terms of the most important skills students needed to develop. From this information came the identification of our three strategic directions. These directions work to address the areas of identified need and growth which recurred within the collected data.

The school plan was analysed by the executive and teaching staff in Second Semester 2015 with input from students, staff, parents and the community. This has led to adjustments to meet identified needs.



STRATEGIC DIRECTION 1

Student Learning

Purpose:

To provide an integrated and broad curriculum within a school culture where students have the motivation, confidence and capacity to take responsibility for their own learning.

The fostering of a rich learning environment where teachers personalise learning and make adjustments for all students that results in students who are innovative, creative and who are prepared for, and can make, a valuable contribution in their future lives.

STRATEGIC DIRECTION 2

School and Community Learning

Purpose:

To ensure that teachers have the capacity to provide curriculum that meets the individual needs of our students. Teachers engage in targeted professional learning to enhance the implementation of curriculum designed to cater for the needs of 21st Century learners.

Positive relationships will be improved based on mutual trust in an open and transparent decision making environment. Adult education opportunities will be explored and expanded where possible.

STRATEGIC DIRECTION 3

Culture and Values

Purpose:

To develop a school community that works together to embed a positive culture and set of values based on our school's three PBL expectations of being Respectful, Responsible Learners. PBL will be used as one of the processes to achieve a culture where students are rewarded for achieving their personal best.

Strategic Direction 1: Student Learning

Purpose

To provide an integrated and broad curriculum within a school culture where students have the motivation, confidence and self-esteem to take responsibility for their own learning.

The fostering of a rich learning environment where teachers personalise learning and make adjustments for all students that results in students who are innovative, creative and who are prepared for, and can make, a valuable contribution in their future lives.

Improvement Measures

- ❖ Creation and maintenance of flexible infrastructure to support stimulating learning spaces.
- ❖ Development and implementation of strategies and adjustments into each student's learning plan and teacher programs.
- ❖ All students improve academically as measured by internal and external testing.

People

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

Students:

Receive quality literacy and numeracy lessons K - 12.

Develop innovative, creative, collaborative and critical thinking skills.

Staff:

Engage in professional learning that enhances teaching practice K to 12. They will develop and enhance learning skills and practices that enable staff to implement and deliver curricula and learning which is flexible, dynamic, innovative and engaging.

Parents:

Parents are provided with reports of student learning and will be provided with opportunities to participate in planning and review of student actions.

Community partners:

Organisations will be kept up to date with changes and asked to provide support where possible.

Leaders:

Will articulate the reasoning for changes in learning delivery.

Processes

How do we do it and how will we know?

Identify, compare, develop understanding of and implement best practice of tracking student achievement - Kindergarten to Year 12, including the methodology in which adjustments for learning are tracked and recorded by the school.

Develop the innovative, creative, collaborative and critical thinking skills of students supported through the use of technology and dynamic learning spaces.

Develop the capacity of teachers to identify and provide individual adjustments for students with specific learning needs.

Evaluation Plan:

School professional learning plan will show evidence of significant learning opportunities for staff that incorporate collaborative and innovative models of teaching practice.

New innovative learning spaces will be developed and implemented.

Teaching staff review current progress Week 6 of each term at whole staff meetings.

Products and Practices

What is achieved and how do we know?

Products:

A range of innovative teaching and learning spaces/practices are implemented. 100% of students are achieving at the expected cluster on the Literacy and Numeracy continuums.

Internal and external performance data displays student learning growth K-12.

100% of students and staff will actively engage in formative assessment practices to inform their learning goals.

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

Practices:

All staff will engage in regular reflection by using formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.

Students use feedback from teachers and reflection on assessing and reporting processes to plan learning and identify their changing needs.

Utilisation of learning spaces in a supportive environment.

Strategic Direction 2: School and Community Learning

Purpose

To ensure that teachers have the capacity to provide curriculum that meets the individual needs of our students. Teachers engage in targeted professional learning to enhance the implementation of curriculum designed to cater for the needs of 21st Century learners. Positive relationships will be improved based on mutual trust in an open and transparent decision making environment.

Improvement Measures

- ❖ Implementation of DoE PDF that focuses on professional learning plans and the achievement of goals aligned to support the school plan where possible.
- ❖ Increasing parent and community involvement in school events.
- ❖ Reviewing and maintaining opportunities for parents and the community to engage in adult learning opportunities at WCS.

People

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

Students:

Engage and actively participate in learning through a variety of curricula and extra-curricular programs to become globally aware thinkers and lifelong learners. Increase the opportunities for students to engage with, and be successful in, learning.

Staff:

Teachers are supported in reflecting on their teaching practice as well as identifying strengths and professional areas of need.

The delivery of pedagogical practices that is informed by internal and external data and the promotion of a positive learning environment.

Parents:

Parents/carers will increasingly develop an understanding of the value and importance of local connections and networks that continually build the school's capacity to support the needs of all students.

Community partners

Work together to establish meaningful and proactive partnerships to engage our students in "real world" activities and strategies.

Leaders:

Teachers advance their professional levels of accreditation.

Processes

How do we do it and how will we know?

All teachers collaboratively develop PDF's that guide the achievement of their professional goals and practice in the classroom where possible.

Professional learning that focuses on differentiated delivery in the classroom and analysis of effect on student outcomes.

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

Evaluation plan:

Teaching programs reviewed through the performance development framework.

PDF goals are self-assessed at 6 monthly intervals.

Teaching staff review of current progress Week 6 of each term at whole staff meetings.

Products and Practices

What is achieved and how do we know?

Products:

100% of teaching practice changes positively in delivery as a result of PL undertaken.

100% of teachers will engage in assessing and tracking of student's literacy and numeracy achievement.

Increase in number of adults undertaking education at WCS.

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

Practices:

Students will demonstrate confidence as learners to take risks when engaging with innovative or unfamiliar learning opportunities. How will you measure this??

Teachers will regularly use student performance data and student feedback to evaluate the effectiveness of their own teaching practices and inform change.

Teachers reflect on their practice using student performance data, feedback and peer reflection.

Strategic Direction 3: Culture and Values

Purpose

To develop a school community that works together to embed a positive culture and set of values based on our school's three PBL expectations of being Respectful, Responsible Learners. Use PBL to achieve a culture where students are rewarded for achieving their personal best.

Improvement Measures

- ❖ A decrease in inappropriate behaviours and suspensions at Warren CS.
- ❖ Staff are equipped with the skills and strategies to effectively manage and support all students.
- ❖ Staff capacity for effective student management is enhanced.
- ❖ Student leadership and activities have an increasing involvement in school life.

People

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

Students:

Demonstrate an understanding of the core values of being a Respectful, Responsible Learner and show empathy to others by valuing and acknowledging Aboriginal culture. Actively engage in the PBL rewards systems and have high expectations of themselves and others. Empower students to maintain and improve their own wellbeing.

Staff:

PBL team evaluates data to successfully manage student behaviour and design PBL lessons. They lead the teaching and non-teaching staff by demonstrating a consistent approach to reinforcing values and using the common language of PBL.

Parents:

Support and reinforce the values promoted through the continued implementation of PBL both in school and in the wider community via consultation with the P&C and AECG.

Community partners:

The school and the wider community will work in partnership to implement PBL and to acknowledge and utilise student voice to influence decision making.

Leaders:

Work in partnership with the SRC and Primary Prefects to develop the leadership capacity of students through student voice and leadership forums.

Processes

How do we do it and how will we know?

Student learning will be enhanced by developing the behaviour management capacity of teachers in the classroom.

Continue to develop the PBL program, analysing data to identify priority areas and allow evaluation of PBL action plan.

Establish clear structures for the SRC and Primary Prefects to work together as active voices in offering advice about school direction and priorities.

Evaluation Plan:

Central will show evidence and data of student behaviour and the Tell It From Me survey will show improved access for students relating to leadership and student voice.

Teaching staff review of current progress Week 6 of each term at whole staff meetings.

Products and Practices

What is achieved and how do we know?

Products:

50% reduction in the number of suspensions, days lost to suspension and inappropriate behaviours.

90% of parents/carers surveyed will respond positively to PBL and rewards and the perception of the school will be looked upon in a positive manner within the community.

100% of SRC representatives and Primary Prefects will actively participate in targeted fundraising activities.

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

Practices:

All staff will engage in regularly rewarding student's social and academic achievement through the PBL rewards system.

SRC and Primary Prefects will regularly communicate to the school community and engage in training to influence decision making within the school through student voice.

Student pathways developed to support student learning needs.