**School plan 2015 – 2017**

South Wagga Public School 3333

**STRATEGIC DIRECTION 1**
- High quality student learning

**STRATEGIC DIRECTION 2**
- Strong community partnerships

**STRATEGIC DIRECTION 3**
- High performing staff
### School vision statement

Our vision is to provide high quality inclusive educational experiences and a diverse range of opportunities, across all facets of schooling. The school promotes equity and excellence in order to build the capacity of all students to become successful learners, confident and creative individuals and active and informed global citizens.

### School context

Situated within the Wagga Wagga central business district, South Wagga Public is one of the oldest schools in Wagga Wagga. The school has an enrolment of approximately 305 with 6% of students of Indigenous background and a further 5% identify as EALD (English as an Additional Language or Dialect.)

School priorities focus on Literacy and Numeracy, with a major priority being to improve outcomes in Literacy and Numeracy. Programs supporting these are TEN, TOWN, PLAN, L3, HOW2Learn, Reading Recovery, Focus on Reading and comprehensive LaST support. South Wagga Public School has been successful in developing independent student learning habits, self-discipline, tolerance and respect for cultural diversity. The school has been able to foster a very open and well-structured learning environment where students feel safe and happy.

The school has a blend of young and experienced staff, dedicated and committed to providing the students with high quality inclusive educational experiences.

Extra curricula activities support the curriculum; these include choir, debating, chess, environmental education, public speaking, drama and dance. The students participate in a variety of sports and have excelled with the school winning a number of state titles and students being selected to represent the Riverina and NSW PSSA.

The staff and school community are committed to the provision of a wide range of educational opportunities. Individual student development occurs in an environment that allows all students to engage and achieve across all facets of schooling.

### School planning process

To engage the whole school community we:
- Surveyed our parents and students using the SchoolLife questionnaire;
- Used SchoolMap Best Practice Statements for culture of the school;
- Sought feedback and input from staff at staff meetings and school planning sessions;
- Surveys were discussed and further information was gathered at P&C meetings;
- Information and data were gathered from PLAN data, past NAPLAN data and Nationally Consistent Collection of Data on School Students with Disability;
- Parent groups and parent cohorts were targeted, and
- The 2015 – 2017 School Management Plan was presented to the P&C and the P&C executive at various stages of its evolution and has been endorsed by them.
Purpose:
Ensure all students will have access to relevant, engaging and challenging learning experiences which will empower them to become successful learners, confident and creative individuals and active and informed global citizens.

Purpose:
Foster strong community connections underpinned by positive and respectful relationships to support students’ development as successful global citizens of the future.

Purpose:
Build staff capability to create a high performing school where professional learning and collaborative dialogue are embraced in order to create an enriched learning environment.
## Strategic Direction 1: High quality student learning.

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| To ensure all students will have access to relevant, engaging and challenging learning experiences which will empower them to become successful learners, confident and creative individuals and active and informed global citizens. | **Students:**
Develop an understanding of how they learn, an ability to set aspirational goals and take responsibility for achieving their learning goals.  
**Staff:**
Build capacity in gathering and using data to deliver evidence based teaching and learning in a culture of high expectations and innovative classroom practice to bring about optimum student engagement and learning.  
**Parents:**
Parents increase their understanding of the innovative programs being delivered in order to fully support their child’s learning. | Develop specialist programs and innovative practice, such as L3, Focus on Reading, TEN and TOWN which will deliver successful and confident learners.  
Deliver professional learning to develop authentic assessment strategies to ensure differentiated programs to deliver individualised learning according to student needs.  
School project teams to focus on establishing frameworks for consistent, high standard practices around HOW2Learn, which will enable students to take responsibility for their own learning. | **Product:** Curriculum programs and teaching practices which effectively develop the knowledge, understanding and skills of all students, using evidenced based teaching practices and innovative delivery mechanisms where appropriate resulting in all students reaching their age appropriate cluster marker or better on aspects of the Literacy and Numeracy continuums.  
**Product:** Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.  
**Practice:** Quality Teaching strategies are embedded in all teaching learning programs and innovative practice ensures that all students are fully engaged in their learning and able to reach their full potential as lifelong learners.  
**Practice:** Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. |

**Improvement Measures**

Curriculum programs and teaching practices which effectively develop the knowledge, understanding and skills of all students, using evidenced based teaching practices and innovative delivery mechanisms where appropriate resulting in all students reaching their age appropriate cluster marker or better on aspects of the Literacy and Numeracy continuums.
### Strategic Direction 2: Strong community partnerships

#### Purpose
Foster strong community connections underpinned by positive and respectful relationships to support students’ development as successful global citizens of the future.

#### People
- **Students** engage in school community initiatives/programs to build their capacity as global citizens.
- **Staff** engage in community partnerships in order to foster innovative teaching practice which will deliver opportunities to grow as global citizens.
- **Community** to have an understanding of the school’s strategic directions and work together, with the school to ensure the success of school initiatives.

#### Improvement Measures
There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement as evidenced by a marked increase in parent and community involvement in school initiatives.

#### Processes
To establish a Family-School reference group (including students, staff and parents) to develop key educational priorities for improving community relationships and a positive learning culture at the school.

- Establishing opportunities for staff to be actively involved in taking on purposeful leadership roles based on their professional expertise within the school and the broader Wagga Wagga Community of Schools.

#### Products and Practices
**Product:** There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement as evidenced by a marked increase in parent and community involvement in school initiatives.

- **Product:** Relationships within the school and Wagga Wagga Community of Public Schools provide professional development in mentoring and coaching to ensure the delivery of quality pedagogy and ongoing professional growth.

- **Practice:** The school makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the schools standing within the local community and improving student outcomes.

- **Practice:** Within the school and the Wagga Wagga Community of Schools ongoing professional learning and sharing is embedded within a culture of collaborative feedback and reflection to promote and generate learning and innovation.

**Evaluation:**
- Establishment of a Family-School reference group.
- Documented evidence of staff and student participation in a variety of community experiences and increased parent involvement.

**Product:** There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement as evidenced by a marked increase in parent and community involvement in school initiatives.
### Strategic Direction 3: High performing staff

#### Purpose

Building staff capability to create a high performing school where professional learning and collaborative dialogue are embraced in order to create an enriched learning environment.

#### Improvement Measures

**Product:** The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Evidenced by all staff reaching the level of Proficient in the Professional Teaching Standards.

#### People

**Staff**

Build capacity as instructional leaders in the areas of coaching, quality feedback, self-evaluation and the sharing of professional practice in order to demonstrate contemporary content knowledge and quality pedagogy in line with the Professional Standards for Teachers.

**Parents**

Develop recognition of all stakeholders as lifelong learners and understand the value of professional learning as an enhancement for the educational development and learning of their children.

**Students**

Develop recognition of all stakeholders as lifelong learners and understand the benefit of staff professional learning upon their development and learning.

#### Processes

To establish a high functioning Professional Development team that will lead, develop and support all aspects of professional learning for staff within the school and across Wagga Wagga Community of Public Schools.

*Staff will collaborate in the effective implementation of NSW syllabus documents.*

Students learn to make effective judgements about their own learning and their capacity to develop as learners.

Professional learning will enhance staff capacity to make adjustments for learning.

Whole staff will engage in professional learning to understand and implement science, history and future NSW syllabus documents.

Through professional learning, staff will be guided to effectively implement the new *Curriculum, Assessment and Reporting* Guidelines.

**Evaluation:** Regular reporting and evaluation against milestones, products and practices will guide future decision making.

#### Products and Practices

**Product:** The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. This is evidenced by all staff reaching the level of Proficient in the Professional Teaching Standards.

**Product:** Leadership development is central to school capacity building where all staff take on purposeful leadership according to their experience, interests and expertise.

**Practice:** The teaching staff of the school demonstrate and share expertise, are aspiring to high levels of contemporary content knowledge and teaching practices and rely on evidence based teaching strategies.

**Practice:** All staff lead training and professional development in the capacity of instructional leadership, in line with their experience, interests and expertise in order to build leadership capacity and a cohesive school learning community.