School plan 2015 – 2017

Wentworth Public School 3421
### School background 2015 - 2017

#### School vision statement

Wentworth Public School prepares its students for a successful future by providing quality educational opportunities for all, which encourage life-long learning.

An emphasis is placed on strong reading, writing and maths skills, the learning of new things, getting along with others, having fun and following school values.

When students leave Wentworth Public School, we want them to love learning new things and be able to complete reading, writing and numeracy tasks confidently. We want them to be respectful of themselves and others and have good communication skills.

#### School context

Wentworth is situated on the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families and the wider community including a very supportive parent body.

While Barkindji is the traditional land we work on there are diverse cultural and language groups in our community.

Wentworth Public School’s student population in 2015 is 128, with 25% of the school’s students identifying as Aboriginal. The students benefit from a wonderful range of activities that focus on individual needs and interests.

Due to being on the Victorian/New South Wales border our school has close alliances with the larger regional city of Mildura. Many of the parents work, students sport and health related agencies are accessed in Victoria.

The school has a strong partnership with two smaller schools, Pomona PS and Palinyewah PS as well as a close relationship with the local pre-school.

Wentworth Public School has a range of beginning and experienced staff. Many of the staff have been at the school for more than 5 years. Generally there is very little turnover of staff and the majority are local people who have settled in the area.

#### School planning process

Discussions with our school community around the school plan began in Term 4 2014. Parent meetings were held to discuss what was going well in the school, what needed improving and what needed to be added. The meetings incorporated an Aboriginal parent meeting where five parents attended. The Aboriginal Education Officer also made home visits and engaged families in discussion around the above mentioned topics.

A survey form was also sent home in the newsletter for written responses. The students were also involved in discussions and met with their buddy classes to discuss and record their ideas. Staff meetings were also allocated time to record staff opinions.

David Langford’s Quality Learning tools were used to collate information and present in a suitable format that could be displayed in the school for consultation. The top priority areas were then published in the newsletter for feedback. The school’s Facebook page also gave some valuable feedback on what programs were popular.

These key ideas along with data collected including class, whole school and National assessments guided the selection of our three strategic directions:

1. Student Potential
2. Staff Excellence
3. Community Partnerships
Purpose:
Students at Wentworth will be successful and proud of their achievements and know how and what to do to improve themselves academically, culturally, socially and behaviourally.

Purpose:
Staff will be committed and responsible for delivering high standard educational practices across the school focussing on meeting all students’ needs and being culturally aware.

Purpose:
Wentworth Public School will work in partnership with our community, valuing each stakeholder’s role in achieving outstanding outcomes for our students.
## Strategic Direction 1: Student Potential

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</thead>
<tbody>
<tr>
<td>Students at Wentworth will be successful and proud of their achievements and know how and what to do to improve themselves academically, socially and behaviourally.</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>Students: Self-esteem and confidence will be enhanced to enable them to discuss and document their own learning journey.</td>
<td>The whole school will be involved in shared experience activities that develop vocabulary prior to the event, during the experience and post activity.</td>
<td>Product: 80% of students in K-2 will reach the Early Action For Success benchmarks in literacy and numeracy</td>
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<td>Staff: Will have sound knowledge of the procedures in place to make sure all students are engaged in evaluating and planning the learning cycle.</td>
<td>K-2 class sizes are reduced to less than 20 to maximise learning opportunities. Primary classes are assigned based on students’ academic needs and the development of their self-esteem in a well-supported environment.</td>
<td>Product: 80% of students in Years 3-6 will be within 6 months of their spelling age</td>
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<td>Parents: Will participate in conversations about their child’s learning and have a good understanding of their child’s strengths and developments.</td>
<td>Programs such as the Kitchen/Garden, music, recognition of cultural events, and lunch time interest groups will be supported and encouraged to assist students to find their strengths and develop a positive feeling towards school and their learning.</td>
<td>Product: 100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan.</td>
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<td>All students will take part in goal setting/personalised learning plan meetings with teacher/Aboriginal Education Officer if needed/parent or guardian and student.</td>
<td>Product: Students will be confident in planning, writing and editing texts. This will be evident in pre and post school based writing samples.</td>
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<td><strong>Evaluation Plan</strong></td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td>Analysis of school wide assessment data, benchmarks and L3 data.</td>
<td><strong>Practice:</strong> School wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.</td>
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### Improvement Measures
- 80% of students in K-2 will reach the Early Action For Success Benchmarks in literacy and numeracy
- 80% of students in Years 3-6 will be within 6 months of their spelling age
- 100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan
### Strategic Direction 2: Staff Excellence

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| Staff will be committed and responsible for delivering high standard educational practices across the school focussing on meeting all students’ needs and being culturally aware. | How do we develop capabilities of our people to bring about transformation?  
**Staff:**  
Professional learning opportunities will provide staff with the knowledge to improve teaching practice.  
Reflection on staff capacity to deliver services to Aboriginal community.  
**Leaders/Aspiring Leaders/Learning and Support Teacher/Counsellor/Instructional Leader:**  
Develop and implement strategies to work with the strengths and weaknesses of all staff in a supportive and productive manner. | How do we do it and how will we know?  
**Leaders and Aspiring Leaders:**  
Take part in Learn to Lead training.  
**Teaching Staff:**  
Staff meetings and Staff Development Days utilised to examine and discuss the Professional Teaching Standards and how to utilise this knowledge in the classroom.  
**Support Staff:**  
Attend Student Learning Support Officer/Aboriginal Education Officer/Tutor training opportunities. | What is achieved and how do we measure?  
**Product:**  
100% of teaching staff will utilise the Professional Teaching Standards for Teachers as a base for their Performance and Development Plans.  
**Product:**  
100% of K-2 staff utilising L3 practice in the classroom and demonstrating methodology with the rest of the school.  
**Product:**  
100% of staff adapting knowledge about Trauma/Calmer Classrooms, Culture Awareness and Working Memory into classroom practice as evident in teaching programs and classroom environment. |

### Improvement Measures

- 100% of teaching staff will utilise the Professional Teaching Standards as a base for their Professional Learning Plans.
- 100% of K-2 staff utilising L3 practice in the classroom and demonstrating methodology with the rest of the school.
- 100% of staff adapting knowledge about Trauma/Calmer Classrooms, Culture Awareness and Working Memory into classroom practice as evident in teaching programs and classroom environment.

### Evaluation Plan

- Staff supervision procedures will show evidence of new knowledge embedded in classroom practice.  
Staff will have an understanding of Performance and Development Plans and be able to discuss goals and strategies to achieve goals with competence.

- Teaching staff will be continually evaluating their teaching practice and identifying ways to improve as evidenced by teaching programs that reflect adjustments based on student needs.

- Teachers draw on and implement evidenced based research to improve their performance and development.
## Strategic Direction 3: Community Partnerships

### Purpose

Wentworth Public School will work in partnership with our community, valuing each stakeholder’s role in achieving outstanding outcomes for our students.

### People

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

**Staff:**
Will seize opportunities to promote the school and demonstrate a positive image.

**Students:**
School pride will be evident in students’ uniform, manners, social interaction and overall image.

**Parents:**
Will be well informed of school life to enable positive communication based on knowledge of facts.

**Community:**
Through interaction with the school there will be an increased knowledge about school life and how they can help contribute to its development.

### Processes

**How do we do it and how will we know?**

The Kitchen/Garden program will be utilised and extended to include more community organisations.

Develop and enhance existing relationships between local businesses.

Utilise the Wentworth Show and other community events to highlight school life and what goes on at Wentworth Public School.

Become a leader in the community for sharing knowledge about local history and Aboriginal Culture. By utilising the knowledge of a local elder to enhance cultural knowledge, the staff and students will then be able to share this knowledge with the wider community.

Students utilise class meetings to discuss how the school can work with the local community towards improvement for the township.

### Products and Practices

**What is achieved and how do we measure?**

**Product:**
School’s Student Representative Council discuss and organise 4 community events each school year.

**Product:**
Partnerships with community organisations are increased from two to five.

**Product:**
Visits to Kitchen/Garden and Bush Tucker garden from external bodies are increased from three to eight.

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

**Practice:**
Whole school community continually look for opportunities to promote the school and become involved in developing the township.

**Practice:**
The school is seen as a hub for sharing cultural knowledge about the town and its people and assists to break down barriers. Inclusion of Aboriginal people in the planning, consultation, implementation and evaluation of services.

### Improvement Measures

**School’s Student Representative Council** discuss and organise 4 community events each school year.

**Partnerships with Community organisations** are increased from two to five.

**Visits to Kitchen/Garden and Bush Tucker garden** from external bodies are increased from three to eight.

### Evaluation Plan

**Photo evidence of events.**

**Increased involvement of community organisations in the school.**

**Findings from community and community surveys.**