School vision statement

“Live, Learn and Be Proud”

To provide an inclusive, caring, differentiated and successful learning environment which promotes life-long learning and prepares students to be independent, effective and happy members of society.

School context

Wattle Flat Public School is located 38 kilometres north of Bathurst, New South Wales. It is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and performing arts. Current enrolments total 20 students, with one full time teacher and one part-time teacher, a part-time School Administration Manager and one part-time School Learning Support Officer (SLSO). The teaching staff is committed to continuously improving the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment. The school community is committed to students' welfare in supporting improved student outcomes. This commitment, combined with the strong support from the parents and wider community, and our ability to join with other small schools in the area enables the school to successfully work towards achieving its milestones.

School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community. This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2015-2017 school plan. The process included a review of the strengths, opportunities and areas for development for the school. As a result, three key strategic directions were identified as a basis for developments. These are:

- Successful, Engaged Learners
- Teaching, Learning and Leadership
- Positive Partnerships

The Wattle Flat School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.

- Parent Survey 05/09/14
- Student meeting to share ideas and identify priorities 18/09/14
- School Community (P&C) meeting to share ideas and identify priorities 27/11/14, 4/2/15, 4/3/15
- Newsletter articles 21/03/14, 05/09/14, 31/10/14, 21/11/14, 09/2/15
Purpose:
To provide a learning environment that is positive and engaging where high expectations lead to students becoming global learners that can work independently and in teams to make sense of their world.
To nurture and develop the whole child’s social, academic and physical wellbeing to ensure they become resourceful, productive, ethical lifelong learners that embrace life’s challenges.

Purpose:
To ensure teachers demonstrate deep curriculum knowledge and innovation through a shared and systematic approach, across the school and the wider school community, fostering professional dialogue, collaborative planning, and systematic exchange of resources, programs and ideas.
To ensure the development of leadership capability and succession planning using the Australian Principal Standards and Australian standards for teaching.

Purpose:
To nurture a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.
To empower the school community to engage and contribute positively to the school and support student learning and ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs.
### Strategic Direction 1: Successful, Engaged Learners

#### Purpose
To provide a learning environment that is positive and engaging where high expectations lead to students becoming global learners that can work independently and in teams to make sense of their world.

To nurture and develop the whole child’s social, academic and physical wellbeing to ensure they become resourceful, productive, ethical lifelong learners that embrace life’s challenges.

#### People
**Students**
Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement.

**Staff**
Opportunity to work effectively within learning communities to develop their skills.

**Leaders**
Develop staff leadership in identifying and implementing processes to provide opportunities for students to develop goals, grit and determination, resilience and perseverance, collaborative learning, creative, resourceful reflective practices.

Promote the language of learning amongst staff, students, and parents and lead syllabus implementation.

#### Processes
Learning communities share best practise models in programming, assessment and QT practices

Use data analysis to implement effective classroom practices.

Providing professional learning opportunities to all staff.

Formulation of and regular review of students PLP’s by students with the support of teachers and parents.

#### Products and Practices
**Products**
Personalised learning plans for each student developed by the students with the support of teachers, parents and carers.

Improved school literacy and numeracy performance, evidenced from PLAN, demonstrated growth in NAPLAN and school based data.

Professional learning plans explicitly target developing teacher’s capacity to cater for learner diversity.

**Practices**
Staff and students demonstrate an active involvement in decision making with respect to aspects of learning.

Analysis and systematic use of the school based data with PLAN and SMART data to enhance the teaching and learning cycle.

#### Improvement Measures
All students demonstrating growth in literacy and numeracy, evidenced from PLAN, demonstrated growth in NAPLAN and school based data.

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standard.
Strategic Direction 2: Teaching, Learning and Leadership

**Purpose**
To ensure teachers demonstrate deep curriculum knowledge and innovation through a shared and systematic approach, across the school and the wider school community, fostering professional dialogue, collaborative planning, and systematic exchange of resources, programs and ideas.

To ensure the development of leadership capability and succession planning using the Australian Principal Standards and Australian standards for teaching.

**People**

| Students: | Increasingly understand that their learning at our school is supported in and out of classrooms, formally and informally and that teaching is provided by more than one class teacher to individuals, groups and classes, and that they have an active role in setting learning goals |
| Staff: | Embrace increased diversity in the delivery of teaching.  
Explicit professional reflection and actions around professional development and improvement.  
Confidence and skills to collaborate with observe and provide feedback to their colleagues.  
Understand and meet accreditation at National Teacher Standards |

**Processes**

| Students: | Map their own learning journeys and publish their learning goals and celebrate the visible achievement of their learning goals |
| Staff: | Map the new teacher performance and development cycle to identify their own learning goals  
Collaborate to observe and provide collegial feedback to improve teaching practices in and out of classrooms, especially around catering for different learners, the integration of information and communication technology capabilities  
Seek national accreditation through BOSTES where appropriate, |

**Products and Practices**

| Products | Student learning goals embedded in PLPs and IEPs  
Strategies in place to promote succession planning, distributed leadership and organizational best practices.  
Teachers nationally accredited by BOSTES at all levels. |
| Practices | Student PLPs and IEPs developed in consultation with students, parents/carers and staff  
Link with communities of schools, other educational providers and other organizations to support school’s programs.  
Commitment to the development of leadership skills in staff and students through focused professional learning and support. |

**Improvement Measures**

| All students demonstrating visible achievement of learning goals published in PLPs and IEPs |
| All teachers accredited by Board of Studies and Teacher Education Standards (BOSTES) at appropriate levels |

| Parents | Support and understand our culture of diversity and collaboration |
| Leaders | Support professional learning around the implementation of the new curriculum with a focus upon quality teaching practice and consistent teacher judgement  
Provide the learning conditions for teachers to collaborate and improve.  
Be outward looking to ensure high standards |

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### Strategic Direction 3: Productive Partnerships

#### Purpose
To engage the whole school community in ensuring practices continue to be current and relevant, supporting ongoing improvement in student learning outcomes, and embrace the values of the school community.

Build relationship and actively engage with families and community members to create ownership and improve the learning outcomes for all students.

#### Improvement Measures
All students actively engaged in productive activities supported by families and community members

At least 85% of parents/caregivers providing authentic feedback at P&C meetings, interviews and through surveys

#### People
- **Students**
  - Engage with community
  - Three way interview
  - Support community activities
- **Staff**
  - Seek opportunities to engage and communicate with family and community
  - In formal and informal situations in a productive and meaningful manner.
- **Parents/carers**
  - Positively engage with all members of the school to provide genuine feedback and address any concerns in a timely manner.
- **Community partners**
  - Involved in school projects and events
  - Enrich student learning through sharing their skill and knowledge
- **Leaders**
  - Provide professional learning opportunities to further develop communication skills.
  - Provide leadership to students

#### Processes
- Open lines of communication through community newsletter and school newsletters.
- Schedule regular interview times
- Providing support to families and community members through regular workshops.
- Provide time and opportunities for community to access students and staff to teach skills and knowledge

#### Products and Practices
- **Products**
  - Increased student engagement through active productive and supportive. Involvement of families and community members
  - Authentic responsive and honest communication between schools and families on a regular basis
- **Practices**
  - Ongoing and systematic development of parent knowledge regarding DEC policy and procedures, student learning outcomes and school expectations.
  - Creating a welcoming and support environment that encourages open communication between parents and school

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