

School plan 2015-2017

Mullaley Public School 2660



School background 2015–2017

School vision statement

The following vision for Mullaley Public school is shared and supported by our school community of students, staff and families.

Our vision for Mullaley Public School is to:

- Ensure a personalised integrated approach to high quality teaching, curriculum planning and assessment which promotes learning excellence and responsiveness in meeting the needs of all students;
- Give high priority to evidence-based teaching strategies which reflect the needs of the 21st century learner and staff who are committed to identifying, understanding and implementing effective strategies; and
- Ensure the development of positive and respectful partnerships which are designed to enhance student outcomes.

The above will underpin a highly productive learning environment which is built around high expectations and a commitment to excellence.

School context

Mullaley Public School (MPS) is situated 39kms west of Gunnedah on the Oxley Highway. For 129 years the wider school community has actively supported its young learners and members of staff, and like all rural schools, it is the focal point for the community.

Mullaley PS is a strong, progressive and inclusive school where there is a genuine focus on learning as a foundation for student welfare. We are fortunate to boast an energetic and dedicated staff, committed to providing students with a variety of challenging academic, cultural and sporting opportunities. At our school, every child succeeds.

Mullaley PS has excellent facilities and resources. The well-maintained classrooms, library, shade areas, gardens and rejuvenated grassed playground are testament to the practical and spiritual support of the community.

Mullaley is very much a community school. Parents and community members feel a strong sense of ownership and commitment to the broad aims of the school. We believe a healthy community means a healthy school.

School planning process

Underpinning our 2015–2017 Strategic Plan is continuous improvement and innovation. Its management, implementation and evaluation are a whole school responsibility. Our improvement measures are designed to be achievable and based on identified needs, that will make a difference to student outcomes.

The following planning processes were utilised by the school community to prepare the 2015–2017 plan:

1) Analysis of:

- School programs in literacy & numeracy
- School-based assessments
- Professional Learning history of staff
- School Budgets

2) School –based surveys targeting:

- Students
- Families
- Staff
- Community

3) Staff planning meetings enabling the evaluation of school programs, identification of necessary system and process changes and opportunities for short and long term planning, goal setting; and

4) Distribution of *Draft Plan* through the school newsletter and subsequent consultation at monthly P&C meetings.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

21st Century Visible Learning

Purpose:

The focus of Strategic Direction 1 is 21st Century Visible Learning. Its purpose is to:

- Ensure consistently high levels of achievement in literacy and numeracy is visible throughout the school;
- Design learning programs which utilise formative assessment data through assessment practices which are differentiated, purposeful and engaging, and directly related to each student's stage of learning;
- Deepen student learning through visible, authentic, relevant and meaningful peer and self assessment practices.



STRATEGIC DIRECTION 2

Visible Leadership and Teacher Development

Purpose:

The focus of Strategic Direction 2 is Visible Leadership and Teacher Development

- Ongoing improvement in student outcomes through informed evidence – based, **Instructional Leadership** and the continuous development of a skilled, effective and professional teaching workforce, demonstrating **currency in pedagogical practice**.



STRATEGIC DIRECTION 3

21st Century Visible Partnerships

Purpose:

The focus of Strategic Direction 3 is 21st Century Visible Partnerships. Its purpose is to:

- Make strategic and deliberate use of partnerships with families, local business and community organisations to access intellectual, physical and/or other resources not available within the school, for the purpose of enhancing student engagement, thus improving student outcomes.

Strategic Direction 1: 21st Century Visible Learning

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Improvement Measures

- All Year 3 students in 2014 meet or exceed state average growth in Year 5, 2016 NAPLAN;
- All Year 5 students in 2016 meet or exceed state average growth in Year 7, 2018 NAPLAN; and
- With the exception of students identified as having high support needs, all students K–6 sit within or beyond grade appropriate clusters on the literacy and numeracy continuum.

People

Students

Are engaged as quality learners by:

–using reflection on formative and summative data and feedback from staff and peers to plan for success.

–understanding and articulating their learning goals and recognizing that engagement and effort, are required to reach these goals

- gathering evidence of and reporting on their learning using success criteria
- understanding, selecting and applying 21st century skills and experiences to foster self efficacy.

Staff

Are competent and professional practitioners who:

- –deliver a 21st century learning environment where learning is visible through the provision of teaching and learning; programs that cater for individual student learning needs determined through Formative Assessment practices (A4L);
- focus on developing students' skills in gathering evidence of their learning, and reflecting and reporting on their success using the evidence;
- actively engage in collaborative planning to enable the delivery of new Australian Curriculum programs and incorporation of Visible Learning practices; and
- use Visible Learning and *Assessment For and Of Learning* practices for data

Processes

Form three classes enabling all staff to gain knowledge, skills and experience in teaching and assessing, to deliver differentiated instruction.

Provide whole school professional learning in the implementation of Visible Assessment practices ensuring that teachers understand the key principles of data informed classrooms.

Professional Development in using the NSW English and Mathematics Syllabus to create Learning Goals and Success Criteria

All English and Mathematics lessons will have Learning Goals aligned to evidence – gathering tasks and explicit Success Criteria

Lessons will incorporate strategies for students to actively monitor and evaluate their own learning, and for staff to check for understanding and provide timely feedback.

Evaluation Plan

Teachers have clearly identified the focus areas that need to be addressed in literacy and numeracy and have clear plans to address the needs and interests of students through the process of differentiation.

Success can be measured through student performance in:

- NAPLAN;
- PLAN;
- Best Start;

Practices and Products

Practices

Student work samples and data demonstrates students' ability to:

- reflect on their learning in terms of learning goals, success criteria and feedback;
- set goals for further learning;
- articulate their own learning and report on the learning process and outcomes;
- develop strategies for improvement;
- understand what they are learning and what they need to do to improve their work.

Teachers:

- share a deep knowledge of the English and Mathematics syllabus, and are using these documents to plan appropriate student learning through data informed classrooms and programs.
- encourage and assist students to monitor their own learning, and to set goals for future learning. As a result, students take 'ownership' of their learning.
- Regularly use data on the achievements, progress, strengths and weaknesses of individual students, in all classrooms, to make judgements about individual needs and to personalise teaching and learning activities.

Products

Strategic Direction 1: 21st Century Visible Learning

Improvement Measures

People

analysis to ensure trends and needs inform planning.

Parents/Carers

Communication with parents and families provides information about:

- where students are in their learning;
- what progress they have made over time;
- what they might do to further support their children in their learning; and
- are consulted in planning for adjustments to meet the needs of their children, which may include individual learning plans.

Leaders

Provide expert knowledge of identified research and evidence-based programs to staff, students and the broader school community

Processes

- Class AssessmentTasks;
- through program supervision; and
- use of Hattie's Effect Size Calculation.

Practices and Products

All Year 3 students in 2015 meet or exceed state average growth in Year 5, 2015 NAPLAN

All Year 5 students in 2015 meet or exceed state average growth in Year 7, 2017 NAPLAN

With the exception of students identified as having high support needs, all students K-6 sit within or beyond grade appropriate clusters on the literacy and numeracy continuum.

Evidence of a Visible Learning Culture will be reflected through data gathered on school visits by External Learning Partner.

Strategic Direction 2: Visible Leadership and Teacher Development

Purpose

The focus of Strategic Direction 2 is Visible Leadership and Teacher Development

- Ongoing improvement in student outcomes through informed evidence – based, **Instructional Leadership** and the continuous development of a skilled, effective and professional teaching workforce, demonstrating **currency in pedagogical practice**.

Improvement Measures

- By 2017, all staff meet or exceed the proficient level of Australian Teaching Standards.
- Annually, staff will develop, implement and evaluate their **Performance Development Plans** reflecting a commitment to effective teaching and practice, through professional learning.
- Students demonstrate growth of .4 using Hattie's effect size calculator in writing and mathematics assessments.
- The % of students able to articulate what they are learning and how to succeed in the lesson, will show continuous improvement.

People

Students

Through the delivery of **Explicit Instruction** students will have clear instruction on what is expected of them (SC), and what they need to learn from tasks (LG). It will ensure that students are given time to engage with the learning process, ask questions and get clear feedback.

Staff

Capacity will be built through informed Instructional Leadership which collaboratively supports teachers' use of explicit, visible teaching and assessment practices, including:

- Telling students what they will be learning (LG), and being clear about the purpose of tasks and what success will look like (SC);
- Demonstrating, modelling or explaining new learning, and checking for understanding;
- Giving time for asking and answering questions using inclusive practices (including ICT tools), which engage 80–85% of students;
- Systematically delivering basic skills, and teaching skills in the right sequence so that students master the building blocks of skills in literacy and numeracy;
- Asking students challenging questions using tools such as Blooms Taxonomy and SOLO Taxonomy;
- Assessing and confirming whether students understand what they are learning before progressing; and

Processes

Collaboratively developed **Performance Development Plans** are reviewed, supported and appropriately documented.

School Policy developed and aligned to the Performance & Development Framework.

Key aspects:

- Performance Development Plans (PDP's) developed annually;
- PDP's aligned to school plan priorities;
- PDP's aligned to Australian Teaching Standards;
- Classroom / Teaching observations and program reviews, mentoring and coaching practices, will all form part of the support to continually build teacher capacity.
- Staff will participate in strategic Professional Learning developing capacity in Evidenced Based Professional Practice;
- Explicit Instruction –Effective teacher practices will ensure that students have clear instruction on what is expected of them, and what they need to learn from tasks. It will ensure that students are given time to engage with the learning process, ask questions and get clear feedback;
- Feedback – Professional Learning will develop staff understanding of effective feedback practices: feedback that focuses on improving tasks, processes and student self-regulation;
- Use of data – teachers will design and implement effective formative assessment in order to obtain useful data which they can use to adapt and

Practices and Products

Practices

Staff will use Australian Institute for Teaching and School Leadership (AITSL) Classroom Practice Continuum and the NSW Professional Teaching Standards to reflect on their own practice and set personal goals.

Products

By 2017, all staff meet or exceed the proficient level of Australian Teaching Standards.

Teaching staff and teaching principal will have formal, focused, professional learning plans.

Lesson planning and delivery will incorporate best practice high yield strategies including:

- Learning Goals, Success Criteria, assessing and activating prior knowledge, activators and summarisers, exit strategies, student learning conversations and accountable talk, graphic organisers, peer and self-assessment, modeled guided and independent practice, flexible group and partner work, questioning and wait time, strategies to check for understanding, non –linguistic representations.

Strategic Direction 2: Visible Leadership and Teacher Development

Improvement Measures

People

- Reviewing learning by having students peer and self assess.

Parents/Carers

Parents are continuously informed and are better able to support their children at home.

Community Partners

The establishment of community partners to support professional learning and implementation of Visible Learning practices across the school.

Leaders

Principal is able to lead, model and articulate the professional learning to support all students and staff, and recognise the directions for the next planning cycle.

Processes

- inform their teaching; and
- Through **Principal – led** review of research and Professional Development with external coach.

Evaluation Plan

- Formal and informal lesson observations
- Structured data and feedback from Learning Coach
- Programs' review
- Teacher reflection.

Practices and Products

Strategic Direction 3: 21st Century Visible Partnerships

Purpose

The focus of Strategic Direction 3 is 21st Century Visible Partnerships. Its purpose is to:

- Make strategic and deliberate use of partnerships with families, local business and community organisations to access intellectual, physical and/or other resources not available within the school, for the purpose of enhancing student engagement, thus improving student outcomes.

Improvement Measures

- Attendance at and minutes of Learning Support Meetings demonstrate the ongoing commitment to improvement of learning opportunities and well being of students.
- Semester review of student plans demonstrates evidence of achievement of goals in Individual Education Plans
- Evaluation Reports developed by independent partners

- Annual parent and student feedback through surveys, interviews and focus groups

Additional Measures:

Parents increasingly involved in educational experiences, such as planning, finance and evaluation, both at school and on excursions.

People

Students

Senior students take on several leadership roles.

Staff

Collaboratively and inclusively support the cognitive, emotional and social well being of students through consistent best practice. Partnerships are strategically established to address identified student needs, and operate by providing access to experiences, support and intellectual and/or physical resources, not available within the school.

Parents/Carers

Develop communication strategies to inform students, parents and the broader community about the available programs.

Develop an understanding of evidence – based practices.

Parents/Carers

Parents and families are recognised as integral members of the school community and partners in their children’s education.

Community Partners

Work with the community to provide equity for students to access programs and opportunities

Build partnerships with schools outside our region to develop knowledge of evidence–based practice through school visits.

Leaders

Processes

Seek resources, human and financial, to create effective partnerships with the P&C, local and like schools, and wider community groups.

Weekly Newsletters will appeal to the school and wider community. Each will contain:

- The purpose and direction of learning at MPS;
- Department of Education directions, priorities and initiatives (Also at P&C meetings);
- Student, Parent, P&C and Community achievements and successes;
- Student articles and work samples; and
- School and community events –particularly encouraging student and parent participation in local events

The school identifies potential DoE and community partners on the basis of their capacity to contribute to improved student achievement or well–being.

Identified partners are involved in collaborative planning and are committed to the purposes and objectives of the partnership

Adequate resources are actively sought and committed to ensure the effectiveness and success of partnerships.

Evaluation Plan

The school collects evidence through:

- surveys;
- focus groups; and

Practices and Products

Practices

Tailored, early and sustained interventions are in place for students identified as requiring additional support.

All partners are committed to the school’s strategic directions and practices to achieve educational priorities.

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community, such as parents, families, government health agencies, local and community organisations.

The school team makes deliberate and strategic use of its partnerships and relationships, to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

Products

Attendance at and minutes of Learning Support Meetings demonstrate the ongoing commitment to improvement of learning opportunities and well – being of students.

Semester review of student plans demonstrates evidence of achievement of goals in Individual Education Plans

Evaluation Reports developed by independent partners provides evidence of their commitment and support.

Annual parent and student feedback through surveys demonstrates very high satisfaction with regard to school supporting individual student learning and

Strategic Direction 3: 21st Century Visible Partnerships

Improvement Measures

People

Actively seek funding to establish and support partnerships with the wider community as a means of expanding educational opportunities for students, thus improving student outcomes.

Processes

- interviews to evaluate whether partnerships are having their intended impact in improving outcomes for students.

Practices and Products

well-being needs.