

School plan 2015-2017

Mulwala Public School 2667



School background 2015–2017

School vision statement

Mulwala Public School is creating a culture of excellence and innovativeness, in which everyone is supported to challenge themselves to reach their true potential. The school is striving to develop our young people to become active and informed global citizens. The school is promoting the importance of values throughout the school community. Our vision is underpinned by our key messages:

- Mulwala Buddies program– hands off, say positive things, respect others and be responsible.
- BluEarth– Active living and improving kids' physical, social and emotional health.
- Mulwala Public School banner statement– A Mulwala Buddy is a good friend, a responsible learner and an active citizen.
- School Pledge– *In our hands lies the future of this great land. If we all work together, doing our best, there is no limit to what we can achieve.*
- Melbourne Declaration:
 1. Australian schooling promotes equity and excellence
 2. All young Australians become: – Successful learners– Confident and creative individuals– Active and informed citizens

School context

Mulwala Public School is situated on the Murray River, one hour's drive from Albury. It consists of buildings opened in 1890 and as recently as 1968. Its large classrooms are the result of this school being a Central (Kinder – Year 10) school before changing to a Primary (Kinder – Year 6) school in 1972. The school has a spacious well grassed playground, supported by modern playground equipment. The parents, staff and students have a strong feeling of belonging to the school community. The school has a friendly and co-operative atmosphere. Its stable and experienced staff presents a diverse curriculum resulting in a high standard of achievement across the curriculum areas. The school receives tremendous support from the local Clubs, Credit Union and CWA who support such activities as Speech Nights, scholarships presentation, fund-raising activities and implementation of special programs. We endeavour to uphold our motto at all times, 'In our hands lies the future of this great land. If we all work together, doing our best, there is no limit to what we can achieve.' Our Mulwala Buddy philosophy allows all members of the community to feel happy and safe in our school

School planning process

The school planning process during 2014:

Initial community consultation at a local school event to target a wider audience.

Data was collated and distributed to families to rank top three priorities in the areas of classroom, school and community.

Staff and senior students were asked what they thought were the school strengths, weaknesses and how they think the school could improve.

All that data was then collated.

A group of parent volunteers unpacked the Melbourne Declaration goals into the areas of classroom, school and community.

They then linked to the collated data.

During Term 1 2015 the 2014 Acting Principal and new 2015 principal collaboratively mapped out the 5Ps.

This was shared and discussed with teachers at staff meeting and P&C meetings, as well as through the school newsletter.

Sentral data, learning support plans and SMART data was analysed.

Consultation with Bangerang Learning Community.

Consultation with parents of students who are Aboriginal, or have learning needs or a disability

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Positive Teaching and Learning
Environment

Purpose:

To build professional learning and teacher capacity within the school community to ensure quality learning for all students. To provide meaningful and personalised learning experiences to develop active and responsible learners.

STRATEGIC DIRECTION 2

Positive School Culture

Purpose:

To develop a whole school culture of excellence and innovativeness throughout the school community and create a happy and safe environment so all can achieve their full potential as a learner and a leader.

STRATEGIC DIRECTION 3

Positive Relationships

Purpose:

To build a productive and positive relationship with the local and wider community to strengthen partnerships and connections and develop active and informed global citizens

Strategic Direction 1: Positive Teaching and Learning Environment

Purpose	People	Processes	Practices and Products
To build professional learning and teacher capacity within the school community to ensure quality learning for all students. To provide meaningful and personalised learning experiences to develop active and responsible learners.	Students Students will have responsibility for their learning and attain a high level of achievement through their engagement in the learning activities.	Implement strategies where students and teachers are reflective and engaged learners and receive effective feedback.	Practices Students use reflection of their learning through a variety of tools to monitor their own achievements.
Improvement Measures The percentage of students requiring learning support will be reduced to 20% and the percentage of students achieving at a higher level will be increased to 15% as indicated on the learning and support triangle	Staff Staff will have responsibility for their learning and implement quality, personalised teaching through the teaching/learning cycle and embed current practices in the implementation of the syllabuses.	Develop targeted and personalised professional learning to develop quality teaching and learning programs and the effective use of technology in line with the Performance and Development Framework.	Quality teaching and learning in every classroom every day will be driven by assessment data and personalised learning to meet the needs of all students through effective classroom practice including the use of technology
Evidence of reflection tools and professional learning will demonstrate quality teaching and learning by all teachers.	Parents/Carers Parents will have an understanding of current teaching practices and be active in the partnership of their child's learning journey.	Communicate with parents and community members regarding the teaching practices within the classroom and student achievement in a variety of ways.	Parents are engaged and understand the learning process of their children and how they can effectively support them to learn
	Community Partners The school will develop/enhance partnerships with learning providers and through learning alliances with the Bangerang Learning Community and other like or neighbouring schools.	Evaluation Plan PLAN Data Individual student goals and plans. Parent comments and contributions to student goals and plans Learning and Support meeting minutes. Classroom observation, teaching programs, student work samples, assessment records Surveys	Products The percentage of students requiring learning support will be reduced to 20% and the percentage of students achieving at a higher level will be increased to 15% as indicated on the learning and support triangle. Evidence of reflection tools and professional learning will demonstrate quality teaching and learning by all teachers.

Strategic Direction 2: Positive School Culture

Purpose

To develop a whole school culture of excellence and innovativeness throughout the school community and create a happy and safe environment so all can achieve their full potential as a learner and a leader.

Improvement Measures

95% of students demonstrate resilience and positive behaviour in the classroom and the playground each term (Sentral data indicates two or less incidences).

All teachers will contribute to the weekly staff newsletter.

People

Students

Students will consistently display the core values of the Mulwala Buddies' system. They will have high expectations of themselves and others so they can think deeply and critically and make relevant connections.

Staff

Staff will develop a positive learning culture with consistent language, learning and values across the school. They will consistently share and demonstrate best practice within the school community. They will extend themselves professionally to reach their full potential.

Parents/Carers

Parents will be aware of the school programs and support school behaviour expectations. They will be engaged with their child's learning and achievement through a variety of appropriate forms of communication.

Community Partners

Parents will be aware of the school programs and support school behaviour expectations. They will be engaged with their child's learning and achievement through a variety of appropriate forms of communication.

Processes

Student, staff and school achievements are shared regularly in a variety of ways to reach our school community and the wider community partners.

Evaluate, strengthen and explicitly teach the core values across the school and ensure that the practices are consistent.

Evaluation Plan

Sentral records

Student learning plans

Class assessments and student work samples

Communication with the school and wider community.

Teacher reflections and peer observations.

Practices and Products

Practices

A weekly class newsletter will be created, sharing upcoming learning with parents.

The core values of the Mulwala Buddies, teaching strategies and language is reflected in all areas and is consistent across the school.

Teachers use the language of learning when communicating with the parents about their child's achievements.

Teachers will contribute to collegial discussions and will engage in and apply constructive feedback from colleagues to improve professional knowledge and practice.

Products

95% of students demonstrate resilience and positive behaviour in the classroom and the playground each term (Sentral data indicates two or less incidences).

All teachers will contribute to the weekly staff newsletter.

Strategic Direction 3: Positive Relationships

Purpose

To build a productive and positive relationship with the local and wider community to strengthen partnerships and connections and develop active and informed global citizens

Improvement Measures

Evaluation of the participation in extra-curricular and community activities will show a benefit to the learning for

General capabilities are evident in all teaching programs.

People

Students

Students will understand the importance of connections with others within the local and wider communities and will participate in/with a variety of authentic learning activities.

Staff

Students will understand the importance of connections with others within the local and wider communities and will participate in/with a variety of authentic learning activities. They will utilise local and wider community individuals, groups and businesses into their teaching to provide authentic learning opportunities to improve learning outcomes for students.

Parents/Carers

Parents will be active members of the school community, utilising their strengths, and celebrate the school within the community.

Community Partners

Community partnerships will be strengthened to develop a mutual relationship built on respect and support. Businesses, groups and individuals within the community will be utilised to extend the authentic educational opportunities for students and staff.

Processes

Students and staff are provided with opportunities which meet their individual needs and interests.

Teachers will be explicitly taught how to effectively incorporate the general capabilities into their teaching and learning program in an authentic and purposeful way.

Provide meaningful opportunities for the community to participate in school activities.

Evaluation Plan

Evaluation of extra-curricular activities

Audits

Surveys

Evaluation of teaching programs

Practices and Products

Practices

Teachers have a good understanding of the general capabilities and how they relate to the development of the student.

Teachers source community members and events to provide authentic learning for the students.

The school and community will celebrate the achievements of students in a variety of forms

Products

Evaluation of the participation in extra-curricular and community activities will show a benefit to the learning for

General capabilities are evident in all teaching programs.

Strategic Direction 3: Positive Relationships

Improvement Measures

People

Processes

Practices and Products