

School plan 2015-2017

Mawarra Public School 4466



School background 2015–2017

School vision statement

At Mawarra Public School our vision is to maximise the potential of all our students.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden.

The school is proud of its excellent academic achievements. Mawarra is recognised for providing experiences for its students in school band, choir, drumming, dance, sport, public speaking and debating.

The school has an excellent student welfare program and an active learning support team. Mawarra's vision is to maximise the potential of all our students to ensure that they achieve personal excellence. This is achieved through dedicated staff providing quality teaching, quality learning opportunities and a happy, caring and encouraging environment.

Information and communication technology is consistently used as a tool across all K–6 classrooms to enhance and support 21st century learning.

With an indigenous enrolment of only 3% and students from a background other than English making up only 4% of the school's population, the school attracts little additional funding from these areas in the resource allocation model. The school's 'Index of Community Socio-Educational Advantage' (ICSEA) is 1040 (Australian Average 1000), once again limiting the amount of additional funding to support students from low socio-economic disadvantage.

School planning process

The school began the planning process for the 2015–17 planning cycle mid-way through 2014.

Prior to planning, professional learning was undertaken to understand the needs of the '21st century learner'. A very thorough understanding of the Melbourne Declaration was also gained by staff.

Parents and staff were surveyed to gain ideas about the strengths, needs and future directions of the school.

After a thorough analysis of the school's strengths and areas of need, and after considering ideas of staff and parents, recurring priority areas were grouped under common themes.

Three areas of 'Curriculum, Teaching and Learning', 'Student Welfare and Engagement' and 'Community Partnerships' became strategic areas on which planning would be based.

Original ideas were revisited to create the milestones of the three year improvement plan.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Curriculum / Teaching & Learning: Provide quality teaching and learning programs across all key learning areas.

Purpose:

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians. Schooling should also support the development of skills in areas such as social interaction, cross disciplinary thinking and the use of digital media which are essential in all 21st century occupations. (Melbourne Declaration, Preamble)

STRATEGIC DIRECTION 2

Student Engagement and Welfare: Maximise student opportunities for rewarding and productive futures.

Purpose:

As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others. (Melbourne Declaration, Preamble)

STRATEGIC DIRECTION 3

Community Partnerships: Foster partnerships between students, parents, families and the community to support students' progress.

Purpose:

Partnerships between students, school, parents, families and communities bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and well being of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of citizenship. (Melbourne Declaration, A commitment to Action)

Strategic Direction 1: Curriculum / Teaching & Learning: Provide quality teaching and learning programs across all key learning areas.

Purpose

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians. Schooling should also support the development of skills in areas such as social interaction, cross disciplinary thinking and the use of digital media which are essential in all 21st century occupations. (Melbourne Declaration, Preamble)

Improvement Measures

Improved proficiency in spelling, grammar and punctuation measured through increased NAPLAN trend data and student growth.

Improved proficiency in numeracy measured through increased NAPLAN trend data and student growth.

Consistent student growth demonstrated through school assessment schedule and analysed in SENTRAL.

Student access to current technology increased.

Students producing and communicating individual research based learning tasks.

The new science, history and geography syllabi will be implemented uniformly across the school following the schools scope and sequence.

All staff participating in classroom observations process.

PLAN data showing growth for all students in Numeracy aspects.

People

Students

Engage students in meaningful and purposeful activities to understand importance of spelling, grammar and punctuation.

Students

– Engage students in meaningful and purposeful activities to be able to work mathematically in numeracy.

Students

Demonstrate ability to transfer skills and knowledge to real life situations.

Staff

Build staff capacity and knowledge of current syllabus content and expectations.

Staff

Provide opportunities for professional dialogue.

Staff

Build staff capacity for effective succession planning.

Parents/Carers

Increased parent awareness of syllabus content and learning processes through presentations and written communication.

Leaders

Informed leaders in current pedagogy, syllabus and best practice with the ability to implement successful change.

Processes

Improved performance in Spelling, including:

- Develop clear grade expectations for content, skills and assessment
- Review, organise and purchase quality resources to support teaching and learning programs
- Classroom observations to share quality practice
- Provide staff professional learning opportunities

Improved Performance in Grammar and punctuation, including:

- Develop clear grade expectations for content, skills and assessment
- Review, organise and purchase quality resources to support teaching and learning programs
- Classroom observations to share quality practice
- Provide staff professional learning opportunities

Improved performance in Numeracy, including:

- Develop clear grade expectations for content, skills and assessment
- Review, organise and purchase quality resources to support teaching and learning programs
- Classroom observations to share quality practice
- Provide staff professional learning opportunities

Practices and Products

Practices

Quality teaching/learning practices implemented in all classrooms, utilising observations and collaborative practice.

Students demonstrating deep knowledge and understanding with the ability to transfer knowledge and skills.

Students working scientifically and technologically to create and communicate solutions to problems.

Staff confidently programming for teaching and learning based on all current syllabus documents.

Technology embedded onto teaching/learning practices.

Practices of SOLE (Self-Organised Learning Environments) and 'Guided Enquiry' embedded into teaching/learning.

Products

Increased percentage of students who demonstrate proficiency in spelling, grammar and punctuation.

Increased percentage of students who demonstrate proficiency in skills, knowledge and processes in numeracy.

Confident students who are driving their learning.

Strategic Direction 1: Curriculum / Teaching & Learning: Provide quality teaching and learning programs across all key learning areas.

Improvement Measures

People

Leaders

Provide opportunities to develop leadership capacity within staff.

Processes

Implementation of Science and Technology, and History syllabus documents, including:

- Teachers embedding practices of working scientifically and technologically into class programs
- establishing school structures and opportunities in SOLE and guided enquiry

Evaluation Plan

Semester evaluation, at stage level, of school and external assessment data, including NAPLAN, school assessment schedule data recorded in SENTRAL.

Practices and Products

Strategic Direction 2: Student Engagement and Welfare: Maximise student opportunities for rewarding and productive futures.

Purpose

As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others. (Melbourne Declaration, Preamble)

Improvement Measures

- Increased participation in the Club Zero celebrations and recognition through gold and silver recipients
- Decreased numbers of students on behaviour levels
- Students, staff and parents able to articulate the language of Mawarra Movers
- Increased student self-regulation and use of positive strategies
- Increased leadership opportunities and skills
- Comparison of student and parent surveys, statistical data and teacher consultation showing increased engagement (eg Tell them from Me)
- Increased resources to enable technology to be used to increase engagement in learning
- Increased sustainable practices throughout the school.
- Improved engagement in the playground through increased opportunities and resources.

People

Students

- Explicit teaching of discipline and reward systems for all students
- Engage in and communicate environmental awareness

Staff

- Build awareness of importance of consistency of all staff
- Upskill staff in the use of technology as a tool for teaching and learning
- Staff trained in ways to embed environmental education into learning

Parents/Carers

- Increase parent knowledge of, and engagement in school student welfare policies.

Leaders

- Inter- and intra-school professional dialogue

Processes

Develop a culture of student leadership and support.

Developed understanding and use of school discipline and reward systems by all stakeholders.

Build resilient students and promote Anti-Bullying strategies.

Increased engagement in the playground during playtime.

Increased engagement through technology, including mobile devices

Increased engagement through Environmental Awareness.

Evaluation Plan

- Student surveys analysed
- Collection of statistical data
- Parent surveys analysed
- Teacher consultation

Practices and Products

Practices

- Consistent implementation of the school's reward and discipline systems, with shared expectations by the school and community.
- Ability to demonstrate positive social strategies to show and build resilience.
- A strong culture of leadership and support
- Environmental Education embedded into school life

Products

- A thorough understanding of the school's student welfare programs by students and parents
- Resilient students
- Demonstrated leadership by students
- Staff and students are confident users of technology as a tool to teach and learn.
- A specific location within the school developed to promote and engage students in sustainable practices and ideology

Strategic Direction 3: Community Partnerships: Foster partnerships between students, parents, families and the community to support students' progress.

Purpose

Partnerships between students, school, parents, families and communities bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and well being of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of citizenship. (Melbourne Declaration, A commitment to Action)

Improvement Measures

- Increased subscription to and use of School E-news, Parent Online Payment system and electronic interview bookings
- Increased functionality, content and visits to the school website.

Students' participation in Aboriginal initiatives increased.

Current connections with the community strengthened and new connections created.

People

Students

- Develop skills to enable students to communicate with various audiences.

Students

- empower students to be confident users of technology to communicate, by embedding ICT into class programs.

Staff

- Provide time and opportunities for staff to network with local community groups.

Staff

Empower staff to be confident users of ICT to communicate, through increased professional learning.

Parents/Carers

Encourage parents to engage in electronic communication.

Parents/Carers

Improve parent capacity and confidence in supporting student learning.

Community Partners

Foster two-way communication to create mutually beneficial partnerships between school and community.

Leaders

Leaders who promote communication with the community through current technology

Processes

Improved avenues for communication and parent understandings.

- Improved community links

Improved connections with Aboriginality and the Aboriginal community.

Evaluation Plan

Survey of parents and staff covering forms of communication, including online payments, E-news and school website

Practices and Products

Practices

- Active use of a range of modes of communication between school and the community
- Facilitate opportunities for meaningful and productive school/community partnerships.
- Strengthened connections with the local Aboriginal community.

Products

- improved communication between school and the community.
- Students as active contributors to and users of technology to communicate
- Informed parents able to support student learning.
- Students who are connected to their local community.
- Established area within the school to recognise past and present Aboriginal connections with community
- Profile of Aboriginal students and culture raised within the school.

Strategic Direction 3: Community Partnerships: Foster partnerships between students, parents, families and the community to support students' progress.

Improvement Measures

People

Processes

Practices and Products