

School plan 2018-2020

Medlow Public School 2511



School background 2018–2020

School vision statement

Medlow is a school that empowers students, parents, staff members and the community to work together to significantly improve outcomes for all.

"Together we can make a difference"

At Medlow, every student, parent and staff member is known, valued and cared for. The school provides an innovative learning and technologically rich learning environment that takes the students beyond their known world and connects them with peers and communities globally.

Medlow's emphasis on self and collective efficacy is based on our moral, philosophical and pedagogical purpose of teamwork, creativity and respect.

School Motto "Do Your Best"

School context

Medlow Public School is a Teaching Principal 1 school that has served the Taylors Arm District since 1903. Our learning community has a clear focus on Literacy and Numeracy that is delivered under the principles of best practice and evidenced based pedagogy. Students enjoy a creative curriculum where health and well being forms the building blocks of individual and collective success. Our ability to sustain and align our practices environmentally provides students with a framework for understanding their personal contribution to creating a sustainable future for themselves, our Valley, our Nation and our World.

Medlow recognises that parents are the first educators of their children and the school environment provides the support structures for individuals to access the curriculum. The 9 students are predominantly from farming and agricultural backgrounds. The school enjoys a strong partnership with our very talented P&C. They support educational programs through money raised and provide an avenue for whole school community input into school policy and decision making. Our parents are actively involved in school activities and work alongside staff to create a true community school.

In 2017, we became a part of the Early Action for Success Phase 2 initiative where all staff are committed to a culture of shared high expectations for student success. Medlow is part of a Small School's network that engages in creating opportunities for meaningful collaboration and collegial relationships.

Medlow students are involved in a large variety of extra curricula activities including excursions, inter school sport competitions, dance, public speaking, debating, photography, music and robotics. We are an active member of the "Valley 10" Learning Community, a group of outstanding schools focused on providing a strong, rich K–12 experience. Schools work together to deliver excellent transition and professional learning programs which support the sharing of expertise across our community of schools and ensure our students are settled, confident and ready to learn when they move to high

School planning process

Our development of the 2018–20 School Plan has involved;

- Surveying students, parents, volunteers and staff
- Consultation with businesses in the community
- Partnerships and professional engagement with NSW Health to implement the Live Life Well @ School Health Initiative
- Staff dialogue and reflection on curriculum and pedagogy
- School Planning on the P&C Agenda
- Full analysis of Data – NAPLAN
- School Planning on the School Assembly Agenda
- Engagement and networking with other educational institutions and past and present educators

The staff examined the Melbourne Declaration and scrutinised the department's directions, reforms and blueprints. This information was assessed and evaluated in terms of the impact on the school's day to day operations and future directions.

The finance team then allocated funding to support the directions of the school.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Literacy and Numeracy

Purpose:

To enhance the capacity of teachers to identify and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.



STRATEGIC DIRECTION 2

Wellbeing

Purpose:

To ensure a school wide, collective responsibility for school learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Strategic Direction 1: Literacy and Numeracy

Purpose

To enhance the capacity of teachers to identify and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Improvement Measures

- All teachers align ACARA with the Learning Progressions in Literacy and Numeracy
- Student growth in writing becomes comparable to that in reading.
- 100% of students achieve grade appropriate levels
- K–2 EaFS meet state wide targets
- Tell Them From Me Surveys –students, parents and staff
- School Excellence Framework – Delivering, Sustaining and Growing, Excelling

People

Students

Build their skills in becoming assessment capable learners who value and utilise feedback.

Staff

Develop an understanding of evidence based teaching practices, including providing feedback, using data and developing learning intentions and success criteria.

Leaders

Model the use of data to drive teaching and learning programs.

Provide professional development to staff based on evidenced based teaching practice.

Parents/Carers

Have an understanding of how student learning progress and achievement is addressed and how this is used to determine the next steps for learning.

Processes

Literacy

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students focusing on writing.

Numeracy

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students focusing on the Daily 5 Numeracy Program.

Evaluation Plan

We will be using a variety of sources to evaluate and monitor our progress and achievement. These include:

- PLAN 2
- Classroom Observations
- Teaching and Learning Programs
- Student Work Samples
- Learning Progressions
- NAPLAN and SCOUT data
- SEFv2

Practices and Products

Practices

Embedded writing

Teachers will be confident in delivering explicit instruction in writing in all Key Learning Areas.

Embedding efficient Numeracy strategies in student learning.

Teachers will be flexible and innovative in Numeracy lessons that allow for the development of concepts, the consolidation of learning and the creativity to link numeracy to real life settings.

Using Data to Improve Literacy and Numeracy

Teachers routinely use evidence of student learning including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students as evidenced in term program monitoring and feedback.

Strategic Direction 2: Wellbeing

Purpose

To ensure a school wide, collective responsibility for school learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Improvement Measures

- Student pre and post reflections on wellbeing indicate improved self efficacy
- Student pre and post reflections indicate improved engagement and skill in Creative Arts.
- Tell Them From Me Surveys – students, parents and staff
- School Excellence Framework – Delivering, Sustaining and Growing, Excelling

People

Students

Students understand what the concept of success is.

Staff

Staff have a relentless commitment to improvement, innovation and collaboration.

Staff have the skills in understanding the theory and practice in implementing wellbeing programs.

Staff have an understanding and practice collective efficacy.

Leaders

Leaders demonstrate and value the integrity of the wellbeing programs.

Parents/Carers

Parents and Carers actively support students staff and the learning community in engaging in programs.

Processes

Professional Learning

A whole school approach to research based Professional Learning focused on student well being and engagement.

Personalised Learning Pathways

Positive partnerships with parents and carers are developed through regular meetings focused on personalised student learning.

Focus on Creative Arts

- A whole school focus on Creative Arts where students are given the opportunity to develop higher level skills in Visual Arts, Music, Dance and Drama.

Evaluation Plan

We will be using a variety of sources to evaluate and monitor our progress and achievement. These include:

- monitor of a shift in behaviour of children completing the clinical intervention.
- Learning and Support Team records
- Teaching Programs
- Parental Feedback

Practices and Products

Practices

Professional Learning

Teachers incorporate evidence based approaches and assessment processes to identify, monitor and review individual student well being needs as evidenced by Learning and Support Team records and teaching programs.

Personalised Learning Pathways

- Teachers regularly communicate with families about student learning, achievement and progress as evidenced by Personal Learning Plan, meeting minutes and parental feedback.
- Students actively participate in the development of their learning goals and use success criteria to monitor their own progress as evidenced by student reflections.

The school will actively seek opportunities for students to engage in cultural pursuits both within and beyond the school.

Products

Whole School Professional Learning Plan which is strategic, aligned to DoE priorities as evidenced in PDP's, accreditation and staff reflections.