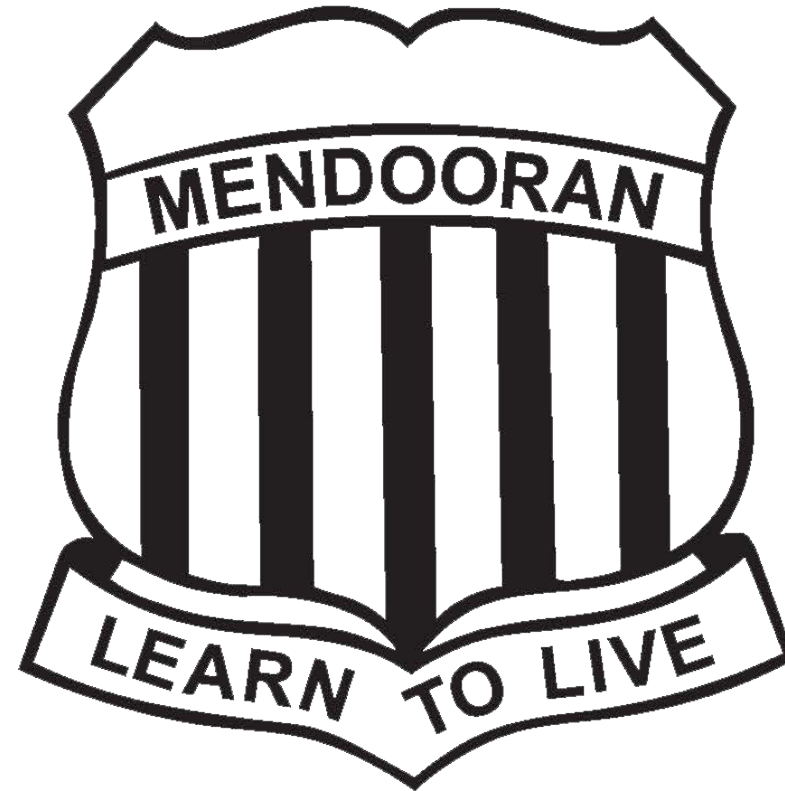


School plan 2018-2020

Mendooran Central School 2522



School background 2018–2020

School vision statement

The whole school community will embrace a school that provides an inclusive and engaging environment where all students are motivated to deliver their best and continually improve. Our students will be resilient, critical thinkers and problem solvers who use technology as a tool for effective collaborative learning as global citizens..

School context

Mendooran Central School is a small, innovative, rural school serving a diverse community with enrolments from Kindergarten to Year 12. The school draws its Primary and Secondary students from the immediate township and the surrounding rural area. The school provides a quality K–12 education in an environment which is well recognised as very inclusive and supportive. We strive to provide our students with updated technology. Staff members focus on developing an individual commitment to learning in each and every student. We ensure students have access to outside training providers to ensure a broader curriculum. The school is well supported by a School Council and our School P&C and partners with the local Pre–school and community. Additionally, we are a 'Local Schools, Local Decisions' and an LMBR school.

School planning process

A comprehensive survey was designed to consult with all members of the school community – students, parents, community members and staff. The survey was constructed using the tenets of the Melbourne Declaration, administered in Semester 2, with the response rate being pleasing. Processes include annual NAPLAN and Best Start data analysis, Literacy and Numeracy continuum analysis, parent forums, staff surveys, participation in the 'Team leadership for School Improvement' professional development, student surveys and forums, lesson observations, attendance analysis and monitoring, Learning Progressions and HSC data analysis. Most recently we have become an Early Action for Success school with an instructional leader based in our school 2 days per week. The aspects the latest survey recipients signified as important aligned with the direction the school has been focused on for 5 years: academic rigour, focus on the 'whole' child, collaborative teaching, citizenship and a safe and caring school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Higher expectations for teaching and learning

Purpose:

To provide every student with quality teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To deliver learning experiences that are evidence based and data driven, giving our students the knowledge, skills and expertise to achieve their goals. To build staff capacity, including best practice, establishing a school culture that effectively leads and delivers school excellence.

STRATEGIC DIRECTION 2

21st Century Learners as global citizens

Purpose:

To create a dynamic learning community, nurturing the development of our students and preparing for the changing world ahead of them. They become 21st Century Learners and Global Citizens, able to think creatively and critically, collaborating to solve real world problems through enquiry based learning, the use of technology and planning for a future beyond school.

STRATEGIC DIRECTION 3

Effective communication and promoting positive connections.

Purpose:

To enhance student wellbeing, increasing staff and parent expertise in supporting students wellbeing and learning. To further engage parents and community in consultation around school life. To ensure high quality staff to provide excellence in learning.

Strategic Direction 1: Higher expectations for teaching and learning

Purpose

To provide every student with quality teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To deliver learning experiences that are evidence based and data driven, giving our students the knowledge, skills and expertise to achieve their goals. To build staff capacity, including best practice, establishing a school culture that effectively leads and delivers school excellence.

Improvement Measures

All students demonstrating expected growth in literacy and numeracy.

Increase the proportion of teachers embedding literacy and numeracy, using data and differentiating for individual needs.

People

People

Students:

Articulate learning goals and next steps..

Collaborate with parents and staff around their learning.

Staff:

Embed literacy and numeracy, evidence based approaches and adjustments into programs.

Parents/Carers:

Collaborate with children and staff to develop, monitor and review child's learning.

Develop an understanding of literacy and numeracy and the nature of assessment.

Leaders:

Allocation of resources to support professional learning and program initiatives

Develop and implement program monitoring systems and assessment and reporting processes.

Processes

2.. Personalised Learning

Develop staff capacity to meet individual learning needs of students through well developed and evidence based approaches, collaboratively with students and parents in regular monitoring and reviews.

3 Assessment and Reporting.

Develop staffs capacity and whole school approach to assessment to promote the use of data, consistent teacher judgement. To monitor student progress and identify areas for improvement.

1. Literacy & Numeracy

Build staff capacity to explicitly teach and embed literacy and numeracy across all key learning areas K–12 and develop and implement systems to monitor process.

Evaluation Plan

TTFM, People Matters

Survey students and parents

PLPs, ILPs

NAPLAN, Best Start, HSC, VALID

Internal Assessment data eg. EAfS

Teaching/ Learning programs and evaluations

Lesson Observations

PDPs

Practices and Products

Practices

- The learning goals of students are informed by analysis of internal and external data and collaborative development of students input. Progress towards goals is monitored through collection of quality, valid and reliable data, making adjustments, ensuring improved learning for all students.
- Targeted tiered literacy and numeracy support to accelerate students below expected levels of achievement.
- Teachers employ evidence based effective teaching strategies, as a result of formative and summative assessment and timely feedback.

Products

- Teaching and Learning programs are dynamic, showing evidence of: literacy and numeracy, revision, adjustments, evidence based practices; and clear links to syllabus.
- **Explicit systems in place for data collection and analysis linked to teaching and learning programs**

Strategic Direction 2: 21st Century Learners as global citizens

Purpose

To create a dynamic learning community, nurturing the development of our students and preparing for the changing world ahead of them. They become 21st Century Learners and Global Citizens, able to think creatively and critically, collaborating to solve real world problems through enquiry based learning, the use of technology and planning for a future beyond school.

Improvement Measures

Increase in students skills for learning.

An increased proportion of student who exit into employment or further education.

An increased proportion of staff who effectively use technology for learning.

People

People

Students:

Act as global citizens and develop , make informed decisions "think global, act local" mindset. Develop a use a range of 21st Century thinking skills to demonstrate knowledge and understanding.

Effectively use technology as a tool for learning.

Staff:

Collaborate with students and parents to develop and review School to Work plans. Explicitly teach students to think globally, creatively, critically and problem solve.

Integrate careers into teaching and learning programs.

Parents/Carers:

Collaborate with students, staff and community to develop and review students' School to Work plan.

Community Partners:

Collaborate to School to Work program, facilitate informed decision making by students for their future.

Leaders:

Ensures resources are available and strategically used.

Develop processes for evaluation of programs and measuring learning

Processes

Technological Teaching Skills

Using technology as a tool for learning. Build staff capacity to use technology and embed into teaching and learning programs to engage students.

21st century Curriculum

Build staff capacity and develop models of delivery and resourcing to develop students skills as 21st Century learners: creative and critical thinking, problem solving and global citizens.

School to Work

Evaluate and refine processes and structures to support transition from school to employment and further education and sustain collaborative partnerships.

Evaluation Plan

Attendance

Behaviour referrals

TTFM

Retention, destination survey

Student School to Work plans

Teaching Learning programs

Observations

PDPs, staff meeting minutes

Professional Learning log

Student survey NESA

Practices and Products

Practices

- Teachers trial innovative practice that support 21st learning and use processes to evaluate, refine and reflect on success.
- Teachers integrate Careers Education authentically across K–12 learning programs

Products

- The values of life long learning and global citizenship are evident across the whole school community.
- Strong collaborations between the school, parents, students and community that inform and support transition from school to employment and further education.
- Technology that supports learning is available and expertly integrated into lessons by teachers.

Strategic Direction 3: Effective communication and promoting positive connections.

Purpose

To enhance student wellbeing, increasing staff and parent expertise in supporting students wellbeing and learning. To further engage parents and community in consultation around school life. To ensure high quality staff to provide excellence in learning.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

To increase the proportion of parents and community actively engaged in school life and student learning.

Increased percentage of teacher demonstrate growth in the professional practice.

People

People

Students:

Connect respectfully and co-operate with others

Be responsible for their behaviour and effort in learning and participating in school life.

Act fairly and with integrity

Staff:

Demonstrate personal responsibility for professional growth

Collaborate with colleagues and model pedagogy and reflect on our effectiveness

Apply understanding of wellbeing learning processes and practices

Parents/Carers:

Collaborate with staff and students around learning.

Provide feedback and confidently communicate with school.

Leaders:

Develop, implement and evaluate processes and structures around relationships for wellbeing.

Provide Professional learning opportunities around wellbeing.

Processes

- Build Relationships for Learning
- Investigate, implement and evaluate strategies to engage parents and community in student learning with consultation around school life

Professional Learning

Develop and embed explicit systems that facilitate professional dialogue, collaboration and classroom observation.

Modelling of effective classroom practice aligned to the Professional Standards, evidenced in PDPs

Evaluation Plan

TTFM,PLPs, ILPs, People Matter

Attendance, retention data

Behaviour, merits, referrals

Suspension data

School to Work

Community attendance at school event, visitors book

Practices and Products

Practices

- Changes to processes are informed by evidence
- Staff collaboratively engage in professionally developing and reflecting on their professional goals
- Teacher, parents and students work together.
- Schools effectively consult with parents and community and provide timely responses and analysis of feedback.

Products

- A whole school strategic and planned approach to support students wellbeing
- Embedded explicit systems of professional learning
- Effective partnerships in learning with students and parents
- The school is a centre of excellence of learning and achievement.