

School plan 2018-2020

Menindee Central School 2523



School background 2018–2020

School vision statement

Menindee Central School's vision is "...to prepare young people to lead rewarding and productive lives in a complex and dynamic world", and as a Connected Community school, it is a place where people develop in a caring, stimulating, culturally affirming environment to reach their potential. A solid foundation for learning is established in the early years; positive personal and academic growth is fostered through the middle years and sustained support of pathways into future education or employment is in place for the senior years.

Our students, our teachers, our leaders and our school improve every year.

School context

MCS is a remote school in far west NSW, situated 110kms east of Broken Hill on the Darling River, the Paaka. The school provides Kindergarten to Year 12 learning, partnering with a community pre-school in the early years and catering for Years 11 to 12 through the Wilvandee Access Program, which links Menindee with central schools in Ivanhoe and Wilcannia. The students of MCS come from a predominately Indigenous background (approx. 71%) and many have lived in Menindee their entire life. Students from Menindee go on to find employment and further education in regional centres such as Broken Hill, Dubbo and Mildura and typically choose to further their study in Sydney or Adelaide. The school has a close operating partnership with a locally governed association, Menindee Enterprise Park Educational Services, whose aim is to support senior pathways. This is done through the creation of business opportunities for the local community and financial support for trainees. An interagency group coordinate a wrap-around suite of services in support of students and their families.

School planning process

As a Connected Community School, an integral part of the management structure is the School Reference Group (SRG). The SRG, in partnership with the school executive team, sets strategic goals that guide the school as it progresses through the Connected Community Strategy. With representatives of our peak parent bodies, such as the AECG and the SRG, regular feedback on the strategic directions is used to guide the school's operational level. These discussions are the genesis of this plan. The SRG has continued to guide the direction of the plan throughout this process. Our planning processes provide opportunities for all community members to contribute effectively to the ongoing improvement of our school to ensure our vision is future-focused, evidence-based, informed and aligned to the DEC and school's direction.

Student voice is strongly valued at MCS. Our senior students are consulted regularly on areas for improvement in the school and their feedback about what is happening in the school is regularly sought and encouraged by staff both formally, in meetings, and through informal discussions.

Community are an integral part of decision making at MCS. This consultation happens through general forums held by the school, surveys that are initiated by our Senior Leader Community Engagement and specific meetings regarding targeted areas of need such as policy and structural changes.

Staff are regularly consulted on the direction of the school. They have the opportunity to initiate and develop ideas that are aligned with the school values and the needs of our students and community. This consultation happens through the regular collaborative meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

~Learning~ Preparing our Students for a Dynamic, Changing World

Purpose:

All young people at Menindee Central School will have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens. Our young people will finish school well-prepared for higher education, training and employment.

STRATEGIC DIRECTION 2

~Teaching~ Building the Capacity of our Staff

Purpose:

Staff will demonstrate personal and professional responsibility for continually improving their professional practice in order to improve student engagement and learning. The purpose of this strategic direction is to ensure that all staff are equipped with the resources and skills to collaboratively develop and deliver engaging programs that are underpinned by the Quality Teaching Framework. Teaching and learning will be student-centred and evidence-based.

STRATEGIC DIRECTION 3

~Leading~ Empowering our School Community

Purpose:

Menindee Central School has a commitment to fostering a community culture of high expectations and a shared sense of responsibility for engagement, learning, development and success across our school. We benefit from the school's planned and proactive engagement with parents and families as well as the wider community. The purpose of this strategic direction is to ensure that leadership opportunities within the school, for our whole school community, are continually developed, offered and taken on.

Strategic Direction 1: ~Learning~ Preparing our Students for a Dynamic, Changing World

Purpose

All young people at Menindee Central School will have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens. Our young people will finish school well-prepared for higher education, training and employment.

Improvement Measures

Improved student attendance

100% of K–10 students have a portfolio of analysed evidence of their learning journey.

Individual students reach expected growth in literacy and numeracy as shown through their learning goals

People

Students

- Attend regularly.
- Engage and take ownership of their learning.
- Set and achieve learning goals with the support of a mentor.

Staff

- Facilitate leadership opportunities for students.
- Participate in and apply professional learning.
- Authentically engage in the PDP process.

Parents/Carers

- Facilitate student attendance.
- Support the engagement and ownership of their child's learning.

Processes

Whole School Monitoring of Student Learning

- Learning Progressions
- PLAN 2
- NAPLAN
- Stage 6 student monitoring
- Attendance
- Assessment for learning
- Evidence-based practices

Personalised Learning

- PLP
- Differentiation
- Learning adjustments
- Project Based Learning (PBL)
- Behaviour Support Plans (BSP)
- Student support services
- Learning Centre

Creating Optimal Learning Environments for Fostering Student Learning

- Restructure and implement the wellbeing policy.
- Increase the provision of leadership opportunities for students.
- Increase community engagement in school events such as NAIDOC celebration, assemblies, Harmony Day and parent forums.
- Access external agencies to support student learning.

Practices and Products

Practices

Whole School Monitoring of Student Learning

- Teachers will plot student progress on PLAN 2 against the learning progressions.
- Teachers will collect quality evidence of student learning.
- Teachers engage regularly in professional dialogue around consistent teacher judgement.
- Teachers build professional learning networks beyond the Menindee Central School setting.
- Attendance monitoring and regular feedback is given to parents and the community.

Personalised Learning

- Teachers will know their students and differentiate accordingly.
- All staff will contribute to PLPs.
- Teachers will implement Project Based Learning.
- Actively contribute to learning support processes.

Creating Optimal Learning Environments for Fostering Student Learning

- Teachers will consistently implement the processes outlined in the school's wellbeing policy.
- Teachers will create safe, collaborative and stimulating learning environments.

Strategic Direction 1: ~Learning~ Preparing our Students for a Dynamic, Changing World

Processes

- Upgrade physical learning environments and equipment.

Evaluation Plan

We will collaboratively analyse:

- Sentral data
- Monitoring of PLAN 2 data entry
- Staff PDPs
- Community engagement at school functions
- Post-school student destination survey
- Classroom observations and walkthroughs
- External data
- Teaching and learning programs
- Attendance letters

Practices and Products

Products

- PLPs for every student
- Increased student attendance
- All students are plotted on PLAN 2
- Accurate information and quality evidence around student learning progress
- Teaching and learning programs that reflect individualised learning.
- An updated, 21st Century learning environment.
- Higher levels of student engagement and positive progress through stages.

Strategic Direction 2: ~Teaching~ Building the Capacity of our Staff

Purpose

Staff will demonstrate personal and professional responsibility for continually improving their professional practice in order to improve student engagement and learning. The purpose of this strategic direction is to ensure that all staff are equipped with the resources and skills to collaboratively develop and deliver engaging programs that are underpinned by the Quality Teaching Framework. Teaching and learning will be student-centred and evidence-based.

Improvement Measures

All staff achieve PDP goals.

All teaching staff build a professional learning network both within the school and externally.

An increase in student engagement as evidenced by an increase in positive student feedback.

People

Students

- Provide honest constructive feedback of teaching practices and learning programmes.
- Provide work samples that assist teachers to evaluate programmes and practices.

Staff

- Develop self evaluation skills.
- Authentically self reflect on Quality Teaching processes.
- Commit to building and reinforcing strong community links.

Leaders

- Give supportive and honest feedback to staff.
- Continually foster open, respectful and trustworthy communication.

Parents/Carers

- Provide honest and constructive feedback on teaching practices and learning programmes.
- Access different methods of giving feedback.

Processes

Align Professional Development Plans to MCS school plan

- One goal from the school plan
- One faculty or stage goal
- One personal goal

Collaborative Practice

- Planning and explicit teaching
- Providing and receiving feedback
- Effective self evaluation
- Data analysis and application
- Mentoring
- Coaching
- Professional Learning cycle
- Instructional Leader support
- Learning Centre support

Evaluation Plan

- Professional Learning opportunities are undertaken and implemented by staff.
- Goals are achieved through the PDP process.
- Staff initiate projects that are implemented school-wide.
- Staff evaluate quality teaching processes.
- Individual student feedback and work samples are regularly collated and available to staff.
- Increase in the quality and number of parent/teacher interactions.

Practices and Products

Practices

Staff are aligning their practice to the Quality Teaching Framework, taking into account student feedback to inform future practice.

All staff regularly collaborate on teaching practice, with the inclusion of team teaching and observations.

Staff incorporate Project Based Learning into their teaching practice.

Communication with parents and carers becomes a common practice across all teaching staff.

Products

Teaching programmes show evidence of explicit teaching and learning, student learning intentions and success criteria.

Evidence of peer, student and parent feedback included in teaching programs and program evaluations.

Teacher Professional Learning networks to be established and documented.

Formalised structures to support team teaching practices are in place.

Strategic Direction 3: ~Leading~ Empowering our School Community

Purpose

Menindee Central School has a commitment to fostering a community culture of high expectations and a shared sense of responsibility for engagement, learning, development and success across our school. We benefit from the school's planned and proactive engagement with parents and families as well as the wider community. The purpose of this strategic direction is to ensure that leadership opportunities within the school, for our whole school community, are continually developed, offered and taken on.

Improvement Measures

Increased student participation in leadership activities.

All staff take the lead with a program, project or focus area within the school or community.

Increased engagement by families and community in leadership opportunities within the school.

People

Students

- Are provided with and actively engaged in explicit training in mentoring and coaching through peer support programs.
- Are actively involved in leadership opportunities that reflect their PLPs.

Staff

- Participate in leadership opportunities that are reflected in their PDPs.

Parents/Carers

- Take on leadership opportunities within the school that reflect their strengths and interests.

Processes

Student Leadership

- CCA leadership summit
- Lead whole school activities to staff, community and other schools
- student/teacher mentorships
- school student leadership team/school captains

Staff Leadership

- Shadow experienced leaders
- Build mentor /coaching relationships across other schools
- Participate in aspiring leadership PL
- Take opportunities to lead whole school activities

Community Leadership

- Promote community involvement in projects and process that reflect their strengths/interests

Evaluation Plan

- Increase in the number of student-lead projects around the school.
- Increase in the number of students involved in leadership roles within the school, the community and beyond.
- Implementation and evaluation of a peer leadership program.
- Increase in the number of community members involved in leading student and staff learning.
- Every staff member has a leadership role within the school.

Practices and Products

Practices

Students confidently take leadership opportunities.

Students have regular contact with their mentor/coach.

All staff regularly initiate opportunities to lead projects and programs across the school.

Staff meet regularly with their coach/mentor.

Community members regularly initiate and take on leadership opportunities within the school.

Products

Leadership goals are reflected and evaluated in PLPs.

Leadership goals are reflected and evaluated in PDPs.

A culture of collaboration and shared responsibility across the school community.