

# School plan 2018-2020

## Michelago Public School 2540



MICHELAGO PUBLIC SCHOOL

# School background 2018–2020

## School vision statement

***'Think, Reflect, Create, Grow!'***

School Motto :

*School and Family Working Together.*

## School context

Michelago Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are 2 multi-stage classrooms.

We actively promote a culture of learning where individual needs are met and each student understands and is responsible for their learning.

The school is valued as a community based school with high expectations in terms of education and behaviour. The school values the involvement and participation of the community in supporting the students and school programs.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school's core values.

Our school's core values require our students to do their best by being:

**SAFE RESPECTFUL RESPONSIBLE**

**School and Family Working Together**

## School planning process

A comprehensive evaluation is undertaken across the school to review current practices and collect evidence from staff, students and parents to support the school improvement process.

This process includes a review of strengths as well as areas for development and support. School and National data, surveys and focus groups are used to ascertain evidence to support the school's improvement agenda.

As a result, 3 key strategic directions were identified as the basis for a shared commitment to future planning during the 2018 – 2020 period. These are:

- Quality Learning: Building Strong Foundations
- Quality Teaching: Building capacity and Instructional Expertise
- Leading: Building Leadership capability to deliver Excellence in Educational & Organisational Expertise

The school's Professional Learning Development Team has established strategies and processes to enable and monitor achievements and progress.

Evaluation processes are embedded in the plan and linked to the School Improvement Cycle and the School Excellence Framework.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality Learning Building Strong  
Foundations

### Purpose:

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

## STRATEGIC DIRECTION 2

Quality Teaching Building  
Capacity and Instructional  
Expertise

### Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focussed on the teaching of Literacy and Numeracy skills across all learning areas.

## STRATEGIC DIRECTION 3

Building Leadership Capability  
to Deliver excellence in  
Educational and Organisational  
Practice

### Purpose:

The school plan is at the center of continuous improvement efforts, with school's vision and strategic direction evident in its main business.

# Strategic Direction 1: Quality Learning Building Strong Foundations

Purpose	People	Processes	Practices and Products
<p>To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self directed learners.</p> <p>Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.</p>	<p><b>Students</b></p> <p>Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.</p>	<p>Curriculum and Learning</p> <p>Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to set and achieve their learning goals.</p>	<p><b>Practices</b></p> <p>Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences.</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>· Increase the proportion of students achieving proficiency in line with the Premier's Majority</li> </ul> <p>85% of students will achieve their year appropriate expected growth in Literacy and Numeracy.</p> <ul style="list-style-type: none"> <li>· Improved levels of student wellbeing and engagement.</li> </ul>	<p><b>Staff</b></p> <p>Differentiate their teaching to meet students' learning needs by providing targeted intervention in areas of literacy and numeracy.</p> <p>Enable students to set , achieve and reflect on learning goals targeted to their needs.</p> <p>Learning Support Team develop learning goals with student and teacher and support students in achieving those goals.</p>	<p>Personalised Learning</p> <p>Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice. Students access tailored support, extension or enrichment setting high expectations for student achievement.</p> <p>Maximise the school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.</p>	<p>Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.</p> <p><b>Products</b></p> <p>Collaborative Practice</p> <p>Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continua/progressions as well as internal assessment.</p>
	<p><b>Parents/Carers</b></p> <p>Work collaboratively with the school staff to support student achievement in learning, engagement and wellbeing</p>	<p><b>Evaluation Plan</b></p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> <li>· Student TTFM surveys (Tm1 and 3).</li> <li>· Focus groups and internal surveys.</li> <li>· Well-being Self –Assessment Tool.</li> <li>· Personalised Learning data (eg: SMART goals)</li> </ul>	<p>A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, to inform future direction</p> <p>Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.</p>
	<p><b>Leaders</b></p> <p>Establish structures and processes to identify, address and monitor student learning needs.</p>		

# Strategic Direction 1: Quality Learning Building Strong Foundations

## Processes

- Ongoing review of NAPLAN and PLAN data.
- Internal student performance data.
- Classroom Observations (student engagement).
- PBL data.

# Strategic Direction 2: Quality Teaching Building Capacity and Instructional Expertise

Purpose	People	Processes	Practices and Products
<p>Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focussed on the teaching of Literacy and Numeracy skills across all learning areas.</p>	<p><b>Students</b></p> <p>Provide timely and respectful feedback to teachers on their learning experiences.</p>	<p>Research Informed Pedagogy</p> <p>Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.</p>	<p><b>Practices</b></p> <p>Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>· Improved scores for collaboration and learning culture to above average for similar schools.</li> <li>· Increased use of evidence–informed pedagogy by all the teachers.</li> <li>· All teachers maintaining current or accreditation standards with at least one per stage working towards higher accreditation (HA or Lead)</li> </ul>	<p><b>Staff</b></p> <p>Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.</p> <p>Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.</p>	<p>Eg TEN &amp; Focus on Reading,L3 How2Learn,Assessment modules</p> <p>Collaborative Practice</p> <p>Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment. &amp; external data.</p>	<p>The use of data collection and collaborative evaluation in an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.</p> <p>Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the curriculum ,literacy and numeracy progressions.</p>
	<p><b>Parents/Carers</b></p> <p>Engage in literacy and numeracy information activities around assessment and teaching strategies.</p> <p><b>Leaders</b></p> <p>Establish and improve processes which build the capacity of the school community to support and engage in evidence–based practice and planning about school improvement ,particularly relating to teaching and learning.</p>	<p><b>Evaluation Plan</b></p> <p>Strengthen evaluative culture and practice by establishing regular ‘pause points’ throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.</p> <p>Evaluation Plan</p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> <li>· What Works Best reflection Guide survey (Term 1)</li> <li>· PLAN data (every 10 weeks)</li> <li>· Teacher, parent &amp; student TTFM surveys (Tm 3)/Internal surveys</li> </ul>	<p><b>Products</b></p> <p>Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.</p> <p>Teachers use data &amp; collaborative practice to tailor programs to meet student needs.</p>

## Strategic Direction 2: Quality Teaching Building Capacity and Instructional Expertise

### Processes

- NAPLAN data (Tm 3)
- Meeting minutes
- Lesson plans/teaching programs (each term)
- Classroom observation data (each semester minimum)
- Teacher observations 7 reflections (pre & post)
- M Goals

# Strategic Direction 3: Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

Purpose	People	Processes	Practices and Products
<p>The school plan is at the center of continuous improvement efforts, with school's vision and strategic direction evident in its main business.</p>	<p><b>Staff</b></p> <p>Staff will collaborate in school planning processes, support the strategic directions and identify areas for student improvement.</p>	<p>School Planning, Implementation and Reporting</p> <p>Sustain educational change through the use of evidence based strategy &amp; innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.</p>	<p><b>Practices</b></p> <p>Financial planning is integrated with school planning &amp; implementation processes.</p> <p>Resources are equitably distributed to support the strategic directions &amp; improve student learning outcomes</p> <p>School's physical facilities are used flexibly to meet a range of student need and interests.</p>
Improvement Measures	<p><b>Students</b></p> <p>Students will participate in school evaluation processes and provide input into the school improvement</p>	<p>School Resources</p> <p>Integrate longer term financial planning with school Strategic planning &amp; implementation processes.</p> <p>Provide equitable support and distribution of learning opportunities</p>	<p><b>Products</b></p> <p>The school uses collaborative feedback &amp; reflection to promote &amp; generate learning &amp; innovation</p> <p>Shared school wide responsibility &amp; collaboration is evident through leadership, teaching, learning and community evaluations generating school improvement</p>
<ul style="list-style-type: none"> <li>· Data reflects Improved levels of whole school &amp; community collaboration &amp; connectedness</li> <li>· Resource allocation reflects strong support for Literacy, Numeracy and innovative programs</li> </ul>	<p><b>Parents/Carers</b></p> <p>Parents will work collaboratively with the school to support school planning ,programs and provide constructive feedback.</p>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>· Focus groups &amp; surveys</li> <li>· Tell Them from me</li> <li>· Schools' internal &amp; external data</li> <li>· Budget /RAM/P&amp;C funds</li> <li>· Evaluation of milestones</li> <li>· TDPlans</li> <li>· ASR</li> <li>· School Plan</li> <li>· Newsletters/facebook/website</li> </ul>	
	<p><b>Leaders</b></p> <p>Establish structures and processes to support whole school community engagement in school improvement</p>		