

School plan 2018-2020

Moruya Public School 2628



School background 2018–2020

School vision statement

Moruya Public School believes every student is unique and has an important place in their community. Every student will develop the skills to be a life-long learner with confident personal and social skills to enjoy life within society. This vision reflects the Melbourne Declaration of Educational for Young Australians 2008.

School context

Moruya Public School has a proud and long tradition (139 years) of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive primary education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation for learning for life. Teachers plan, program and deliver curriculum within a quality teaching framework. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 352 students and 30 members of staff. The school has a significant enrolment of Indigenous students, three special education classes for students with additional and complex learning needs in both mainstream and support classrooms. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts. The school is part of the Eurobodalla Learning Community of public schools that supports excellence and opportunities in learning for students and staff and their community and the value of public education.

School planning process

The school commenced its evaluation committee review of the school plans and achievements through a committee presentation day with staff and parent representatives from the school team leaders. The presentation included a report on achievement of the year's targets and strategies as well as identified targets and strategies for 2018 and beyond. It included student, parent and staff survey results, using online and paper responses. The committee reviewed the reports, which were then submitted to staff and parent consultative groups (P&C and AEC). The feedback was then considered and included in the draft plan completed by the Executive team.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Wellbeing

Purpose:

Creating environments where students are engaged in collaborative practices that ensure they are creative and confident learners able to take responsibility for their own learning now and into the future.

STRATEGIC DIRECTION 2 Teaching and Learning

Purpose:

Providing quality teaching practices that are researched and evidence based in all classrooms to produce greater student achievement.

STRATEGIC DIRECTION 3 Leading

Purpose:

Promoting leading learners within the school (staff and students) to support learning for all and enhance leadership across the school community.

Strategic Direction 1: Wellbeing

Purpose

Creating environments where students are engaged in collaborative practices that ensure they are creative and confident learners able to take responsibility for their own learning now and into the future.

Improvement Measures

Reduction in suspensions from 48 to 30.

Improved attendance from 91.5% to 93%.

People

Staff

Kids Matter Action Team facilitate action and change plan through staff training program.

Staff

PBL Team facilitate action and change plan through staff training program.

Staff

Engage and employ strategies through training program with Kids Matter and PBL Team and implement lessons in both initiatives.

Parents/Carers

Support implementation of PBL and Kids Matter and support positive changes to the learning environment.

Community Partners

Support implementation of PBL and Kids Matter and support positive changes to the learning environment.

Students

Engage with initiatives and display positive mental health and behaviours.

Processes

Adjustments for Learning:

Develop evidence based, data informed and supported structures that promote the development of positive mental health and wellbeing through a range of whole school based programs and initiatives (e.g. PBL, KidsMatters) that contribute to all aspects of student growth and development.

Collaborating for Student Learning:

Promote community involvement and feedback to collaboratively plan and work towards a school wide, supportive learning environment that fosters inclusivity and recognises and celebrates diversity.

Best Practice Strategies:

Support staff to engage with up to date evidence based research and enable them to develop the skills to incorporate a range of strategies that support the learning and wellbeing of all students in their care.

Evaluation Plan

Collect evidence to support:

1. Implementation of PBL;
2. GOT IT program results;
3. Well-being data about student attendance and welfare.

Practices and Products

Practices

Staff regularly review and evaluate student data to recognise, celebrate and support ongoing positive behaviour across all school settings.

Community members are regularly consulted and provided with feedback in relation to school based programs and initiatives to inform future planning.

Student relationships with peers, staff and community members are positive and respectful at all times.

Whole school embraces Kids Matter methods, tools and support.

Students, staff, parents and community members clearly articulate the expectations in relation to student behaviour across the school.

Staff regularly engage in professional reading and learning opportunities that develop skills and understanding related to positive mental health and wellbeing.

Got it Program—health professionals working with Teaching staff to implement lessons that support mental health in students across primary school.

Products

Implementation across **whole school** of PBL Matrix

GOT IT program implemented with 90 percent of identified families involved and all classes teaching lessons.

Reward system and whole school protocol

Strategic Direction 1: Wellbeing

Practices and Products

is embedded to acknowledge student achievement.

Strategic Direction 2: Teaching and Learning

Purpose

Providing quality teaching practices that are researched and evidence based in all classrooms to produce greater student achievement.

Improvement Measures

Sentence structure NAPLAN to improve from:

Year 3 – increase from 16% to 31% of students (state average) producing texts using mostly accurate simple and compound sentences and some complex sentences.

Year 5 – increase from 45% to above 50% of students producing texts using mostly accurate simple and compound sentences and some complex sentences.

Five Minute Frenzy Data shows that 95% of students experienced growth in number facts.

People

Leaders

Guide staff in the collection and interpretation of data to ensure that student learning needs are accurately identified and teaching and learning programs adjusted accordingly.

Provide opportunities for staff to regularly participate in professional reading and learning to enable implementation of current best practices in education.

Staff

Participate in regular and frequent professional learning and reading. Staff embed How 2 Learn practices and assist students in the development and achievement of learning goals.

Staff use data to adjust teaching and learning programs to ensure that individual needs are met.

Students

Students are positive learners who know their goals and work towards achieving these goals. Through a discussion of their goals, students can explain their learning in literacy and numeracy.

Parents/Carers

Parents encourage risk taking, support goal setting and celebrate achievement of goals.

Processes

Differentiated Curriculum –

Strengthen systems of data collection, analysis and evaluation to support the ongoing implementation of a diverse and differentiated curriculum that meets the learning needs of all students.

High Expectations –

Build a culture where students are encouraged and supported as positive learners to take responsibility for their own learning, set clear goals (based on relevant literacy and numeracy data), can articulate associated success criteria and willing to take risks as part of their learning .

Evaluation Plan

Collect evidence to support:

The embedded best practice strategies in classes in relation to student learning (e.g.HOW2Learn, visible learning) through the regular review and analysis of student data; including;

- Sentence a Day program;
- Five minute frenzy program;
- Reading comprehension program.

Practices and Products

Practices

Teachers regularly review student performance data and adjust their teaching program so that the learning needs of individual students are being catered for through a relevant and differentiated curriculum

Students take responsibility for their learning, setting clear individual goals and understand the criteria required to demonstrate achievement of these.

Products

Students take responsibility for their learning using learning goals and demonstrate this in a three-way conference with parents.

Class programs reflect differentiated learning for students and are informed using data as evidence.

Strategic Direction 3: Leading

Purpose

Promoting leading learners within the school (staff and students) to support learning for all and enhance leadership across the school community.

Improvement Measures

TTFM Survey – parents, staff and students.

Parent survey shows "Teachers have high expectations for my child to succeed 8.0. (7.5 in 2017)"

Staff survey shows "School leaders have helped me establish challenging and visible learning goals for students 8.0 (6.8 in 2017)"

Student survey shows "Students are interested and motivated in their learning 80%. (66% in 2017)"

All staff have goals within their PDP which reflect a focus on improvements in teaching, learning and leading.

People

Leaders

Create systems to enable instructional leadership and provide leadership in teaching, leading and learning.

Staff

Staff undertake professional learning in key curriculum areas, as well as identified school strategic directions.

Staff engage in collaborative learning to support their ongoing professional development and the delivery of quality practice.

Students

Develop as independent learners and engage in leadership development opportunities.

Parents/Carers

Encourage and support independence and leadership skill development in students.

Community Partners

Promote and support positive leadership practices.

Processes

Leading Learners:

Proactively build the capabilities of all staff as learners, teachers and leaders to strengthen and sustain a culture of high expectations for success.

Student Engagement:

Strengthen and promote a wide range of engaging learning opportunities that develop student resilience, well-being and leadership skills across all areas of the curriculum.

Collaborative Learning:

Promote the professional learning of all staff by creating a culture where teachers and leaders learn from each other, become collaborative team players and have the shared goal to enhance student outcomes.

Evaluation Plan

Collect evidence to support:

1. Leadership across the school is enhanced – Tell Them From Me Survey;
2. Staff participation in strategic teams and leadership roles on teams.

Practices and Products

Practices

Flexible school systems enable instructional leadership practices which build the capabilities of all staff.

The school community regularly reviews and evaluates student leadership programs.

All staff are members of strategic direction teams and engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice.

Products

Instructional leadership systems create enhanced quality learning environments where student and staff capabilities have been developed and fostered.

Student leadership programs develop independence and leadership skills in all students.