

School plan 2018-2020

Moulamein Public School 2632



School background 2018–2020

School vision statement

Moulamein Public School is dedicated to providing an engaging and innovative learning environment that encourages each child to excel and thrive across the curriculum. Our school community is committed to working collaboratively to produce successful and active learners, creative and confident individuals and motivated and resilient students who are prepared for the 21st century.

School context

Moulamein Public School was established in 1867 and is a small isolated school in the Riverina district along the Edward River. Our school is the hub of a caring and supportive community who feel a strong connection with the place. Our school population includes families who have had generations educated at the school. It is a transient community too, drawing students from surrounding farms and the small local township. With a current enrolment of 49 students, our classes consist of multistage groups with a focus on individual learning opportunities for all students. The school is well resourced and benefits from a supportive parent body and dedicated staff who are committed to providing a quality education across all key learning areas. Improving the literacy and numeracy standards of each student is a priority and teachers differentiate the curriculum to meet the needs of each individual. Staff are able provide engaging creative arts workshops, sporting opportunities, music lessons, digital technology lessons for all students. The staff and community have high expectations for all students and our school has a strong focus on implementing meaningful student wellbeing and mindfulness programs. Parent and community organisations make valuable contributions to the school's activities and goals. Moulamein Public School attracts funding recognising, low socio-economic factors, geographic isolation, location, and low level disability.

School planning process

The Moulamein Public School Strategic Plan is the result of extensive consultation with our school community over 2017 to collect data to write meaningful goals and directions to improve the outcomes of all students. A reflective process was undertaken across the school to analyse the success of current teaching and learning programs, internal and external student achievement data and teaching practices. Feedback from teachers on their professional learning needs within meetings and discussions also provided valuable information for future directions. Parents and the community were invited to contribute ideas through surveys and P & C meetings. Staff devised our three strategic directions based on a range of data collected as a group and shared these with community. Further adjustments were made after we received feedback from over 85% of our families and 100% of students. Our plan is underpinned by the goals of the Melbourne Declaration (December 2008), research into evidenced based practices to improve student performance and the work of Professor Dylan Wiliam's performance enhancing research and Professor John Hattie's Visible Learning strategies. The plan links directly to the School Excellence Framework and publications from the Centre of Education Statistics and Evaluation.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Successful Learning

Purpose:

To ensure students develop strong foundation skills in literacy and numeracy and are successful across the curriculum. As students progress in an engaging and challenging learning environment and receive dynamic differentiated programs, we expect students to demonstrate success, confidence, creativity and responsibility. Our students will display initiative and self-direction as well as strengthen their digital literacy skills.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To build the capacity of teachers to develop strong curriculum knowledge, an understanding of expert pedagogy and effective teaching practice to ensure evidence-based student growth and engagement occurs for each student, in every classroom, everyday, across all key learning areas.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To develop whole school wellbeing systems and programs in partnership with the school community to support and promote the cognitive, social and emotional development of all students so they can connect, succeed, thrive and learn.

Strategic Direction 1: Successful Learning

Purpose

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Improvement Measures

- 70% of students will be reading at the expected benchmark levels in Kindergarten, Year 1 and Year 2.
- All student reports contain detailed information about individual student growth and future learning goals.
- 100% of students will participate in differentiated reading, spelling, writing and mathematics groups at least 3 days per week.
- 100% of teaching programs will include technology lessons and STEM based learning projects.

People

Students

All students will be working within a differentiated teaching and learning program to meet the needs of each individual. Students will be self-aware of how to make progress in literacy and numeracy and be motivated to do so. They will understand their role and importance of reaching their learning goals in literacy and numeracy and the purpose of their learning.

Students

Students will access engaging high-order thinking tasks through STEM projects and student centred activities. Students will develop digital technological skills and apply these across the curriculum. Students will think critically, problem-solve and be motivated, organised and resilient learners.

Staff

Success of students will be closely assessed and monitored through embedded formative assessment practices. Teachers will evaluate the effectiveness of programs, student engagement and growth within innovative learning opportunities.

Parents/Carers

Develop an understanding of their child's learning goals in literacy and numeracy and support new STEM and extra curricula programs aimed at engaging and motivating students, enhancing student growth and performance.

Leaders

Processes

Technology

The school will build and maintain appropriate infrastructure to support digital age teaching and learning.

Personalised Learning

Ensure learning programs are differentiated and guided by formative assessment practices and learning progressions.

Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve learning goals.

Evaluation Plan

- Focus groups
- Student Surveys
- Staff feedback
- Learning programs review
- Student work samples
- NAPLAN and SMART data

Practices and Products

Practices

Staff will provide engaging and challenging learning opportunities in projects for students to use higher-order thinking, critical thinking and problem solving opportunities and they are evident in teaching programs each year.

Digital technology will be embedded into the curriculum and students will be continuing to develop their skills from K-6.

Teachers differentiate the curriculum and reading, writing and mathematical groups will be based on an individual's ability and zone of proximal development.

Products

Students will have increased access to use and learn technology skills. All students K-6 will participate in lessons in digital technology and be involved in STEM projects addressing new syllabus outcomes and demands of the 21st century learner.

Increased percentage of students achieving benchmark results in literacy and numeracy. All students demonstrate value-added growth in reading, writing and number outcomes and data will be collected every 5 weeks in these areas.

Students will be able to access NAPLAN online with more success due to increased technology skills.

Strategic Direction 1: Successful Learning

People

Develop the capacity to help staff use embedded formative assessment strategies to direct further learning.

Strategic Direction 2: Quality Teaching

Purpose

To build the capacity of teachers to develop strong curriculum knowledge, an understanding of expert pedagogy and effective teaching practice to ensure evidence-based student growth and engagement occurs for each student, in every classroom, everyday, across all key learning areas.

Improvement Measures

100% of teachers use visible learning strategies and embedded formative assessment into everyday practice.

All staff participate in professional learning to support best practice.

Student assessment data and progress will be monitored, analysed and recorded.

Evidence of differentiated learning within English and mathematics programs are embedded throughout the whole school

People

Students

Will be able to articulate learning intentions, criteria for success and the purpose of their learning. They will be responsible, engaged learners who provide peer feedback and have the ability to self-assess their own learning. They will be involved in effective classroom discussion and activities and learning tasks that elicit evidence of learning. Students will be active and responsive partners in learning across the curriculum.

Staff

Beginning teachers will be supported to achieve their NSW Teacher Accreditation with the understanding of the Australian Professional Standards for Teachers and the importance of the NSW Quality Teaching Framework.

Parents/Carers

Through a range of communication methods, parents and carers will be informed of the range of productive teaching practices and quality teaching programs being taught within the classroom to address the learning needs of students.

Community Partners

Quality teaching programs will be supported by professionals within the community, increasing connectedness and engagement of students and optimising learning goals and opportunities.

Leaders

Processes

Productive Pedagogy

Draw on current research to develop and implement high quality professional learning in literacy and numeracy practices.

Evaluation and Assessment

The whole school will develop and use a systematic and reliable assessment system to evaluate student learning and 'know thy impact' as well as record, monitor and measure student learning over time in literacy and numeracy.

Curriculum

Teachers will improve their knowledge of the new curriculum and use it effectively with formative assessment practices to write engaging teaching and learning cycles.

Evaluation Plan

- Classroom observations and the physical learning environment
- Teacher feedback, formal and informal
- External and internal student data
- Daily records of reading and writing groups
- Teacher programs
- Personalised Learning Plans
- Professional Learning Records
- Teacher Accreditation progress
- Student surveys

Practices and Products

Practices

All teachers will use assessment data to differentiate the curriculum to meet the needs of the learner.

Teachers will use flexible and formative assessment data to track student achievement and progress systematically. Teachers will analyse this data and feedback from students about their learning to make informed decisions about further teaching and learning cycles on a regular basis.

Teachers will use effective and expert teaching practices where students are engaged in learning and motivated to achieve.

Products

Beginning teachers will receive their accreditation and have a solid understanding of the curriculum and teaching standards.

A new engaging Scope and Sequence based on the new curriculum and learning progressions is developed and includes STEM projects, L3 pedagogies, digital media and technology skills.

100% of teachers will use effective and explicit teaching strategies in their classrooms with evidence of embedded formative assessment, teaching to student needs, using visible learning techniques such as bump-it up walls, self and peer feedback strategies, WALT, WILF, WAGOLL, TIB, and success criteria.

Strategic Direction 2: Quality Teaching

People

To link professional learning plans with the school strategic directions and to ensure staff are provided with opportunities to attend professional learning to support these goals.

Create a culture in which collaborative planning , reflection on instruction and peer coaching are embedded in school life to continuously reflect and improve teaching skills and ensure best practice occurs.

Staff

Participate in teacher professional learning that focuses on the most effective evidence-based teaching methods to optimise student improvement in literacy and numeracy. This will include the implementation of visible learning strategies and pedagogies that differentiate the learning for each student, addressing point of need after strategic assessments.

Strategic Direction 3: Wellbeing

Purpose

To develop whole school wellbeing systems and programs in partnership with the school community to support and promote the cognitive, social and emotional development of all students so they can connect, succeed, thrive and learn.

Improvement Measures

100% of students have personal learning goals.

100% of staff engage in professional learning to enhance understanding of and build the capacity to improve student wellbeing.

Whole-school scope and sequences indicate systematic implementation of well being programs.

People

Students

Students will have responsibility to be active learners in high quality learning environments who exercise self-regulation appropriate for their age. They will develop a self-awareness of their own behaviours and emotions that contribute to their own wellbeing and the wellbeing of others.

Staff

Improve teaching practices, resulting in measurable improvements in student achievement, resilience, self-esteem, mindfulness, social skills and emotional intelligence.

Leaders

To use, seek and manage resources to support the learning and wellbeing of all students.

Parents/Carers

Develop a shared understanding of the importance of student wellbeing, resilience and attendance for both academic and social development. They will develop the capacity to reinforce positive student behaviours, attitudes and expectations that contribute to a caring and respectful school.

Community Partners

Find and develop meaningful connections within the community to support the school initiatives aimed at improving and promoting student wellbeing.

Processes

Wellbeing

Embed a whole school integrated approach to student well-being, ensuring students can connect, succeed and thrive every day at school.

Culture

The school community will foster a culture of high expectations for every student and are committed to the pursuit of excellence.

Community Partnerships

Develop parent, carer and community knowledge of whole school initiatives to improve and support student wellbeing, progress and attendance.

Evaluation Plan

- Attendance data
- Focus Groups
- Teacher, Parent and Student Surveys
- Kids Matter Survey
- Sentral wellbeing and behaviour data

Practices and Products

Practices

New learning programs (including the Blue Earth Wellbeing & ROAR program) are strategically implemented to improve student wellbeing across K-6 and provide explicit teaching opportunities for students to improve their own cognitive, social and emotional wellbeing.

Consistent recording of student wellbeing and academic data on Sentral occurs and is monitored and reviewed.

Teachers, students and parents will have a shared understanding of a student's learning goal and needs. All stakeholders will value new wellbeing learning programs, attendance and support high expectations.

Products

100% of students have personal learning goals and participate in learning programs that offer choice, support self-regulation and self-discipline. These goals are communicated to parents and carers.

50% Parents, students and teachers indicate improved well being within a variety of internal and external surveys.

100% teaching staff will participate in professional learning to help improve teaching practices with the aim to improve student wellbeing across the school.

Improved parents participation in wellbeing workshops offered by the school with the support of expertise from the Blue Earth Organisation and Department of Community Health.