

# School plan 2018-2020

## Mudgee Public School 2656



# School background 2018–2020

## School vision statement

At Mudgee Public School we are confident, engaged, life-long learners.

Through a culture of inclusivity and collaboration a quality education is provided to engage and inspire students to lead active and productive lives into the 21st Century.

## School context

Mudgee Public School has an enrolment of 688 students with 15% Aboriginal population and has a proud tradition of providing quality public education since 1855.

The School has an expanding enrolment base and it serves a diverse rural community. The school focuses on providing a rounded education with strong welfare, learning and support, music, sporting and leadership opportunities.

Teachers work collaboratively in a variety of teams to maximise quality teaching and learning and the school is an integral member of the Cudgegong Learning Community.

## School planning process

The School planning process involved consulting staff, parents and students through a variety of surveys and questionnaires.

The School has participated in the 'Tell Them from Me' surveys conducted by The Learning Bar for the past four years and this data has identified areas of strengths and weaknesses to guide future planning.

The School has been guided by the Department of Education's Centre of Education, Statistics and Evaluation and their 'What Works Best Reflection Guide' to evaluate the effectiveness of 2015–17 strategies and initiatives.

Staff meetings have also provided feedback on the 2015–17 School Plan initiatives and the School Executive have met to analyse all the data on school performance collected over the past few years. during Term 4 2017

The Executive met during Term 1 2018 to formulate the plan, set the strategic directions and formulated a revised vision statement. This was then shared as a draft to the wider staff and school community.

The School used the NSW Department of Education's 3 Year Strategic Plan as a basis for the direction of the Mudgee Public School Plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Active, Valued and Creative  
Learners

### Purpose:

A student centred learning environment that values, supports, challenges and inspires all students to become motivated, creative and confident lifelong learners.

## STRATEGIC DIRECTION 2

Collaborative Quality Teaching  
and Learning

### Purpose:

To create an engaging learning environment which is underpinned by high expectations and quality teaching practices to support a differentiated curriculum which is reflective, relevant and dynamic meeting the needs of 21st Century Learners.

## STRATEGIC DIRECTION 3

Effective Partnerships,  
Communications and  
Connections

### Purpose:

To strengthen and build sustainable partnerships to ensure staff and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

# Strategic Direction 1: Active, Valued and Creative Learners

## Purpose

A student centred learning environment that values, supports, challenges and inspires all students to become motivated, creative and confident lifelong learners.

## Improvement Measures

- Increase the percentage of students demonstrating expected growth in Literacy and Numeracy in line with the Premier's Priorities.
- Increase the proportion of students demonstrating active engagement with their learning.
- Increase in the proportion of students having their individual needs addressed eg ILP's, IEP's and Academic Extension programmes.

## People

### Students

- Build skills to self assess utilising tracking systems with a focus on the Literacy and Numeracy progressions and general capabilities.
- Develop the resilience of students so they engage as active, valued and creative learners.
- Develop a strong sense of belonging and value the educational opportunities offered by the school.

## Processes

- Develop practices to build the level of student understanding of their learning.
- Develop and implement a program so that students receive feedback enabling them to self-monitor their learning progress.
- Establish tracking systems that monitor student progress across all KLAs and capabilities.

## Evaluation Plan

- Progress towards improvement measures will be evaluated through PLAN 2 data in Literacy and Numeracy.
- Progress towards improvement measures will be evaluated through student behaviour data analysis / TTFM student survey.

## Practices and Products

### Practices

- All students are known and understood by their teachers.
- Student progress will be tracked in Literacy and Numeracy.
- Students academic social and emotional needs are catered for through an inclusive and positive environment.

### Products

- All students will have their progress plotted on the Literacy / Numeracy Progression.
- All targeted students will have ILP's / IEP's.
- Students demonstrate confidence as learners and are mapping their progress against their personal learning goals.
- Learning programs are structured to address and support the capabilities, strengths and needs of all students.

# Strategic Direction 2: Collaborative Quality Teaching and Learning

## Purpose

To create an engaging learning environment which is underpinned by high expectations and quality teaching practices to support a differentiated curriculum which is reflective, relevant and dynamic meeting the needs of 21st Century Learners.

## Improvement Measures

- Classroom environments reflect the effective use of appropriate digital technology.
- All teaching programs will have evidence of ICT capabilities embedded into teaching activities.
- 100% of on class teaching staff accurately track students using PLAN2 in Literacy and Numeracy.
- All teaching staff are appropriately trained and have a deep knowledge and understanding of how to implement the National Literacy and Numeracy learning progressions within their teaching environment.
- All teaching staff display evidence of differentiation in teaching / learning programs.
- Learning goals and teacher feedback to students is evident in all classrooms.

## People

### Staff

- Build Skills to be confident in meeting the needs of 21st Century Learners.
- Build capacity and knowledge of the Literacy and Numeracy learning progressions and the ability to track data on PLAN2.

### Leaders

- The school executive adopts a collaborative approach to lead discussions around self-assessment, differentiation, feedback and the needs of 21st Century Learners.

## Processes

- Implement a whole school approach to Professional Learning, drawing on relevant research in the areas of Literacy and Numeracy teaching practices, Learning Progressions, PLAN2 as well as differentiation across all curriculum areas.
- Support given to build teachers knowledge and understanding of the needs of the 21st Century Learners and how to implement this in the learning environment.
- Develop a plan to ensure appropriate technological hardware is available in all learning environments.

## Evaluation Plan

- The effect on student engagement through focused student and teacher survey.
- The supervision of Teaching and Learning programs with feedback given to teachers.
- The sharing of PLAN 2 data in stage teams at regular intervals.
- In depth Stage level discussions and Teacher self-assessment as well as through Teaching / Learning Program supervision.

## Practices and Products

### Practices

- All learning environments will have the capabilities to support the technological needs for students to become 21st century learners.
- A culture of school wide shared responsibility of high expectations and curriculum differentiation underpinned by quality practices and data which are reflective, relevant and dynamic.

### Products

- All classroom environments and Teacher/ Learning programs reflect the successful use of digital technologies and ICT capabilities to further the skills of students.
- Stage-based collaborative Teaching / Learning programs are data based and differentiated for individual student need and demonstrate syllabus content measured by program evaluation, student assessment and data tracking.

# Strategic Direction 3: Effective Partnerships, Communications and Connections

## Purpose

To strengthen and build sustainable partnerships to ensure staff and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

## Improvement Measures

- Increased representation by parents / carers at school events.
- 100% of students requiring welfare processes are receiving support.
- Levels of improved staff welfare as evidenced by staff feedback through TTFM and wellbeing surveys

## People

### Parents/Carers

Parents/ Carers demonstrate support for the school, with their children, in the community and have an active partnership in their child's education.

### Staff

Staff to build skills to self-reflect and improve mindsets that lead to positive attitudes in staff wellbeing.

### Leaders

Establish and maintain effective welfare strategies and processes and evaluate and refine their impact.

## Processes

- Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.
- Strengthen systems to support staff wellbeing.
- Strengthen systems to improve parent/ carer engagement in their child's education.

## Evaluation Plan

Progress towards improvement measures will be evaluated through;

- parent and community participation events data and satisfaction surveys eg TTFM
- student data analysis (areas of advocacy, sense of belonging and positive relationships in TTFM student survey)
- staff responses to Wellbeing survey & TTFM teacher survey

## Practices and Products

### Practices

- Increase in parent engagement in their child's learning.
- Comprehensive welfare strategies are in place and used effectively to enhance staff and student wellbeing.

### Products

By the end of 2020 we will have;

- a comprehensive repertoire of welfare strategies and processes in place and implemented by all staff.
- all staff and students feel valued and supported to enhance their wellbeing.
- increased representation evident by parents/carers in their child's learning and wellbeing.