

School plan 2018-2020

Mulbring Public School 2658



School background 2018–2020

School vision statement

We envisage Mulbring Public School as a community of learners, friendly students, teachers and families working together in a safe, healthy environment where learning focuses on cooperation, teamwork and the building of skills for the future.

School context

Mulbring PS is a small, rural school, situated near both Kurri Kurri and Cessnock.

In 2018 we have an enrolment of 44 students, in three stage-based classes.

We have a dedicated, enthusiastic school staff, and an active P and C Association. We also have a number of community volunteers, regularly participating in programs, to support student learning.

MPS has achieved very strong expected growth for Years 3–5 in NAPLAN Numeracy. Our value-added result for K–3 is Sustaining and Growing, for Years 3–5 it is Delivering and Years 5–7 is Delivering. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

Our school is committed to providing rich programs to develop skills in critical thinking, problem-solving, communication, collaboration, acceptance of self and others, and technology to enable all students to reach their full potential, educationally, socially and emotionally.

Our partnership with the Kurri Kurri Learning Community of Schools provides professional learning opportunities leading to enhanced teaching/learning practice and better structures for enhancing student engagement and well-being.

School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data.

Consultation, Evaluation and Data collection has included;

- A parent focus group was formed to formulate surveys, analyse data and make suggestions for improvements/ new initiatives.
- Surveys were formulated for staff, students and parents around the area of school improvement, focussing on areas such as overall satisfaction with the school and student welfare.
- Staff participated in workshop sessions to highlight programs and initiatives that are valued within our school, and also areas requiring change.
- A presentation at a P and C meeting, explaining School Planning, and a discussion around what our school vision should look like for the next three years. This discussion revolved around 5 key questions;

What do we value about Mulbring PS?

How do we want our students to be learning in the future?

How will they be behaving, interacting, connecting with others?

What skills and qualities do our students need to develop for success, now and into the future?

- A follow-up presentation at P and C outlined our draft directions and vision for the school, with an opportunity for feedback and comment.
- Staff discussion and workshop sessions were implemented to determine the processes, products and practices for each Strategic direction.
- Continuum data and NAPLAN data for 2017, and trend data for the NAPLAN over the last five years were also analysed, as well as the review of best practice pedagogy.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Active Learners

Purpose:

To ensure a rich, engaging learning culture, underpinned by high expectations, which challenges and encourages students, and a differentiated curriculum that is flexible, reflective and relevant to the needs of our students, staff and community.



**STRATEGIC
DIRECTION 2**
Getting Along

Purpose:

To foster student well-being and respectful partnerships with students, staff and community to ensure that students connect, succeed, thrive and learn.

Strategic Direction 1: Active Learners

Purpose

To ensure a rich, engaging learning culture, underpinned by high expectations, which challenges and encourages students, and a differentiated curriculum that is flexible, reflective and relevant to the needs of our students, staff and community.

Improvement Measures

Progressively increasing the % of students progressing along continuums/learning progressions, commensurate with expected growth and timeframes. from a baseline of 82% in 2017.

Progressively increasing the % of students achieving at or above expected growth in Literacy and Numeracy, in NAPLAN by 2020.

100% of parents/carers at mid-year interviews by 2020.

People

Leaders

Lead staff in the use of data to make student growth visible and effect change in classroom practice.

- model practices
- build capacity
- set expectations

Students

To build skills for goal setting and self-assessment utilising rubrics and data walls, with a focus on developing and promoting student moderation.

Staff

To develop skills to visually represent student progress, provide feedback, track and monitor change to personalise and improve learning outcomes and modify class structures.

Parents/Carers

To engage family and community in the process of addressing achievement gaps, improving teaching and learning, and motivating students.

Processes

Sustaining Targeted Practice, Data and Learning

Utilise models of pedagogy, professional learning, specific programs and data to guide individualised and differentiated and drive teaching and learning in Literacy and Numeracy for all students.

e.g.

- Guided Reading
- Data Meetings
- Student Work Sample Folder

Parent Engagement

Implement regular parent sessions and workshops to foster increased involvement and understanding of curriculum requirements and current pedagogy.

Evaluation Plan

Progress toward improvement measures will be evaluated through; Teacher Observational Rounds, review of Teaching programs, surveys with students, parents/carers at regular intervals, analysis of school-based and external assessment data, collection of student work samples, School Excellence Framework analysis and discussion with parent, staff and student focus groups.

Practices and Products

Practices

Every teacher records and analyses data to differentiate teaching by tracking student achievement, and progress on continuums and learning progressions.

Students regularly share and set learning goals in consultation with teachers and parents/caregivers.

Parents and the school community actively participate in supporting and reinforcing student learning.

Products

All teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Student voice reflects that they are involved in planning and goal setting to support learning.

100% of Teaching/Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Strategic Direction 2: Getting Along

Purpose

To foster student well-being and respectful partnerships with students, staff and community to ensure that students connect, succeed, thrive and learn.

Improvement Measures

Progressively increase the % of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased attendance by parents/carers at interviews, workshops, and assemblies/special events from a baseline of 55% in 2017.

Decrease the number of student negative behaviour entries from an average of 40 per year based on baseline data from 2016–2017.

An increased proportion of students in the top two NAPLAN bands for reading and numeracy by 2020.

People

Staff

Implement quality programs and interventions to support student wellbeing and foster positive relationships with all members of the school community.

Students

Review and learn additional benefits and ways of getting along with others and identify their own behaviours that make it easier or harder to get along with others.

Parents/Carers

Demonstrate support and understanding of the school's initiatives and assist in embedding this into the school's culture.

Processes

Planned approach to Wellbeing

Implement a whole school integrated approach to student well-being, with teacher professional learning and the explicit teaching of values, the importance of getting along with others and healthy lifestyles.

- All staff implement weekly lessons K–6, incorporating the "Fun Friends" Program, Anti-bullying, and Live Life

Parent Engagement

A shared responsibility for student well-being and community engagement, through encouraging parents/carers to visit the school on a regular basis, both formally and informally, and maintenance of a strong partnership with Mulbring P and C to support fundraising, and family connections.

Whole school engagement in Aboriginal Education

Target programs that promote Aboriginal outcomes and address learning and wellbeing needs of Aboriginal students.

Evaluation Plan

Review attendance data and evaluate school and Mulbring P and C events– e.g. PMI tool

Student Surveys, Tell Them From Me Surveys and Parent Satisfaction Surveys

Professional learning– Exit Surveys

School Excellence Framework analysis

Practices and Products

Practices

Increase parental involvement through

- Mulbring Minis– playgroup
- Parent lunch sessions

Implement Aboriginal Education initiatives involving students, parents/carers and our wider community.

- M Goals
- LMG NAIDOC, Sorry Day
- Deadly Cooking Program
- Aboriginal Studies in curriculum

Products

Attendance records and surveys indicate that pre-schoolers develop strong, positive character traits that are reflected in their behaviour, relationships and attitude towards learning in Kindergarten 2019–2020.

Increased numbers of parents/carers, actively participate in the school, helping students to develop positive connections.