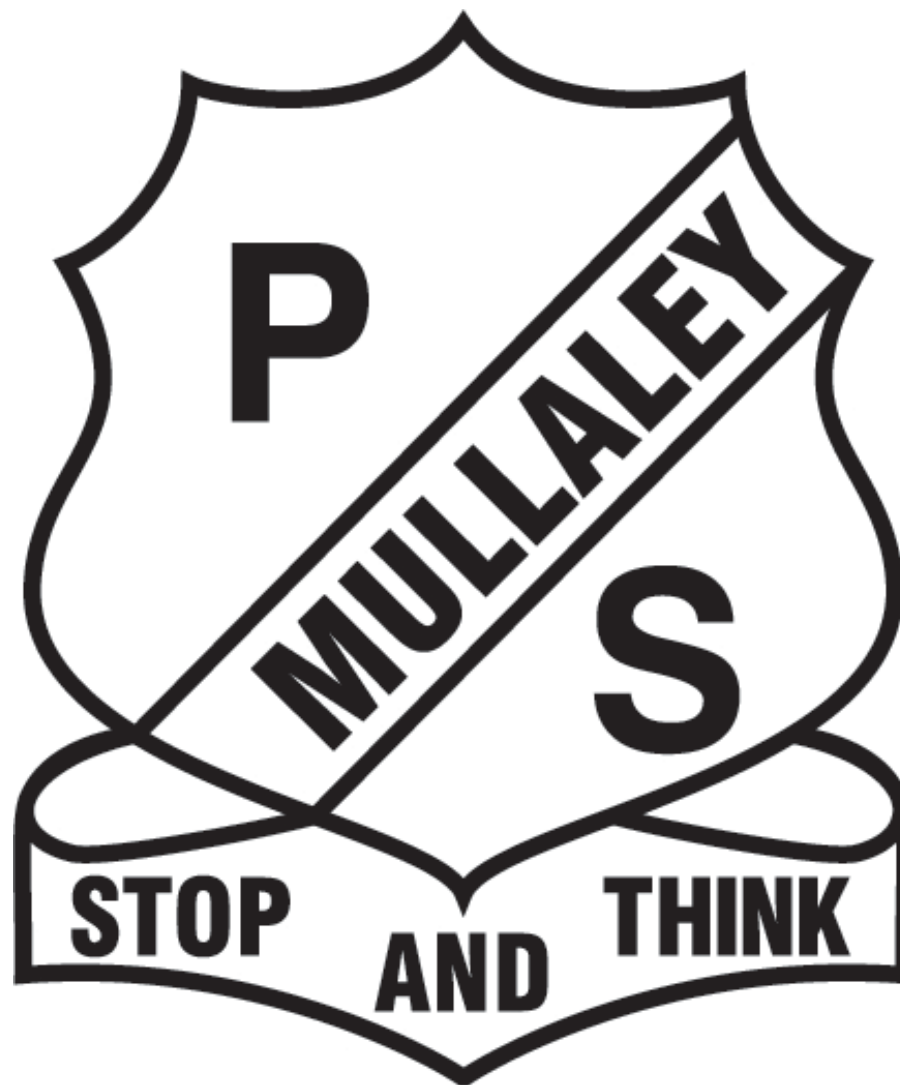


# School plan 2018-2020

Mullaley Public School 2660



# School background 2018–2020

## School vision statement

Mullaley Public School envisions a school that produces lifelong learners in a safe, respectful and innovative learning environment. The school is committed to equity and excellence in education and allowing students to achieve their personal goals.

Rich and diverse opportunities and a culture of collaboration and partnerships in learning develop the capacity, confidence and creativity in each student, allowing them to become resilient, compassionate, active, informed citizens.

## School context

Mullaley Public School (MPS) is situated 39kms west of Gunnedah on the Oxley Highway. For 133 years the wider school community has actively supported its young learners and members of staff, and like all rural schools, it is the focal point for the community.

Mullaley PS has a strong focus on student wellbeing and developing the whole child. Improving the literacy and numeracy standards of each student is central to all learning, and is embedded across the curriculum.

Programs which focus on personal development and growth, healthy lifestyle, the environment, the Arts, technology, citizenship and leadership, and a knowledge and appreciation of differences and the community and world students live in, are an integral part of the school's plan.

Parents, carers, and members of the community make valuable contributions to the school's programs, as well as the welfare of students.

## School planning process

The school community, including staff, students, parents and community members were consulted using the following methods.

- Survey to parent body seeking opinions of the school community. Survey focused on satisfaction with current practices, establishing expectations for teaching, learning, and communication in the future.
- Survey of staff to inform situational analysis.
- Staff meetings and individual staff conferences to evaluate current programs and practices, and to identify teacher capacity and learning needed to support students to be successful as individuals and citizens in the future.
- Interviews with students regarding satisfaction, teaching, learning and student engagement.
- P&C consultation to review current practices, to identify strengths and areas for improvement, to reflect on and update the school vision, and to have input into setting future direction of school plan.
- Draft Vision, Strategic Directions and School Plan presented to the school community through the newsletter, P&C meetings and staff meetings for further consultation.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Quality Teaching

**Purpose:**

To build capacity of teachers and staff to enable success for every student through focussed professional reflection and development that creates a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice at an individual and collective level.



**STRATEGIC  
DIRECTION 2**  
Student engagement

**Purpose:**

To engage every student in purposeful, focussed and contextual integrated learning that provides opportunities for them to actualise their potential as learners and leaders, and develop as healthy, responsible, informed and productive citizens.

# Strategic Direction 1: Quality Teaching

## Purpose

To build capacity of teachers and staff to enable success for every student through focussed professional reflection and development that creates a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice at an individual and collective level.

## Improvement Measures

- Teachers show growth against the National Professional Standards for Teachers.
- Rigorous, evidence-based teaching that reflects the Quality Teaching Framework is promoting individual student growth, with direct teaching pedagogy addressing individual needs.
- Collaborative Learning Alliances between small schools established to assist in meeting the needs of individual teachers and address school focus areas.

## People

### Students

Build capacity for self-monitoring, goal setting, and skills and habits for effective learning now & in the future.

### Staff

- Create a school culture which is collegially supportive and that actively strengthens teacher capacity to improve learning outcomes.
- Develop deep knowledge and understanding in line with National Professional Standards for Teachers.
- Use the Australian Teacher Performance and Development Framework for self-improvement.

### Parents/Carers

- Develop an understanding of students' learning goals.
- Are actively involved in student learning at school and at home.

### Community Partners

- Collaborate with the school to enrich and extend curriculum.
- Engage with students, teachers and parents to enhance learning programs.

### Leaders

Devise, evaluate and promote professional learning that facilitates improved individual and collective professional capacity and improved student outcomes.

## Processes

### Professional Learning

High Quality research based professional learning supports quality teaching and learning for all students.

### Collaborative Practice

A collaborative culture within the small school network supports the consistency of curriculum delivery through teacher judgement in ensuring that all students are provided with learning experiences that are differentiated.

### Evaluation Plan

- Annual review of teacher performance to ascertain quality of teaching and learning programs and practices, and gauge against National Professional Standards for Teaching.
- Supervision processes identify that professional pedagogy and best practice data analysis is informing planning and decision making to sustain continual improvement in outcomes of all students.
- Workplace surveys indicate satisfaction with leadership and levels of support given to assist staff achieve personal professional learning goals.

## Practices and Products

### Practices

#### Collaborative Practice and Professional Learning

1. Staff engage in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.
2. Leaders actively coach, mentor and network to promote improved teacher practice and professional growth within and across schools as evidenced by PDP process and evaluation of focus groups.
3. Teachers work collaboratively and use feedback and peer review to plan and program units of work that reflect changes in pedagogy and curriculum as evidenced in program feedback.
4. Staff practice explicit teaching pedagogy to improve student learning outcomes as evidence in PLAN data collection.

### Products

#### Collaborative Practice and Professional Learning

1. Teacher Performance and Development processes underpin professional growth.
2. An effective leadership team builds capacity of all staff across the small school network. In ensuring effective, evidence-based professional practice.
3. Collaborative programming ensures consistency of curriculum delivery across all schools.

# Strategic Direction 1: Quality Teaching

## Practices and Products

4. Curriculum programs and teaching practices develop the knowledge, understanding and skills of all students.

# Strategic Direction 2: Student engagement

## Purpose

To engage every student in purposeful, focussed and contextual integrated learning that provides opportunities for them to actualise their potential as learners and leaders, and develop as healthy, responsible, informed and productive citizens.

## Improvement Measures

- All students show growth in learning progressions in Literacy and Numeracy.
- Tailored learning programs with appropriate adjustments meeting the individual needs of each student.
- Student Wellbeing and Discipline policy and practices promote positive behaviour for learning, reflecting core values and focus on learning.

## People

### Students

- Develop positive behaviours to support learning and leadership within the school and community settings.
- Will be self-regulated learners
- Develop awareness of the impact of life choices on personal health and wellbeing.

### Staff

- Create a professionally supportive, proactive school culture that strengthens teacher capacity to improve learning outcomes.
- Develop explicit knowledge and understandings of systems that promote positive behaviours for learning and student wellbeing.
- Develop explicit curriculum knowledge, skills and understandings that demonstrate achievement of learning outcomes.

### Parents/Carers

- Supporting core values that foster positive interactions and effective learning outcomes.
- Understand the learning progress of their children and how to effectively support them to learn.

### Community Partners

- Value students as learners and citizens, and their contributions to school and community.
- Be involved in developing and delivering educational content.

## Processes

### Assessment

Quality assessments particularly in Literacy and Numeracy are informed by the developmental needs of students to identify starting points for teaching, and plan meaningful, innovative and integrated learning programs in school and stage teams with network that promote improvement in outcomes of every student.

### Differentiated Learning

Rigorous identification and monitoring processes to ensure high levels of support for identified students, and to develop individualised learning plans for all students.

### Evaluation Plan

- Student achievement will be tracked on learning progressions and reviewed regularly to ascertain progress of each student.
- Assessment data will be analysed each year to track improvements in learning, and to evaluate and direct school programs.
- Analysis of behaviour referral data to ascertain level of social capacity and emotional intelligence of student body as a whole and of individual students.

## Practices and Products

### Practices

#### Assessment

- Teachers demonstrate pedagogy and practices that engage students in quality learning.
- Students use reflection on assessment and reporting processes to set goals, plan and self-assess their learning in Literacy and Numeracy.

#### Differentiated Learning

- Active partnerships and collaboration between teachers and support staff and services ensures continuity of learning for students.
- Extra-curricular and tailored learning opportunities are significant, support student development and are strongly aligned with the school's vision for student engagement.

### Products

#### Assessment and Differentiated Learning

- Teacher/student review of personal progress on the learning progressions makes clear the student's pathways for improvement.
- Assessment data that monitors achievements and gaps in student learning is used extensively to inform planning for particular student groups and individual circumstances.
- Social and learning capacity of each student promoted through behaviour management systems.

# Strategic Direction 2: Student engagement

## People

### Leaders

- Mentor leaders through student focussed projects to build their leadership skills and capacity according to the National Standards.