

School plan 2018-2020

Mullion Creek Public School 2664



School background 2018–2020

School vision statement

At Mullion Creek Public School we believe in 'Striving for Success' within an inclusive, supportive learning environment, developing respectful, responsible achievers that strive for excellence, while being creative who are future focused in an ever changing world.

School context

Mullion Creek Public School is situated in a semi-rural setting 17 kms from the City of Orange. Students are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

The school provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum delivered by dedicated staff. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students' educational opportunities with the assistance of a highly interested, committed parent body and supportive local community.

School planning process

In 2017 the school sought the opinions of parents, students and the Community of Schools staff, on teaching and learning and the school's achievements in Mathematics and English.

The evaluation process included a review of the strengths (what we do well), opportunities and areas of development across the school at a time of departmental realignment, changes, mandatory curriculum change and Local Management Business Reform (LMBR). The consultation included:

- Surveys and consultation workshop for parents and community members.
- Community of school's staff consultation workshop.
- Facilitated discussion workshop with K-6 students.
- Student leadership groups SRC and class groups.
- Staff discussion meetings
- Sharing of draft plan
- Community of School Principals' analysis of consultation feedback and school data.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality teaching and learning

Purpose:

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.



STRATEGIC DIRECTION 2

Wellbeing for success

Purpose:

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school with a sense of belonging to their school and community.

Strategic Direction 1: Quality teaching and learning

Purpose

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.

Improvement Measures

Every student will have personalised learning pathways to ensure a year's worth of growth for a year's worth of learning.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Increased the use of collaborative practice within professional learning communities.

People

Students

Levels of achievement will be improved through the development of engaging, differentiated learning sequences, monitoring of achievement, setting personal learning goals and accepting feedback reflectively.

Staff

Developing staff capabilities to analyse and utilise data to inform teaching practice and personalise learning for students.

Leaders

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Parents/Carers

Value their child's education and be an active and supportive partner in their child's learning.

Community Partners

All staff develop the capabilities to effectively collaborate, mentor, network and share professional learning opportunities.

Processes

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs.

Student goals are set reflect high expectations.

Teacher Professional Learning and Collaborative practice

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning in literacy and numeracy.

Evaluation Plan

All data will be analysed collaboratively:

- Student reflection on goal setting
- Internal data collected 5 weekly, positive trends
- External data NAPLAN in Term 3
- Teacher feedback and PDPs reflections

Practices and Products

Practices

Data Collection

Using qualitative and quantitative evidence of teacher practice, student achievement and student engagement are collected, analysed and evaluated to inform effectiveness of teaching and school performance.

Self-assessment

Students use reflection on assessment and reporting processes to set goals, plan and self-assess their learning.

Staff implement evidenced based practice into classrooms.

Products

The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Students use goals to determine what habits you must establish that will lead to success.

Whole school use of Literacy and Numeracy Progressions and PLAN to ensure consistent implementation and tracking of students.

Professional learning that has an impact on teacher practice leads to improved student outcomes.

Strategic Direction 2: Wellbeing for success

Purpose

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school with a sense of belonging to their school and community.

Improvement Measures

Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.

Learning partnerships established which increase student involvement and success in the school and the wider community.

People

Students

Ensure students have skills to enable them to articulate themselves as self-regulated and self-directed learners who know how to seek support if required. They are self-aware and can regulate their own emotions, behaviours and learning.

Staff

Staff nurture positive professional relationships with the whole school community, which are safe, respectful and supportive to help students to reach their full potential.

Leaders

The implementation of systems and policies relating to wellbeing and community priorities are evident at every level, catering for the range of equity issues.

Grow external partnerships to create mutual benefit for the school and the community.

Parents/Carers

Parents and the broader school community actively participate in supporting collaborative partnerships, enabling the aspirations of every student to be valued.

Community Partners

Promote the Community of Schools to strengthen the school as a professional networked learning community with a high level of intellectual capital in aspects of wellbeing.

Processes

A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evidence Based Wellbeing Initiatives

Develop and deliver wellbeing initiatives which build adaptive and resilient stakeholders across the school.

Evaluation Plan

All data will be analysed collaboratively:

- Tell Them from Me survey
- Reflection on student goals
- Parent feedback on partnership meetings
- Internal data

Practices and Products

Practices

All students will connect, succeed and thrive across all aspects of wellbeing.

Relationships between all stakeholders are valued and nurtured to manage change.

Products

The school community will grow and flourish, do well and prosper in their respectful relationships, and learning achievements.

Stakeholders are engaged in learning and are able to successfully manage their personal wellbeing.