

School plan 2018-2020

Mulwala Public School 2667



School background 2018–2020

School vision statement

Mulwala Public School is committed to equipping students with the tools to be responsible learners and active citizens in our ever-changing world. The school community works together to provide a learning environment which is inclusive, challenging and engaging.

School context

Mulwala Public School has been providing public education in the local area since 1868. It is situated on the Victorian border in Southern Riverina. The student population is approximately 60. The students have a strong SRC. The school consists of three large classrooms, a library, music room and art room. The school has a strong sense of community, with an active P&C, and has a good relationship with the local preschool, CWA, football and netball club, local library and service clubs. It is a member of the Bangerang Learning Community. The school community values the Mulwala Buddy values and the statement, 'A Mulwala Buddy is a good friend, a responsible learner and an active citizen.' We strive to uphold our pledge, "In our hands lies the future of this great land. If we all work together, doing our best, there is no limit to what we can achieve."

School planning process

The school planning process was ongoing throughout the past year. The previous school plan was evaluated through the external validation process in 2016. In 2017, all parents, staff and students were surveyed about the strengths of the school and for suggestions for further improvements. Data analysis included NAPLAN data, attendance rates, behaviour records, evaluation of extra-curricular activities student reports and student plans. Aboriginal parents were consulted and their priorities were improved learning outcomes in Literacy and Numeracy. Advice regarding consultations was also sought from the Regional AECG.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To promote teacher collaboration so as to implement effective , explicit teaching methods, based in evidence based teaching strategies, whilst regularly using student assessment data to identify student achievement and progress.

STRATEGIC DIRECTION 2 Responsible Learners

Purpose:

To ensure a personalised learning environment that supports all students to become motivated learners who have the necessary skills to live a successful life.

STRATEGIC DIRECTION 3 Active Citizens

Purpose:

To develop a culture where students come to school every day, ready to learn, and become active citizens of their local and wider communities

Strategic Direction 1: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>To promote teacher collaboration so as to implement effective , explicit teaching methods, based in evidence based teaching strategies, whilst regularly using student assessment data to identify student achievement and progress.</p>	<p>Leaders</p> <p>The school leaders adopt a coordinated approach to planning, programming, assessing and recording data where the split screen teaching is embedded and there is a focus on improved writing in all KLAs.</p>	<p>Effective Classroom Practice</p> <p>Embed a whole school approach to systematically planned teaching and learning programs and providing effective feedback to students.</p>	<p>Practices</p> <p>Shared school wide responsibility is evident through quality teaching and learning in all classrooms.</p>
<p>Improvement Measures</p> <p>100% of teaching/learning programs are evidence and data based, differentiated for individual student learning needs and includes capabilities and subject specific skills and concepts</p>	<p>Staff</p> <p>Build their knowledge of the the teaching–learning cycle and syllabuses so to include 4Cs, H2L dispositions, subject specific skills and concepts and general capabilities and learning across the</p>	<p>Data</p> <p>Draw on research to provide quality professional learning in designing assessment tasks, recording assessment data and using data to inform learning.</p>	<p>Every teacher uses explicit criteria and formative assessment to provide quality, personalised learning for students</p>
	<p>Students</p> <p>Build knowledge of the 4Cs, H2L dispositions, specific skills and concepts in each KLA and apply knowledge across areas.</p>		<p>Every teacher embeds split screen practices into their teaching practice..</p>
	<p>Parents/Carers</p> <p>Develop an understanding and value the theories and models of learning that underpin the school's educational philosophy.</p>	<p>Writing across KLAs</p> <p>Provide professional learning in integrating and explicitly teaching writing across all KLAs.</p>	<p>Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.</p>
		<p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> • teaching programs • peer observations • collaborative plans and reflections, • programming meeting minutes • teacher, student and parent surveys evaluations 	<p>Every teachers explicitly teaches writing in all KLAs and identifies authentic writing opportunities.</p>
			<p>Products</p> <p>100% of teachers have improved delivery of teaching practices, which are evidence and data based, differentiated for individual student learning needs and includes capabilities and subject specific skills and concepts</p>
			<p>100% of teachers utilise I can statements and formative assessment to improve learning outcomes.</p>
			<p>Improved capability of teachers to teach writing across all KLAs.</p>

Strategic Direction 1: Quality Teaching

Processes

- PDPs
- writing samples
- PLAN data.

Strategic Direction 2: Responsible Learners

Purpose	People	Processes	Practices and Products
To ensure a personalised learning environment that supports all students to become motivated learners who have the necessary skills to live a successful life.	Leaders The school leaders develops processes and procedures to ensure that teachers utilise data to inform learning.		
Improvement Measures	Staff Provide learning intentions and success criteria for every lesson, which are differentiated for student needs, and explicitly teach the learning dispositions in an integrated manner.	Self-reflective Learners Consolidate a whole school approach to the explicit teaching of learning dispositions and the practice of self-reflections	Practices Reflective learners use the language of learning, and are motivated in taking responsibility for continual improvement of their own learning.
At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes	Students Students build skills to use the learning dispositions and 'I can' statements to self-assess and reflect on their learning to continually improve.		Utilise rigorous identification and monitoring processes to ensure appropriate levels of support is provided for all learners in literacy and numeracy
Increase the proportion of students in the top two NAPLAN bands from 24% to 32%.	Parents/Carers Parents and carers talk to the children about their learning, learning goals and achievements.	Explicit criteria Embed the use learning intentions and success criteria, to promote student engagement and self-reflections	Products At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes
		Evaluation Plan Progress toward improvement measures will be evaluated through: <ul style="list-style-type: none"> • PLAN data • learning progressions • teaching programs • peer observations • student reflections • student work samples • parent surveys • Seesaw posts • Naplan analysis 	Increase the proportion of students in the top two NAPLAN bands from 24% to 32% (linked to Premier's priorities.)

Strategic Direction 3: Active Citizens

Purpose	People	Processes	Practices and Products
To develop a culture where students come to school every day, ready to learn, and become active citizens of their local and wider communities	Leaders The school leaders develops a plan in which all staff, parents and students value education and the importance of regular attendance. They will promote the knowledge of the local Indigenous community, and foster community participation.	Attendance Adherence department Attendance policy and school procedures by all staff.	Practices All teachers, students and carers value and promote regular attendance at school. Teachers integrate an Aboriginal perspective into their teaching. Students participate in authentic learning in the local and wider community Teachers and parents communicate with each other to improve student learning..
Improvement Measures			
Decrease then number of students with less than 90% attendance rate to below 20% each term.			
Increased ongoing engagement with the local Indigenous community.	Staff Teachers and SASS promote regular attendance in the classroom and follow the departmental attendance procedures. They regularly engage with parents to improve understanding of student learning. hey make connections with the local indigenous community to build their capacity to integrate Aboriginal perspectives into all areas of learning. They target opportunities in the local and wider community which enhances the learning for students.	Aboriginal perspectives Make connections with the Yorta Yorta and Bpangerang communities to build the knowledge of the school community.	Products Decrease then number of students with less than 90% attendance rate to below 20% each term. Increased ongoing engagement with local Indigenous community.
Increased the number of extra-curricular activities that have improved student learning outcomes.		Extra-curricular activities Source and target quality extra-curricular activities in which students can participate to improve their learning in curriculum areas.	Increase the number of extra-curricular activities that have improved student learning outcomes.
Increased number of parents attend events and interact with technological resources to improve their understanding of student learning	Students Students come to school on time, whenever possible, ready to learn. They build their knowledge of the local indigenous community, and participate in extra-curricular activities in the local and wider communities.	Parent Engagement Evaluate and implement effective from Community Engagement documents.	Increased number of parents attend events and interact with technological resources to improve their understanding of student learning
	Parents/Carers	Evaluation Plan Progress toward improvement measures will be evaluated through: <ul style="list-style-type: none"> • evaluation of extra-curricular activities • attendance data • attendance plans • staff surveys 	

Strategic Direction 3: Active Citizens

People

Ensure that their children come to school every day, unless there is a valid reason for their absence. They understand the importance of learning about the local indigenous community and encourage their children to participate in quality community events. They regularly engage with teachers to improve their understanding of their child's learning.