

School plan 2018-2020

Mungindi Central School 2675



School background 2018–2020

School vision statement

Through our core business of teaching, learning and leading, Mungindi Central School is persistent in its drive for excellence whilst remaining focused on the needs of each and every individual child to prepare them to be successful and active adult members of their community.

The school motto – ‘Motivation, Commitment, Success’ and the leadership commitment ‘Teaching and Learning Together’, reflects our strong belief in the values of positive relationships between all school–family–community stakeholders, high expectations, quality leadership, excellence and equity for all.

School context

Mungindi is a small rural and remote border town, divided by the Barwon River 120 kilometres North West of Moree. Built on the land of the Gamilaroi people and established in 1893, Mungindi Central School has a proud history that celebrates the positive traditions of our past, while embracing the challenges of our future. A preschool to year 12 comprehensive school, Mungindi Central is comprised of 65% Indigenous enrolment where strong kinship ties within the community are mirrored in school life, and this sense of community provides the basis for enabling students to aim for excellence.

Despite the remoteness of the location, our committed, qualified and dedicated staff provide a continuity and connectedness to community and breadth of skills and interests that support students beyond curriculum learning. This is demonstrated by the wealth of programs and initiatives that are offered at the school, such as a breakfast club, Premier Reading and Sporting Challenges, and Science, Technology, Engineering, the Arts and Mathematics (STEAM). With a low student to teacher ratio, Mungindi Central School is able to recognise the individual needs and talents of every child providing tailored educational opportunities that allow students to reach their optimum potential.

Mungindi Central School has a strong secondary enrolment which is supported by the Northern Border Senior Access (NBSA) Program. This program utilises a wealth of ICT, including Video Conferencing facilities to foster the delivery of content and provide future–focussed learning from P–12.

Overall, Mungindi Central School is committed to providing the highest educational outcomes for students. With staff, students and community working together we achieve our school motto of Motivation, Commitment and Success to produce proud, respectful, responsible learners who are active and informed citizens.

School planning process

This school plan was developed in consultation with the students, staff and parents of Mungindi Central School. It has been endorsed by the Parents and Citizens Association and Aboriginal Education Consultative Group for implementation for the 2018 – 2020 school years. Data was analysed from HSC, NAPLAN, student attendance, enrolments, Early Action for Success, Preschool enrolments, NBSA outcomes and feedback from staff, students, parents and the wider community. The implementation of this plan will be monitored by the school executive with feedback from the SRC, P & C and AECG. Ongoing evaluation will be done at stages during the year with a reconfiguring at the end of each term. The schools executive will have direct responsibility and accountability for the implementation of this plan and where necessary seek to modify this School Plan to maximise student, teachers and community outcomes.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Aspiration and Wellbeing

Purpose:

To develop educational aspiration and high expectations within all members of the Mungindi Central School community, whilst meeting the learning needs of every individual student.

This will be demonstrated by:

- * A consistent whole school approach to embed high expectations and educational aspiration across P–12.
- * Whole school wellbeing processes that meet the needs of students and staff.
- * Strong school and community partnerships that visibly work together in the pursuit of excellence.

STRATEGIC DIRECTION 2

Quality Teaching and Learning
Practice

Purpose:

To develop whole school approaches to continual improvement in high quality teaching practices, informed by current research.

This will be demonstrated by:

- * The embedding of high quality pedagogy into teaching practices.
- * Collaborative practice to share knowledge in the pursuit of excellence.
- * Systematic and structured approaches to the collection and analysis of data to inform and guide decision making and teaching practice to optimise student learning.

STRATEGIC DIRECTION 3

Building Leadership Capacity

Purpose:

To develop leadership capacity in students and staff with a focus on leadership capacity and shared responsibility for school success based on the values of Respect, Responsibility, and Pride.

This will be demonstrated by:

- * Distributive leadership opportunities for students and staff to build collective efficacy.
- * Quality systems, structures and organisational practices.
- * Establishment of school based instructional learning community focussed on continual improvement of teaching and learning.

Strategic Direction 1: Aspiration and Wellbeing

Purpose

To develop educational aspiration and high expectations within all members of the Mungindi Central School community, whilst meeting the learning needs of every individual student.

This will be demonstrated by:

* A consistent whole school approach to embed high expectations and educational aspiration across P–12.

* Whole school wellbeing processes that meet the needs of students and staff.

* Strong school and community partnerships that visibly work together in the pursuit of excellence.

Improvement Measures

Continued growth and engagement as evident in student reward and attendance data.

Increased participation by parents at school events, P&C, AECG and in the contribution to educational programs.

All members of the school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing leading to improved student outcomes.

The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

People

Students

Students engage in a range of learning opportunities to enable them to connect, succeed and thrive.

Students articulate educational aspirations and demonstrate resilience to achieve their learning goals.

Staff

Will develop knowledge and skills required to support every student using consistent, school wide practices.

Parents/Carers

Will demonstrate increased expectations for learning and support students to identify learning aspiration.

Leaders

Will articulate the important connection between wellbeing and engagement and support students and staff to identify learning aspiration.

Community Partners

The school will continue to promote opportunities for the development of community–school partnerships.

Processes

Wellbeing

Implementation of strategic whole school wellbeing approaches that support attendance, engagement and learning.

Aspiration and Achievement

Building and maintaining a culture that encourages ongoing educational aspiration and learning achievement supported by the whole school community.

Evaluation Plan

This plan will be monitored against the milestones every five weeks and adjusted as required, lead by the leadership team, in partnership with the whole staff. With a report presented to the SRC, P & C and AECG every term.

This will include a range of quantitative and qualitative evidence including:

- SCOUT
- Student behaviour and engagement
- Current intervention programs
- Student PLP documentation
- Formal and informal feedback processes

Practices and Products

Practices

Implementation of whole school wellbeing policy, structure and processes, including consistent Personalised Learning Plan (PLP) implementation with all students K–12.

Student's successes will be celebrated with parents and community at fortnightly assemblies to improve student self-esteem and increase the links between the school and the community.

Staff utilise assessment, data, planning, programming and teaching models to inform and provide appropriate levels of support for identified students to improve learning outcomes.

Professional learning on Aboriginal Cultural competencies, Connecting to Country and creating a welcoming school. Staff to undertake the Online Stronger Smarter Professional Learning Module.

Products

100% of students K–12 will complete a Personalised Learning Plan (PLP).

Supportive and engaged community evidenced by increased participation at PLP meetings, school assemblies and events.

A culture of high expectations is fostered through high quality teaching, learning and wellbeing programs to meet the needs of diverse learners.

Greater engagement and participation by staff in Aboriginal cultural and educational programs in conjunction with the AECG.

Strategic Direction 2: Quality Teaching and Learning Practice

Purpose	People	Processes	Practices and Products
<p>To develop whole school approaches to continual improvement in high quality teaching practices, informed by current research.</p> <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> * The embedding of high quality pedagogy into teaching practices. * Collaborative practice to share knowledge in the pursuit of excellence. * Systematic and structured approaches to the collection and analysis of data to inform and guide decision making and teaching practice to optimise student learning. 	<p>Students</p> <p>Will be engaged in authentic, meaningful learning experiences with a structured whole focus on Literacy and Numeracy.</p> <p>Staff</p> <p>Will provide evidence of high quality pedagogical practice to optimise learning progress for all students.</p> <p>Parents/Carers</p> <p>Will develop supportive partnerships to collaboratively deliver relevant and high quality teaching and learning programs and opportunities to students.</p> <p>Leaders</p> <p>Will cultivate a self-sustaining and self-improving school community that will continue to support the highest levels of learning for all members of the school community.</p> <p>Community Partners</p> <p>Will develop supportive partnerships to collaboratively plan and deliver quality educational programs with staff.</p>	<p>Quality Teaching and Learning</p> <p>Implementation of school wide approaches to embedded and explicit systems that drive ongoing school wide improvement that support Quality Teaching and Learning Practice.</p> <p>Literacy and Numeracy Focus</p> <p>Teachers will explicitly teach literacy and numeracy across all KLA's.</p> <p>Evaluation Plan</p> <p>This plan will be monitored against the milestones and adjusted as required, every five weeks lead by the leadership team, in partnership with the whole staff. With a report presented to the SRC, P & C and AECG every term.</p> <p>This will include a range of quantitative and qualitative evidence including:</p> <ul style="list-style-type: none"> • SCOUT • NAPLAN • PLAN • Literacy and Numeracy (Learning Progressions) data, including mapping • Teaching and Learning Programs • Assessment and Reporting Processes • Learning Intentions and Success Criteria • Formal and informal feedback processes 	<p>Practices</p> <p>Whole school implementation of a writing & numeracy focus for teachers with training & school support from Department personnel.</p> <p>Design and implement consistent school wide pedagogical processes that reflect contemporary research and data analysis.</p> <p>Teaching and learning programs demonstrate evidence of differentiation, formative and summative assessment and feedback practices.</p> <p>All teachers' regularly engage in professional dialogue to accurately plot student progress on the literacy and numeracy progressions.</p> <p>Products</p> <p>Identified and targeted professional learning reflect school priorities and teachers' personalised needs.</p> <p>School protocols facilitate regular opportunities for staff to engage in collaborative planning, reflection and evaluation.</p> <p>100% of teaching and learning programs demonstrate evidence of differentiation, formative and summative assessment and feedback practices.</p> <p>The whole school approach to improvement in targeted Literacy and Numeracy focus is evident in 100% of teaching and learning programs and supporting resources are visible in all classrooms K-12.</p>
Improvement Measures			
All students show growth in NAPLAN and PLAN data. If this does not occur the school will have a plan to address concerns.			
Learning intentions, success criteria and feedback strategies are visibly evident in all classrooms.			
The school has resources, systems and structures to support high quality coaching and mentoring practices for all staff.			
All staff use highly effective current pedagogical practices and are contributing members of proactive learning communities.			

Strategic Direction 3: Building Leadership Capacity

Purpose	People	Processes	Practices and Products
<p>To develop leadership capacity in students and staff with a focus on leadership capacity and shared responsibility for school success based on the values of Respect, Responsibility, and Pride.</p> <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> * Distributive leadership opportunities for students and staff to build collective efficacy. * Quality systems, structures and organisational practices. * Establishment of school based instructional learning community focussed on continual improvement of teaching and learning. 	<p>Students</p> <p>Are active participants in the varied leadership opportunities provided within the classroom, school and community contexts.</p> <p>Staff</p> <p>Will build and maintain classroom cultures which encourage participation and provide opportunities for all students to have a voice, encouraging students to explore and debate issues in a respectful and safe environment.</p> <p>Leaders</p> <p>Will strategically develop leadership capacity to empower staff members through the recognition of expertise contributing to collective efficacy to improve learning outcomes.</p> <p>Parents/Carers</p> <p>Leaders will build parents and carers understanding of the importance of a student voice and leadership development in contributing to school decision making.</p> <p>Community Partners</p> <p>Will support and utilise partnerships between the school, community and other agencies to provide opportunities to develop student leadership outside the school context.</p>	<p>Distributive Leadership</p> <p>All staff will make genuine visible contributions to the achievement of strategic directions.</p> <p>Student Leadership</p> <p>Students will experience leadership opportunities and productive student voice in contributing to school decision making.</p> <p>Evaluation Plan</p> <p>This plan will be monitored against the milestones and adjusted as required, every five weeks lead by the leadership team in partnership with the whole staff. With a report presented to the SRC, P & C and AECG every term.</p> <p>This will include a range of quantitative and qualitative evidence including:</p> <ul style="list-style-type: none"> • SCOUT • Staff PDP's • A-Z Tool • Formal and informal feedback processes • SRC 	<p>Practices</p> <p>Develop a planned approach to the implementation of a distributed leadership model that allows for the successful incorporation of current pedagogical practice.</p> <p>Establishment of a professional learning community which is focussed on the continuous improvement of teaching and learning.</p> <p>Evaluation of whole school administrative systems and processes to evaluate and ensure they are delivering best practice.</p> <p>Structured approach to providing increased leadership responsibilities, training and experiences to staff and students.</p> <p>Products</p> <p>A visible whole school planned approach to the shift to distributed leadership.</p> <p>School based professional learning community extends to create stronger links with NBSA schools and establish links with Inverell Public School (IPS) as a Visible Learning partner school.</p> <p>Whole school administrative systems and processes documentation will be located on T drive, accessible to all staff.</p>
Improvement Measures			
Distributed instructional leadership is embedded to sustain ongoing improvement.			
Whole school administrative processes have been successfully reviewed and seamlessly integrated into daily operations.			
Student leadership structures are embedded and where all students have a voice in decisions affecting the directions of the school.			
Increase in local community engagement in the provision of leadership opportunities and mentoring to students.			