

School plan 2018-2020

Murrumburrah Public School 2685



School background 2018–2020

School vision statement

We are a dynamic and inclusive school community that is committed to delivering focused, differentiated learning in a nurturing environment where we connect, succeed, thrive and learn.

Our vision is to ensure every child has a sense of belonging to our school and the broader community, and they are confident learners who reach their full potential.

Collectively we have developed three strategic directions to guide us in fulfilling our vision.

School context

Murrumburrah Public School has a proud history of providing over 150 years of quality school experience for the children in the townships of Harden, Murrumburrah and surrounding areas. It has a student population of 170 whose learning needs are met in 9 classes. Many students come from low socio-economic backgrounds and the nearest regional centre is 150 kilometres away. 20% of students have Aboriginal heritage and less than 1% of students speak English as their second language.

Our school motto is 'Learn To Live'. This motto underpins all we do. Staff continually seeking improved learning outcomes for all students with the support of the Learning Support Team, a multi-categorical class and a instructional leader; values education embracing respect, responsibility and empathy is driven by Positive Behaviour for Learning (PBL); strong relationships with families and the community are facilitated through our 'open-door' policy and a very active P&C; and highly successful programs such as music, dance, public speaking, sport and visual arts ensure we are able to deliver our visionary education.

There are opportunities for student leadership through our student representative council (SRC), class representative scheme and sporting house captaincy. Students enjoy 21st century learning environments with interactive whiteboards in all rooms, research centre, kids' kitchen flexible learning spaces and video conferencing technology to facilitate virtual excursions.

Our vast lawns and play equipment provide students with the space to learn new skills, stay fit and have fun.

Our well resourced library doubles as a research centre and opens during lunchbreak if students wish to play board games or read. The canteen offers nutritious snacks and meals for students three days a week, facilitated by our Team Canteen volunteer program. High quality before and after school care and vacation care is provided in the school campus for primary aged students.

School planning process

The planning process took place during 2017 with extensive evaluation and authentic consultation with students, staff and community members to ensure sound, holistic information informed the planning process.

Survey tools included Tell Them From Me, SCOUT, interviews, staff and P&C meetings and informal discussions. The school community was kept informed through the school's weekly newsletter.

Evaluation of school based assessments and NAPLAN data was conducted by teaching staff and findings presented to P&C.

Consultation took place using primarily the School Excellence Framework V2, where all parties identified why, how and what we need to do to achieve our vision. This consultation was supported by documents such as the Melbourne Declaration and What Works Best.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To inspire students who are literate and numerate with strong identities as self-directed learners through the provision of focused, differentiated learning experiences. To build an aspirational learning culture which will support the cognitive, emotional, social, physical, and spiritual wellbeing of all students through the implementation of quality learning experiences.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To create and maintain an environment where teachers and support staff are members of a dynamic team, built on mutual trust and respect. To build a positive, collaborative culture that supports skilled and high performing teachers. We are particularly focused on the teaching of evidence based literacy and numeracy skills across all learning areas.

STRATEGIC DIRECTION 3 Quality Connections

Purpose:

To grow and maintain a strong school community where we work together to create connections and transition processes to enhance opportunities for students, families and staff. To ensure school practices and processes are streamlined yet able to seek and respond to feedback.

Strategic Direction 1: Quality Learning

Purpose

To inspire students who are literate and numerate with strong identities as self-directed learners through the provision of focused, differentiated learning experiences. To build an aspirational learning culture which will support the cognitive, emotional, social, physical, and spiritual wellbeing of all students through the implementation of quality learning experiences.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities of an annual increase of 2% of students in the top two bands.

Increase the number of students who achieve their year appropriate expected growth in reading, writing and number.

Improved levels of student wellbeing and engagement, including improved student attendance to match state average.

Increase levels of Aboriginal students who feel good about their culture and that teachers understand their culture.

People

Students

Articulate how they learn best, why the learning is important and what they need to do next to achieve their learning goals.

Develop their critical thinking, problem solving, collaborative and communication skills.

Have the skills to give effective feedback to their teacher.

Staff

Collaboratively plan, implement and monitor their teaching programs.

Know their students well, enabling differentiated teaching to meet the learning needs of all students.

Support students to set and achieve their learning goals and to provide feedback.

Parents/Carers

Collaboratively engage with school staff to enhance student achievement in learning, engagement and wellbeing.

Leaders

Establish and maintain systems and processes to identify, address and monitor student learning.

Processes

Focused, Differentiated Teaching

Students access targeted support, extension or enrichment to maximise their potential. They receive and provide feedback about their learning. Their learning is data driven and based on formative assessment and the learning progressions.

Student Wellbeing

Students connect, thrive and succeed at each stage of their learning through a whole school integrated approach to student wellbeing.

Curriculum Delivery

Students understand how they learn. They set and achieve their learning goals through learning experiences that are student centred and self-regulated.

Evaluation Plan

Collect and collaboratively analyse data from a range of sources such as;

Tell Them From Me– student report T1 and T3.

PLAN data T1 W8, T2 W5 and 10, T3 W5 and 10, T4 W5.

SMART analysis T1.

PBL data T1 W4, T2 W4 and 8, T3 W4 and 8 T4 W4.

PBL SET and BOQ data annual review.

Review of Individual Learning Plans for

Practices and Products

Practices

A student focused learning environment exists where students are supported, challenged and give and receive feedback to inform learning.

Teachers and students use assessment data as part of their every day practice to monitor achievements and address gaps in learning.

Collaboratively teachers use assessment data to inform planning for quality, focused student learning.

Products

Students achieve one year, or better, growth in reading, writing and number scores during one school year.

Skilled teachers collaboratively develop, implement and evaluate their teaching and learning programs.

Relationships with all stake holders are respectful and productive to ensure continuity of student learning.

Strategic Direction 1: Quality Learning

Processes

students with additional needs T1 W8, T2 W8, T3 W8

Review of Individual Learning Plans for Aboriginal students T1 W8, T2 W8, T3 W8

Classroom observations of student engagement T1 W6, T2 W6, T3 W6 (CUPS survey)

Teaching and Learning programs are dynamic and contain evidence of differentiation, formative assessments and feedback.

Strategic Direction 2: Quality Teaching

Purpose

To create and maintain an environment where teachers and support staff are members of a dynamic team, built on mutual trust and respect. To build a positive, collaborative culture that supports skilled and high performing teachers. We are particularly focused on the teaching of evidence based literacy and numeracy skills across all learning areas.

Improvement Measures

Tell Them From Me scores for collaboration above average for NSW government schools.

Increase use of evidence based pedagogy and rich dialogue during professional learning by teachers.

All teachers using the learning progressions for valid teacher judgement.

People

Students

Students have the skills to provide timely and respectful feedback to teacher about their learning.

Staff

Teachers and support staff work collaboratively with the Instructional Leader to ensure practices align with those proven through research to maximise student learning.

Teachers maintain accurate records, documentation and assessment data to monitor and adjust their teaching strategies to maximise their impact on student learning.

Parents/Carers

Engage in information sessions and three-ways interviews around student learning goals and literacy and numeracy

Leaders

Ensure processes are in place to build the capacity of the school community to use data and engage in evidence-based practice.

Processes

Research Informed Pedagogy

High quality professional learning in literacy and numeracy, draws on research to build teacher knowledge, understanding and skills to deliver best practice.

Evaluative Practice

Consistent teacher judgement in literacy and numeracy, using learning progressions and other quality sources of data.

Collaborative Practice

Develop and implement collaborative processes to build teacher capacity to deliver tight targeted teaching.

Evaluation Plan

Collect and collaboratively analyse data from a range of sources such as;

Tell Them From Me– teacher reports T1 and T3.

PLAN data T1 W8, T2 W5 and 10, T3 W5 and 10, T4 W5.

SMART analysis T1.

Classroom observations of formative assessment practice, targeted teaching and feedback. T1 W6, T2 W6, T3 W6

What Works best Reflection Guide T1 W2

Review teaching and learning programs to gain evidence of targeted teaching, assessment practices and feedback. T1 W6, T2 W6, T3 W6

Practices and Products

Practices

Ongoing collaboration and quality teaching results in an explicit approach to the teaching of literacy and numeracy.

Data collection is an embedded practice to inform planning, teaching strategies and assessment.

Products

Regular opportunities to collaboratively plan, reflect, improve and deliver evidence based practice is bedded into school practices.

Teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the syllabus and learning progressions.

Regular class observations/ peer visits, review professional development plans and teaching and learning programs with opportunities for feedback are embedded into school practices.

Strategic Direction 2: Quality Teaching

Processes

Review teachers' Professional Development Plans T1 W6, T2 W6, T3 W6 T4 W6

Strategic Direction 3: Quality Connections

Purpose

To grow and maintain a strong school community where we work together to create connections and transition processes to enhance opportunities for students, families and staff. To ensure school practices and processes are streamlined yet able to seek and respond to feedback.

Improvement Measures

Increased alliance with other schools and organisations.

Increase in parent/carer attendance to information sessions where participants grow their understanding of strategies and assessment data used by teachers for literacy and numeracy.

Increase participation in Murrumbolla Learning Community to activities.

People

Students

Students are able to articulate a positive sense of belonging to their school and see school as useful in their everyday life as well as having a strong bearing on their future.

Staff

Teachers demonstrate and share their expertise within the school and with other schools.

Teachers collaborate with staff in other schools to share and embed best practice.

Parents/Carers

Parents and carers contribute positively to their child's learning through their active participation in the school planning process, student reporting process and development of their child's learning goals.

Leaders

Ensure all reporting processes including ASR, school plan, student reports are clear, timely and accurate to provide information that supports further progress and achievement for all students.

Measure school community satisfaction and shares its analysis and actions in response to the findings.

Collaborates with the school community to use student progress and achievement data to identify priorities, and develop plans for continuous improvement.

Community Partners

Processes

Assessment and Reporting

Develop and implement a whole school approach for teachers to collect, analysis, interpret, track, evaluate and report on school based and external data on students progress across the curriculum.

Transition

Collaborate with students, parents and the community to develop a whole school approach for continuity of learning for all students at transition points, including highly mobile students and students with additional needs.

Enrichment and Engagement

Teaching and learning programs show evidence that they are adjusted to address individual students needs.

The school caters for a range of students interests and abilities through its enrichment program.

Evaluation Plan

Tell Then From Me T1 and T3.

Attendance data from workshops

Attendance data three-way interviews. T1

Student attendance data from SENTRAL T1, T2, T3, T4

Collection of programs and classroom observations. W6 each term

Practices and Products

Practices

Students, teachers and parents understand the assessment and reporting approaches used in the school and their benefits for learning.

Student reports are personalised and comprehensive providing specific information about learning, growth, next steps and improvement measures to develop understanding of student learning and to strengthen student outcomes.

Students' learning is monitored longitudinally to ensure continued challenge and support for students.

All students are challenged and highly engaged in learning.

Products

Effective transition processes such as P-K, 2-3, 6-7 underpins a whole school ethos to student achievement.

Opportunities for parents/carers to have input into student learning goals and to attain new learning about literacy and numeracy practices, are valued by the school community.

Strong learning alliances with other schools and organisations are evident across the school community.

Strategic Direction 3: Quality Connections

People

Other schools and organisations are active community partners to enhance opportunities for students, staff and parents.