

School plan 2018-2020

Mallawa Public School 4262



School background 2018–2020

School vision statement

At Mallowa Public School children grow and learn in a happy and nurturing future focused learning environment.

We engage students in high quality teaching and learning to inspire and challenge each individual to realise their full potential. Our students will be literate and numerate and they will become creative, reflective, independent learners.

Our School community will facilitate cohesive, interactive relationships and alliances within the school and wider community.

Mallowa Public School prepares students for life long learning and positive participation in life beyond the school gate.

School context

Mallowa Public School is a rural and remote school located 60kms west of Moree NSW. All students live on surrounding farms and travel to school by bus.

The school was established in 1959 and has a long and rich tradition of excellence.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

All staff are focused on the core business of providing a high quality education for our students, supporting every student towards a positive future.

School planning process

The school plan has been formulated following a genuine school and community consultation process. This resulted in the development of the vision for the school, identification of the strategic directions and consideration of the practices and processes that will support the achievement identified goals.

School data was gathered from: NAPLAN, PLAN, student work samples; staff mentoring conversations and teachers' goals. Initially, an analysis of current policies and programs, plans and budgets, meeting minutes, communications, program evaluations and other documents were undertaken to determine current success and areas for development.

Two most influential documents used in the creation of the 2018 plan were the School Excellence Framework 2 and the What Works Best document. We reflected and assessed how our specific school data aligned to this framework and document.

A final consultation process was conducted with all parties when strategic directions and the processes, milestones and outcomes to achieve had been drafted. Progress will be monitored over 2018.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Building a positive culture,
supporting high quality learning
and teaching.

Purpose:

To improve student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promote high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and as responsible, productive citizens.

STRATEGIC DIRECTION 2

Student wellbeing, belonging
and connections.

Purpose:

Students will respect the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community.

Strategic Direction 1: Building a positive culture, supporting high quality learning and teaching.

Purpose

To improve student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promote high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and as responsible, productive citizens.

Improvement Measures

Every student will demonstrate growth and improvement against the National Literacy and Numeracy Progressions in relation to their personal targeted benchmark. Individual Learning Plans will address areas of need.

All students can articulate their learning goals, self and peer evaluate and reflect on their learning.

NAPLAN data indicates that all participating students achieve at or above state level growth in literacy and numeracy.

People

Students

Students will benefit from smooth transition to school gaining understanding of National Literacy and Numeracy Progressions, school routines and educational expectations.

Students will have the knowledge and skills required to self manage their learning in consultation with teachers.

Staff

Staff engage in professional learning to understand future focused pedagogy.

Staff analyse and review student learning data to inform teaching and learning, using the Literacy and Numeracy Progressions and PLAN2.

Parents/Carers

Parents gain an understanding of the progression of their child's learning and their role in promoting learning from the transition to school and throughout K–6.

Community Partners

Connect with Barwon Community of Schools, local and global community to make learning authentic and to build teacher understanding.

Processes

Program development and implementation of NSW Department of Education priorities through quality practices, high level expectations and professional learning.

Build educational alliances with rural and remote schools to implement future focused learning, with increased student engagement and enhanced teaching pedagogy.

Evaluation Plan

Progress towards improvement measures will be evaluated through: PLAN and PLAN2, Lesson Observations, NAPLAN, Meeting Minutes, Teaching Programs, National Literacy and Numeracy Progressions.

Differentiated learning support programs to be implemented to meet the the learning needs of every student.

Practices and Products

Practices

Students set, evaluate and reflect on learning goals to thrive as learners with progress plotted on PLAN using National Literacy and Numeracy Progressions.

Staff develop explicit systems to ensure programs are systematic, structured and differentiated, reflecting assessment, lesson observations for, of and as learning.

Innovative teaching pedagogy is used by teachers to engage students in their learning through an integrated curriculum.

Engagement with DoE School Excellence Framework and the Australian Professional Standards, to identify professional learning goals, guide and apply high quality Professional Learning and to improve teaching quality.

Products

Effective, ongoing implementation of new syllabus documents and revise scope and sequences in all Key Learning Areas. Teachers use National Progressions and syllabus expectations to inform teaching practices catering for the needs of individual students.

Quality teaching practices are embedded in class programs including the use of the Project Based Learning framework. These will be evident in lesson observations.

Every student will have the skills required to effectively use computer technology with increased opportunities to explore Science, Technology, Engineering and Mathematics.

Transition programs established.

Strategic Direction 2: Student wellbeing, belonging and connections.

Purpose	People	Processes	Practices and Products
Students will respect the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community.	Students Recognise and understand the importance of caring for themselves. Learn to reflect and monitor their own progress on identified goals. Develop and demonstrate engagement in Personal Development, Health and Physical Education lessons with increased commitment to personal wellbeing.	Staff review wellbeing resources and 'what's working well' from data and like schools. Implement a wellbeing, resilience, social and emotional program to support student success and build resilience. Explicit teaching will focus on self regulation, wellbeing and resilience to support learning success. Improving social competencies, positive self image through wellbeing, personal development, physical activity and involvement in community or school opportunities to support students healthy lifestyle choices.	Practices Staff research appropriate wellbeing programs, liase with other schools and develop an implementation framework. Implement Community of Schools projects to encourage social interaction, participation and build staff and student capacity. Sports Coach employed to introduce and improve student skills in a variety of sports. Skills will be consolidated through a weekly Physical Education Program.
Improvement Measures	Staff Apply knowledge and understanding to ensure every student is known, valued and cared for. Will be reflective to support students to be self reliant in setting and monitoring of learning goals. Recognise and engage in Personal Development, Health and Physical Education programs that support healthy, active students.	Evaluation Plan Progress towards improvement measures will be evaluated through: positive reward systems, personal goal setting and attendance data, welfare policies, feed back from community of schools and student, staff and parent survey's.	Products Community of Schools teaching programs aligned with scope and sequence to implement, consolidate and provide feedback on student wellbeing and teaching programs. Plan, implement, consolidate and review a positive reward and recognition system for students achievement both academically and behaviourally. Wellbeing program trialled, implemented and consolidated to embed a strategic approach to student wellbeing. Community of schools learning opportunities to alleviate rural isolation, utilise staff expertise and enhance student engagement.
All staff collaborate with the Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity. 100% of students participate in regular physical activities in school (Premier's Sporting Challenge) Wellbeing data and award records reflect a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness and responsibility.	Parents/Carers Deepen and strengthen their knowledge and understanding of the school values. Parents actively support the school commitment towards health and wellbeing.		