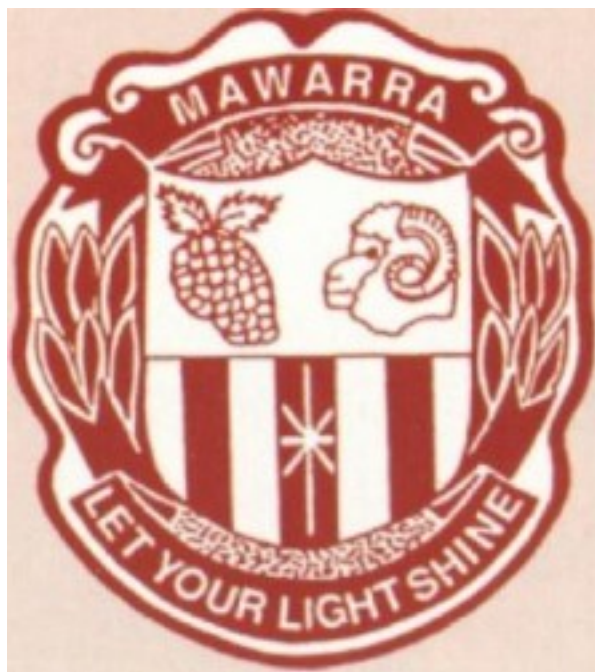


School plan 2018-2020

Mawarra Public School 4466



School background 2018–2020

School vision statement

At Mawarra Public School our vision is to maximise the potential of all our students and staff.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden.

The school is proud of its consistent excellent academic achievements. Mawarra is recognised for providing experiences for its students in extra-curricular activities, including school band, choir, drumming, dance, sport, public speaking and debating.

The school has an excellent student welfare program and an active learning support team. Mawarra's vision is to maximise the potential of all our students and staff to ensure that they achieve personal excellence. This is achieved through dedicated staff providing quality teaching, quality learning opportunities and a happy, caring and encouraging environment.

Information and communication technology is consistently used as a tool across all K–6 classrooms to enhance and support future focused learning.

With an indigenous enrolment of only 3% and students from a background other than English making up only 5% of the school's population, the school attracts little additional funding from these areas in the resource allocation model. The school's 'Index of Community Socio-Educational Advantage' (ICSEA) is 1027 (Australian Average 1000), and the school's FOEI is 73 (NSW Average 100), once again limiting the amount of additional funding to support students from low socio-economic disadvantage.

School planning process

The school began the planning process for the 2018–20 planning cycle mid-way through 2017.

School data was analysed to determine the school's current position, and the school was mapped against the School's Excellence Framework.

Parents, students and staff were surveyed to gain ideas about the strengths, needs and future directions of the school.

After a thorough analysis of the school's strengths and areas of need, and after considering ideas of staff, students and parents, recurring priority areas were grouped under common themes.

Three areas of 'Quality Teaching and Learning', 'Welfare and Community' and 'Using Technology for Future Focused learning and Communication' became strategic areas on which planning would be based.

Original ideas were revisited to create the milestones of the three year improvement plan.

School strategic directions 2018–2020



Purpose:

To apply evidence based pedagogy to promote quality learning environments that improve learning outcomes and meet the needs of diverse learners.

Purpose:

A strong well-being focus will maximise opportunities for rewarding, productive futures and promote a community culture of excellence.

Purpose:

To develop a community of learners who have the skills to be creative and innovative users of technology as a foundation for future success.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To apply evidence based pedagogy to promote quality learning environments that improve learning outcomes and meet the needs of diverse learners.

Improvement Measures

- Efficient collection and use of data to drive programming and teaching.

- An increased performance and growth in Naplan data for years 3, 5 and 7
- 90% of students meet the expected year's growth as described by the numeracy continuum or learning progressions

- Maintain and grow average annual grade percentage for school based summative assessments

- All staff embed our K–6 writing pedagogy into classroom practices.
- Increase the number of students achieving greater than, or equal to, expected growth in NAPLAN Writing Year 3, 5 and 7.

- Classrooms will have evidence of visible learning embedded into daily practice.

People

Students

- develop a growth mindset that enables them to self-regulate, embrace and pursue their learning goals

- reflect on their learning and see value and purpose in all they do

- use and accurately apply taught strategies to achieve individual growth

Staff

- use visible learning practices to inform students of their learning

- share practice through Spirals of Inquiry and professional dialogue

- participate in professional learning opportunities to develop and improve knowledge and practices

- explicitly teach writing through the implementation of a K–6 writing pedagogy

Leaders

- facilitate improved collaboration through evidence based practice and promote a culture of high expectations

- facilitate professional learning and support opportunities

- inspire, coach or mentor colleagues to strengthen best practice to enable life long learning

Parents/Carers

- access multimedia products designed to

Processes

- Improve performance and engagement in writing, including spelling, grammar and punctuation.

- Improve performance and engagement in numeracy.

- Develop a culture of collaborative practice to improve pedagogy.

Evaluation Plan

NAPLAN

PLAN

Tell Them From Me surveys

SCOUT

Observations

Professional dialogue

Professional learning feedback

Practices and Products

Practices

Spirals of Inquiry used to facilitate improvement in student performance.

Visible Learning practices implemented in all classes.

Develop classroom practices that differentiate student learning through explicit, sequential and strategically targeted activities.

All teachers engage in professional learning to improve teaching and learning practices in writing and numeracy K–6. (For example; L3, L3S1, TEN).

Teaching practices that focus on how students learn

Products

Evidence of a collaborative culture across the school.

Students understanding how, what and why they are learning.

Resources to support the implementation of differentiated numeracy teaching.

K–6 evidence based writing pedagogy.

Confident and engaged writers who access and implement a range of skills and strategies when writing.

High student engagement in numeracy and literacy with students demonstrating growth.

Strategic Direction 1: Quality Teaching and Learning

People
inform them on classroom practices

Strategic Direction 2: Welfare and Community

Purpose

A strong well-being focus will maximise opportunities for rewarding, productive futures and promote a community culture of excellence.

Improvement Measures

An increase in student engagement in the playground and a decrease in lunchtime notifications.

Student recognition that their achievements and efforts are celebrated.

Improved anti-bullying data from students and parents.

Improved measures of staff training, well being and wider recognition

People

Students

Students will:

- understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student outcomes

- accept responsibility for their own behaviours as expressed in the behaviour code.

Staff

Staff will:

- develop capabilities by contextualising training and refining consistent school-wide systems and structures to support the wellbeing of the whole school
- promote and implement the principles underpinning the school's student wellbeing practices.

Leaders

Leaders will:

- facilitate innovative programs to support wellbeing and promote high expectations.

Parents/Carers

Parents and the Community will:

- embrace and support the school's welfare programs.

- develop a greater understanding of school responses to support student well being

Processes

Developing an effective PBL culture that recognises and celebrates the achievements of all.

Developing a positive, cohesive and informed partnership with the wider community.

Improve positive staff culture and community recognition.

Evaluation Plan

Tell Them From Me surveys

School generated surveys

Mawarra Movers data

Observations

Anecdotal evidence

Practices and Products

Practices

Embed goal setting and growth mindset into welfare, teaching and learning.

Celebration of student successes across various platforms.

Positive relationships between students are celebrated and communicated with the community.

Staff success, welfare and achievement recognised by the school and community.

Products

Students who are engaged in school life; in the classroom, the playground and through extra-curricular activities.

Students feeling recognised for academic and behavioural achievement.

Recognition of positive relationships between students.

Staff who feel accomplished, valued and recognised in the community.

Strategic Direction 3: Future focused learning and communication through technology.

Purpose

To develop a community of learners who have the skills to be creative and innovative users of technology as a foundation for future success.

Improvement Measures

– Student and staff surveys including, Tell Them From Me, report an improvement in engagement and capacity in the use of future focused learning tools.

– Data from online learning tools demonstrates increased student use and performance

100% of school events communicated via a variety of forums, including social media.

Increased community awareness of school events, successes and daily practice.

People

Students

Students will:

– engage in the use of technology to facilitate learning on a daily basis.

– use their skills in technology to access future learning

Staff

Staff will:

– be proficient users of a variety of technology and media platforms. For example; OneNote, iPads, Seesaw, etc.

– embed regular communication to students and the wider community into their daily practice through technology.

Leaders

Leaders will:

– enable differentiated learning opportunities to develop staff expertise.

Parents/Carers

Parents/ Carers will:

– be upskilled in the effective use of media platforms as a method of consistent communication between all stakeholders.

– will utilise the variety of media platforms available to become more involved in school life and their child's learning.

Processes

Building staff expertise in the use of technology to support teaching and learning.

Building student skills and confidence in the use of future focused learning tools.

Utilising a wider range of technology to inform and engage the community

Evaluation Plan

Tell Them From Me surveys

School generated surveys

Interaction on social media

Observations in classrooms

Examples of student work

Teaching and learning programs

Practices and Products

Practices

Implementation of ICT to enhance student engagement and learning across all KLA's.

Staff creating and using collaborative tools to support the development and delivery of teaching and learning programs.

Implementation of a greater range of media platforms to increase communication and engagement of the wider community. For example; school Facebook page, individual Seesaw portfolios, Filmpond, school calendar.

Using of technology to facilitate learning as outlined in a new school scope and sequence.

Products

Learning spaces that utilise technology to meet the needs of creative and critical thinkers and foster curiosity and powerful learning.

Creative and innovative students and teachers with transferable skills to drive future learning.

Increased community engagement and participation in all aspects of school life.

Well informed community members who are able to access a wide range of media platforms.

Future focused learning and ICT embedded into teaching and learning programs.