

# School plan 2018-2020

**Minnamurra Public School 4498**



# School background 2018–2020

## School vision statement

Minnamurra Public School fosters a culture of high expectations for all. Our school community works together to nurture self-motivated, confident and creative individuals.

## School context

Minnamurra Public School sits in a beautiful coastal environment near the Minnamurra River. Our school motto is "Learning to Live, Learning to care" depicts the ethos that students develop skills to make them effective participants in society. We encourage our students to be responsible, be respectful and be their best. The school, which has an Indigenous population of 4%, meets the community's high expectations through quality learning programs delivered by experienced and committed staff. We provide regular opportunities for students to develop and demonstrate their talents and interests in all areas. Differentiated learning occurs in our mainstream classes throughout the school to cater for the individual learning needs of our students. Programs are adapted and needs based so that all students have every opportunity to participate in all aspects of school life. Our Indigenous Education Team ensures cultural aspects are part of our learning programs and is committed to a strong allegiance with our community and the local AECG. Our pleasant and accessible outdoor play areas promote active lifestyles and healthy mindsets. We are closely aligned to the Kiama Community of schools.

## School planning process

To develop this plan we consulted with students and staff on the major areas of focus in the school. We ran a staff session using appreciative inquiry which focuses on strengths rather than on weakness. It seeks to involve stakeholders in self-determined change. It is future focused. We ran a parent forum using the same approach, where staff supported parents with any questions they had around the feedback. An online survey was also conducted for any parents unable to attend the evening forum. The Parent Teacher Consultative Group (six parents and six teachers) then met to analyse all feedback received. Commonalities were identified and then the executive team used these areas to develop our three strategic directions.

A further review and update was made during 2018, after the appointment of a new school principal. The review and update process took place over three terms in consultation with staff (during School Development Days, staff meetings and executive meetings) and the P&C.

# School strategic directions 2018–2020



**Purpose:**

To apply evidence-based teaching practices to promote high quality learning environments that improve student outcomes and meet the needs of all learners.



**Purpose:**

A planned approach to develop whole school strategies and procedures that support the wellbeing of all, so that students can connect, succeed, thrive and learn.



**Purpose:**

To ensure collegial partnerships with our school community that are proactive, supported and informed to the highest of standards. Expertly integrated technology, environmental sustainability and Aboriginal education programs will maximise student opportunities to succeed personally and academically in a dynamic world.

# Strategic Direction 1: Effective Teaching and Learning

## Purpose

To apply evidence-based teaching practices to promote high quality learning environments that improve student outcomes and meet the needs of all learners.

## Improvement Measures

Increase percentage of students achieving proficiency (top two NAPLAN bands) in Literacy.

Increase percentage of students achieving proficiency (top two NAPLAN bands) in Numeracy.

All teachers utilising quality formative assessment practices to drive teaching and learning programs and improve student outcomes.

## People

### Staff

All staff participate in comprehensive professional learning for Literacy and Numeracy, including Language, Learning and Literacy (L3), Focus on Reading (FoR) and A Teaching Place, A Learning Place (maths).

### Staff

Evaluate teaching practices by utilising quality assessment, HOW2Learn principles and student achievement data to improve outcomes, particularly in literacy and numeracy.

### Students

Actively engage in the learning process and can articulate where they are on their learning journey and where they need to go next.

### Leaders

Build staff capacity to implement quality pedagogy through professional learning in Literacy, Numeracy and Visible Learning.

### Leaders

Allocate resources to support effective teaching and learning.

## Processes

### Numeracy

Implement an explicit, systematic whole school mathematics program that builds teacher capacity to support effective teaching and learning.

### Literacy

Evidence-based approach to support the teaching and learning of literacy K-6.

### Assessment

Implement quality assessment practices through an explicit, planned and collaborative approach which drives quality teaching and learning.

## Evaluation Plan

Tell Them From Me surveys (Terms 1 and 3)

PLAN/Learning Progressions data

L3 Kindergarten and Stage One implementation

FoR Stage 2 and Stage 3 implementation

Completion of HOW2Learn modules

Visible Learning implementation

Teaching Programs

## Practices and Products

### Practices

Every teacher collects and uses data to inform future planning and evaluate teaching and learning programs.

Literacy and numeracy programs are developed using syllabus documents, are differentiated to cater for the needs of all learners and incorporate evidence-based teaching strategies.

### Products

Students receive explicitly targeted, effective teaching and learning at their point of need.

Teaching programs, student work samples and assessment demonstrate implementation of a whole school approach to Literacy and Numeracy.

# Strategic Direction 2: Inclusive Wellbeing

## Purpose

A planned approach to develop whole school strategies and procedures that support the wellbeing of all, so that students can connect, succeed, thrive and learn.

## Improvement Measures

Increased use of evidence-informed wellbeing strategies to identify and address needs of students and staff.

All students and teachers to be consistently implementing PBL strategies.

Increased measures of student engagement and teacher satisfaction.

## People

### Students

Build skills and understanding of resilience and the wellbeing of others. Students take an active role in their own learning, develop and sustain a sense of belonging, self worth, self awareness and a personal identity that enables them to manage their wellbeing.

### Staff

Understand the data collected for PBL drives the lesson focus.

Collaboratively build a commitment and capacity to implement a consistent whole school approach to wellbeing with clearly defined behavioural expectations for all students.

### Leaders

School leaders recognise the importance of creating a positive climate and nurturing environment that increases the capacity of staff to translate professional learning opportunities into sustainable and effective practices. They facilitate structures and processes to identify, address and monitor student wellbeing.

### Parents/Carers

Develop an understanding of the systems/framework within the school that supports/promotes wellbeing for all.

### Community Partners

The school community recognises that student wellbeing and engagement are important conditions for learning.

## Processes

Develop whole-school, integrated approach to enhancing wellbeing, incorporating Positive Behaviour for Learning (PBL) strategies to provide clearly defined behavioural expectations.

Implementation of whole school wellbeing strategies reflecting DoE framework.

## Evaluation Plan

Tell Them from Me survey

People Matter Survey

PBL data

Surveys of students, parents and teachers engagement

MPS wellbeing policy and procedures up to date and on school website

## Practices and Products

### Practices

Staff are supported by a strong instructional leadership team as the school's wellbeing approach focuses on creating an effective environment for learning for all.

There is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Products

Demonstration of students who are being their best, being responsible and being respectful throughout the school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

# Strategic Direction 3: Purposeful Connections

## Purpose

To ensure collegial partnerships with our school community that are proactive, supported and informed to the highest of standards. Expertly integrated technology, environmental sustainability and Aboriginal education programs will maximise student opportunities to succeed personally and academically in a dynamic world.

## Improvement Measures

All teaching and learning programs show evidence of the integration of technology to enhance student learning.

Demonstration of increased community satisfaction with home/school communication.

100% of students and staff participating in environmental sustainability practices in our school to reduce the amount of waste going to landfill.

Increased involvement by staff and students in Aboriginal cultural events.

## People

### Students

All students are motivated to confidently utilise technology effectively to support their learning.

All students engage in sustainability practices at school to reduce the amount of waste entering landfill.

Indigenous and non-indigenous students participate in Aboriginal cultural events.

### Staff

Creatively integrate technology into teaching and learning programs, using the school's scope and sequence.

Communicate with parents in a timely, effective, consistent way about their students' educational and wellbeing needs.

Engage in, model and teach sustainability practices to reduce our level of waste entering landfill.

Staff develop PLPs for all ATSI students.

### Leaders

Support teachers in the development and implementation of the whole school technology scope and sequence.

Support the implementation of the KCOS sustainability action plan at our school.

Ensure Aboriginal perspectives are incorporated in school programs.

### Parents/Carers

## Processes

### Technology

Implement a quality whole school approach (scope and sequence) for integrating technology to support effective teaching practices.

### Communication

Develop collaborative and cohesive educational partnerships by engaging and connecting with the school community through purposeful, well-planned communication.

### Sustainability

Collaboratively plan and implement a KCOS environmental sustainability plan at our school.

### Aboriginal Education

Indigenous and non-indigenous staff and students participate in Aboriginal cultural events.

## Evaluation Plan

- Tell them from me surveys
- Grant submissions
- Teaching and learning programs
- Student work samples
- Student PLPs
- AECG meeting minutes
- Technology scope and sequence
- Sustainability action plan

## Practices and Products

### Practices

Every teacher is using technology effectively to improve student outcomes and teaching practices.

Teachers communicate and consult with parents using a consistent school-wide approach.

All staff and students are using the recycling system effectively on a daily basis.

Aboriginal perspectives are incorporated in teaching and learning programs.

### Products

Technology is embedded into all teaching and learning programs showing evidence of innovative and engaging practices that enhance student learning.

Enhanced community partnerships reflected in greater collaboration and consultation.

Decreased amount of waste entering landfill.

Teaching programs incorporate Aboriginal perspectives in order to increase cultural awareness and understanding.

# Strategic Direction 3: Purposeful Connections

## People

Support and engage in the use of technology.

Actively participate in providing feedback to staff on their children's educational and wellbeing needs.

Parents participate in the PLP process.