

School plan 2018-2020

Manilla Central School 7305



School background 2018–2020

School vision statement

Through high yielding teaching and wellbeing practices, we will produce resilient self regulated learners.

School context

Manilla Central School places the highest priorities on student learning, wellbeing and continuous improvement in order to produce to create resilient self-sufficient learners. Focus areas for the school include visible learning, building school capacity through professional learning and evidence based data driven practice, and fostering productive relationships with the community.

Manilla is categorised as a Low Socio Economic Status school. We strive to be leaders in the application of visible learning. We place a high emphasis on high yielding teaching strategies and professional learning in order to provide our students with highly engaged learning. Our community has high expectations and we are committed to meet and exceed those expectations.

We have a well-established P&C with a supportive parent body. We are a split site school, which means that our primary and secondary schools are on separate campuses. As a K to 12 school, Manilla offers students the opportunity to complete all their school education in their local community and guarantees choice from an expansive and inclusive secondary curriculum. The school has a strong tradition of providing a quality educational experience to all students from a diverse rural community.

Manilla Central is a Phase 2 Early Action for Success school. We provide extensive professional learning opportunities and encourage our staff to working closely with our Instructional Leader for targeted individual professional development as well as meeting whole school goals. We are a well-resourced, supportive school.

School planning process

In 2015 the school community was involved in a consultation process that invited parents, community, students and staff to consider the future direction of our school. The consultation process included:

- Surveys – parents.
- Telephone calls to a focus group.
- Surveys – students.
- Surveys staff.
- Feedback through P&C meetings.

The three strategic directions were formulated by the need to provide targeted professional development for our staff, targeted transparent learning for our students and have a rigorous accountability process in place that ensures sustainable governance of our school. 1. Lead for Learning. 2. Teach for Learning. 3. Sustainable Governance.

In Term Four of 2016 our school undertook an External Validation, where we gathered evidence to show how our school measured against set standards of the School Excellence Framework. This was a successful and fruitful appraisal of our practices within the domains of Teaching, Learning and Leading.

In 2017, our staff trialled the eight recommendations attained from the External Validation, then compressed these into three practical directions for 2018 until 2020. 1. Teacher Clarity. 2. Data and Planning. 3. Community Involvement.

School background 2018–2020

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School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teacher Clarity

Purpose:

Teacher clarity, “serves as a catalyst for the other productive effect sizes to become possible”. For students to progress confidently and become resilient self-regulated learners, it is essential that teacher and students have shared clarity about what is to be learnt. They need to be clear about the big picture of the learning, and the day-by-day learning steps towards it.

STRATEGIC DIRECTION 2 Data and Planning

Purpose:

We gather explicit data in order to plan for successful learning.

STRATEGIC DIRECTION 3 Community Engagement

Purpose:

To have systems and practices in place in order to have transparent processes with our school community.

Strategic Direction 1: Teacher Clarity

Purpose	People	Processes	Practices and Products
<p>Teacher clarity, “serves as a catalyst for the other productive effect sizes to become possible”. For students to progress confidently and become resilient self-regulated learners, it is essential that teacher and students have shared clarity about what is to be learnt. They need to be clear about the big picture of the learning, and the day-by-day learning steps towards it.</p>	<p>Students</p> <p>Our students will regulate their learning via formative and summative self and peer assessment techniques.</p> <p>Staff</p> <p>Our staff will be involved in targeted professional learning focused on visible learning via our Teacher Learning Communities and external courses.</p> <p>Leaders</p> <p>Executive and classroom teachers will take a shared responsibility for professional learning in visible learning.</p> <p>Parents/Carers</p> <p>Our parents will be informed of the type of professional learning our staff is undertaking and why they are undertaking it.</p> <p>Community Partners</p> <p>Manilla Central School staff will work with School Service personnel, CESE, Universities, Principal Leadership groups, Central Schools Leadership group and Directors to develop our collective understanding of visible learning and the development of resilient self-regulated students.</p>	<p>Undertake further learning in John Hattie's research in Visible Learning and high yielding teaching strategies.</p> <p>Undertake further professional learning in Douglas Fisher and Nancy Freys Unstoppable Learning to assist with the set up of systems and classrooms for learning.</p> <p>Undertake professional learning in Dylan William's research into Formative Assessment.</p> <p>Disseminate practices learnt from professional learning through Teacher Learning Communities.</p> <p>Teachers appraised / developed through the Accreditation process and Australian Teaching Standards.</p> <p>Teachers developed through Performance and Development Plans.</p> <p>Teachers participate in targeted professional learning in curriculum implementation.</p> <p>Ensure teacher clarity through the implementation of Learning Goals, Success Criteria, Feedback, Academic Vocabulary, Exemplars and Non Negotiables.</p> <p>Track student progress through Learning Progressions.</p> <p>Professional development via professional learning bodies such as the ETA, HTA, MTA, ETC etc</p> <p>Evaluation Plan</p>	<p>Practices</p> <p>Practice:</p> <p>Teachers using Learning Goals, Success Criteria, Feedback in order to make learning processes clear.</p> <p>Teachers provide students with instant authentic feedback about how they are learning. Students conducting peer and self assessment of their learning.</p> <p>Classrooms set up with learning at the front and celebrations at the sides and rear. These practices are observable in the classroom and recorded on peer observation templates.</p> <p>Teachers use formative assessment techniques in order to consolidate student learning.</p> <p>Appraise teacher clarity and non negotiables through learning walks.</p> <p>School leaders monitor progress using the School Excellence Framework.</p> <p>Collegial faculty and stage planning days.</p> <p>Products</p> <p>All teachers meet or exceed level of proficiency as described in the Australian Teaching Standards.</p> <p>Student growth 3 to 5; 5 to 7 and 7 to 9 in NAPLAN Literacy and Numeracy is at or above state average.</p> <p>Students (other than those identified with a learning disability) meet or exceed grade standards in twice quarterly Literacy</p>
Improvement Measures			
Student growth K–3, 3 to 5; 5 to 7 and 7 to 9 in National Testing: Literacy and Numeracy is at or above state average.			
Students (other than those identified with a learning disability) meet or exceed grade standards in twice quarterly Literacy and Numeracy assessments as measured on the K – 10 Learning Progressions.			
Our school achieves at the level of 'Sustaining and Growing', within all 'Learning' Elements as described in the School Excellence Framework.			
Teacher ability to produce self-regulated learners is evidenced through Performance and Development Plans.			
By 2020, the deliberate practice of high yielding strategies of our Non-Negotiables will be present in every classroom.			

Strategic Direction 1: Teacher Clarity

Practices and Products
and Numeracy assessments as measured on the K – 10 Learning Progressions.
Ourschool achieves at the level of 'Sustaining and Growing', within all 'Learning'Elements as described in the School Excellence Framework.
Teachershave a deep understanding of visible learning in order to produce self-regulated learners evidenced staff Performance and Development Plans.
Stage6 syllabi implementation, program and assessment development to meet new NESA requirements.

Strategic Direction 2: Data and Planning

Purpose	People	Processes	Practices and Products
We gather explicit data in order to plan for successful learning.	Students Our students will regulate their learning via formative and summative self and peer assessment techniques.	Ongoing Professional Learning to ensure all teaching staff has deep understanding of current NSW syllabus K – 12 documents.	Practices Syllabus documents are supported by appropriate scope and sequence policies with clear evidence of teaching and learning of appropriate knowledge and understanding of skills, values and attitudes, which are observable in class programs.
Improvement Measures All teachers meet or exceed level of proficiency as described in the Australian Teaching Standards.	Staff To deliver a viable curriculum through targeted data gathering and planning for successful learners.	Teachers involved in Teacher Learning Communities in order to consolidate learning in highly effective teaching practices and pedagogy.	Students are engaged in learning, which is evidenced by on task behaviour.
Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.	Implement highly yielding teaching practices.	K–12 Assessment procedures match NESA guidelines.	Self regulated students are responsible for their learning is evidenced by on task behaviour.
Highly effective teaching strategies monitored through Walk throughs and Learning Walks.	Parents/Carers Participate in forums and meetings to actively engage with their students' learning.	K–12 syllabus implementation is aligned with NESA guidelines.	Teachers delivering a guaranteed viable curriculum is evidenced through Performance and Development Plans.
Students (other than those identified with a learning disability) achieve Stage Standards.	Community Partners Participate in the Central Schools' Project of Years 3 – 10 Learning progression standards.	Appraise teacher clarity through Walk throughs and Learning Walks.	100% of students are tracked using Learning progressions.
The yearly average of students on task behaviour in lessons is 90 – 100%.	Leaders To ensure sustainability by entrenching the qualities of delivering a guaranteed curriculum within all teachers.	Teachers track student progress using Learning Progressions.	The Learning Support Team identifies students not achieving Stage Standards in Week 2 of each term and provides support.
Classroom behaviour referrals decrease by 10% in 2018, a further 10% in 2019 and a further 10% in 2020.		Teacher buddies measure student on task behaviour.	The Learning Support Team identifies students working above Stage Standards in Week 2 of each term and provides enrichment.
		Reignite PBL K–12 and make improvements.	
		Implement and measure Best Start Kindergarten and Year 7, plus VALID 6, 8 and 10.	
		Undertake professional learning in Bill Rodger's research into managing the classroom.	
		Evaluation Plan	Products Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.
			Students (other than those identified with a learning disability) meet or exceed grade standards in twice quarterly Literacy and Numeracy assessments as measured on

Strategic Direction 2: Data and Planning

Practices and Products

the K – 10 Learning Progression.

All teachers implementing 'highly effective teaching practices' embedded in daily instruction and observed through walk throughs, learning walks and teacher buddy classroom observations.

K–12 NESAs Assessment guidelines are met.

RAP data is analysed.

SMART data is analysed.

Teaching is driven by evidenced based formative assessment.

Teachers have a deep understanding of highly effective teaching practices and measured through Performance and Development Plans.

Formative assessment is used in all classrooms to guide the learning and ensure the academic progress of all students.

Students (other than those identified with a learning disability) achieve Stage Standards.

The yearly average of students on task behaviour in lessons is 90 – 100%.

Strategic Direction 3: Community Engagement

Purpose	People	Processes	Practices and Products
To have systems and practices in place in order to have transparent processes with our school community.	Students Volunteering mentoring assisting within the community.	Relevant community members to attend formal meetings such as school planning meetings. Invitation to school based events and community events. Recognition of our local services that support our school. Structured programs such as mentoring and volunteering. Communicating with the Website, newsletter, App, Sign, newspaper. The shared coordination of committees to oversee combined school / community events such as Born to Read, ANZAC ceremony, NAIDOC. Survey the community groups on how we can better utilise their services. Recognise the support of our local services and community groups via established communication pathways and innovate more effective practices and encouraging community involvement.	Practices Parents attain a greater understanding of school happenings through the school's website, school's newsletter, local newspaper, MCS app, school sign and calendar. Parents and carers have 24hour access to their children's academic regime through having: – Each subject's Scope and Sequences will be published for each class subject in each year for parents to see what content is being taught to their children in the secondary. – The assessment schedule is to be published along with a hyperlink to each assessment task set by each teacher, plus the content scaffold and marking criteria in the secondary for parents to access when required. – In the primary classes a section for each class will display work samples for the parents to view the great work that is being completed. Community business assist us with work experience and school based traineeships. Conduct Information Days and Evenings each term for each year group. Conduct Parent / Teacher report evenings. The community continues to be involved in our celebrations which include: Born to Read, Grandparents Day, Teddy Bear's Picnic, Aspirations Day, Welcome BBQ at the pool, Student led conferences, NAIDOC, Parent vs Student Games, PBL,
Improvement Measures			
Increase membership of membership on the parent and citizens committee from six members in 2018 to nine members 2019.	Staff Involvement in community events, groups and being actively involved in including the community in school events.		
Parents' positive responses continue to remain in the 90 percentile for each question in the Quality of School Life survey.	Parents/Carers Parents will be included in school activities and encouraged to participate as active members of our parent and citizen association.		
Parent attendance ratio representing school families increases from 30% to 50%.	Community Partners Manilla Central School staff will continue to work with community services and groups, the wider community and School Services personnel.		
Hits on our website increase from hits per week.	Leaders Our school leaders will facilitate and encourage positive and productive partnerships which key community stakeholders.		
		Evaluation Plan	

Strategic Direction 3: Community Engagement

Practices and Products

ANZAC ceremony, Gold Day, Film Night, Reward Assemblies, Formal Assemblies and Primary fortnight assemblies. P&C, SRC.

Community volunteers continue to work with our Stage 5 students as mentors, one day a week as a means to prepare our students for the workforce.

Students and staff participate in Rotary and Lions clubs initiatives...e.g. public speaking.

Students and staff participate Country Women's Association initiatives e.g. Country of Study.

Staff and students in Manilla Matters community initiatives.

Products

Parents have a greater understanding of school happenings through the school's website, school's newsletter, local newspaper, MCS app, school sign and calendar.

Parents/carers have 24 hour access to their children's academic regime.

Continue to conduct Information Days and Evenings.

We will continue with Parent / Teacher report evenings.

The community continues to be involved in our celebrations.

Community businesses support work experience and school based traineeships.

Strategic Direction 3: Community Engagement

Practices and Products

Community volunteers continue to work with our Stage 5 students.

Our students continue to volunteer at Manilla Hospital and Manellae Lodge retirement village.

Our community continue to volunteer their time in both canteens, the classrooms and are used for special provisions as readers and writers.

Students and staff have a reciprocal relationship with the Rotary and Lions clubs and participate in their initiatives.

Students and staff have a reciprocal relationship with the Country Women's Association and participate their initiatives.

Involve staff and students in Manilla Matters community initiatives.

The local police and school liaison officers support each other.