

School plan 2015-2017

Muswellbrook South Public School 3876



"Building Solid Foundations for Life"

School background 2015–2017

School vision statement

The school is committed to giving every student, every opportunity within a culture of growth and performance. Our aim is to provide quality education for students in an inclusive, engaging and supportive learning environment.

The school is dedicated to working as a community to support students and their families and to provide opportunities to maximise achievement for all and build capacity for success and lifelong learning.

School context

Muswellbrook South Public School is situated in the township of Muswellbrook within the southern sector of the town. We have 528 pupils attending, with 32.19% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

Muswellbrook South strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers. The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

There is a strong focus on providing a range of innovative programs to support student learning and improvement, technology in learning, personalised learning and transition programs.

Being part of the 'Local Schools Local Decisions' program has provided opportunities for increased decision making at the school level based on specific school needs and priorities. This has enhanced the school's learning environment and the professional practice of teaching staff.

Positive Behaviours for Learning school values of being 'a safe, respectful and responsible learner' are embedded in programs, practices and relationships.

Our Prior to School program, Warrae Wannu, is a unique feature of the school and has been recognised for its achievements in contributing to the school readiness of Aboriginal and targeted students, as well as actively encouraging parents to become involved in their child's education.

School planning process

Underpinning our 2015–2017 Strategic Plan is continuous improvement, innovation and building the capacity of our teachers through professional development, to successfully implement teaching practices that will prepare our students for learning and success in the 21st century.

The following planning processes were utilised by the school community to prepare our 2015 – 2017 plan:

Analysis of :

SMART data; PLAN data; L3 data; EAFS data

Well-being and PBL data; PAT tests and school based assessments.

School based surveys targeting parents.

Surveying parents at Kindergarten

Transition parent program component.

Parent information session and P&C meetings

Student responses from 'Tell Them from Me Survey.'

Staff survey via Survey Monkey on classroom climate.

Staff meetings to evaluate school programs and identify necessary system and process changes and the opportunities for short and long term goal setting.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Self-motivated lifelong learners, with the skills and knowledge for future success and wellbeing.

Purpose:

Consistent with the goals of the Melbourne Declaration Muswellbrook South Public School is committed to building creative, critical thinkers and self-directed, life-long learners who are active and informed contributors to society. It believes that student wellbeing is central to success and as such operates within a framework of equity and success.

STRATEGIC DIRECTION 2

Strengthened capacity of leaders and staff to ensure quality learning for all.

Purpose:

To develop pedagogical knowledge, quality teaching practices and curriculum knowledge.

‘Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens’. (Melbourne Declaration)

STRATEGIC DIRECTION 3

Strong school– community partnerships committed to enhance student

Purpose:

Partnerships between students, parents, carers, families and the broader community bring mutual benefits and maximise student engagement and achievement.

Partnerships engender support for the development and wellbeing of young people and families. (Melbourne Declaration)

To that purpose Muswellbrook South is committed to building and maintaining partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Strategic Direction 1: Self-motivated lifelong learners, with the skills and knowledge for future success and wellbeing.

Purpose

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Improvement Measures

70% of Year 5 students will achieve expected growth in NAPLAN testing.

80% of K-6 students will be working at the expected grade cluster markers on the literacy and numeracy continuums. This will include K-2 requirements under the Early Action for Success (EAfS) program.

Students set explicit learning goals and identify the specific strategies required to achieve them. Students will develop the skills to move from teacher assisted goal setting to independent goal setting. This will be measured by the level of independence and quality of the goals set.

People

Students

Students will develop the skills and strategies to be able to set learning goals and reflect on their learning.

All students will be engaged in quality learning experiences in literacy and numeracy with data driven pathways used to monitor self-improvement.

Students learn to manage their social and emotional learning needs.

Staff

Leaders and staff to undertake Professional Learning in how to set SMART goals.

Targeted professional development in the use of data to provide differentiated learning programs in literacy and numeracy.

The Instructional Leader (IL) will provide support for targeted K-2 staff.

Leaders and staff to develop an awareness and understanding of social and emotional learning.

Parents/Carers

Parents and teachers will work together to increase parent understanding of literacy and numeracy programs as well supporting students to set goals for their learning.

Parents and staff will work together to support school behavioural and wellbeing programs.

Processes

K-2 staff are provided with IL support and professional development in teaching and learning activities to support student literacy and numeracy progress through analysis of data every five weeks.

Students learn to make informed judgements about their progress in literacy and numeracy and set explicit goals for learning improvement and identify strategies to achieve these goals.

Implementation of a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Evaluation Plan

Progress will be measured against milestones twice per term. Milestones will be evaluated by teams and individuals and regular executive feedback will ensure clear communication of progress and future directions.

Evaluation strategies will be aligned to the School's Excellence Framework and will also include analysis of student data, teacher and student feedback.

Practices and Products

Practices

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Strategic Direction 1: Self-motivated lifelong learners, with the skills and knowledge for future success and wellbeing.

Improvement Measures

People

The value of education and the importance of attending school will be built by providing opportunities for parents to be actively engaged in their child's learning.

Community Partners

Development of links with external agencies to support student well-being to meet the needs of the whole child.

Community of schools group will be expanded to support mental health and wellbeing.

Leaders

Leaders will develop skills to effectively manage change to meet the needs of the 21st Century learner.

Processes

Practices and Products

Strategic Direction 2: Strengthened capacity of leaders and staff to ensure quality learning for all.

Purpose

To develop pedagogical knowledge, quality teaching practices and curriculum knowledge.

'Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens'.
(Melbourne Declaration)

Improvement Measures

The learning environment recognises the learners as the core participants, encourages their active engagement and develops in them an understanding of their own activity as learners. This will be measured by snapshots of learning over time including learning journals and video clips.

Processes and practices are designed to deepen the understanding of the curriculum and refine instruction to improve student learning. This will be evidenced through classroom observations, walk throughs and lesson studies.

Staff use the Literacy and Numeracy Continuums to accurately monitor student progress using PLAN data.

Staff use the AITSL Classroom Practice Continuum and the Australian Professional Teaching Standards to reflect on their own practice and set personal goals. The quality of these goals will be evidenced by the Performance and Development Framework. This will also be evident through classroom observations, walk throughs and lesson studies.

People

Students

Benefit from effective teachers utilizing pedagogical knowledge, quality teaching practices and curriculum knowledge.

Identify learning goals, engage in self-evaluation processes and utilise teacher and peer feedback.

Staff

Develop a deep knowledge of curriculum (including 21st Century Teaching and Learning) and Quality Teaching strategies to best meet the learning needs of all students.

Under the Early Action for Success program, the Instructional Leader K-2 will:

- Work directly with staff K-2 to identify and provide ongoing teacher professional development and classroom based coaching and support.
- Contribute to the planning for support and resources to gain positive movement for K-2 students.

Parents/Carers

The value of education and the importance of attending school will be built by providing opportunities for parents to be actively engaged in their child's learning.

Community Partners

Build relationships across the community of schools.

Identify a common need across the community of schools and develop a plan

Processes

Professional learning for all staff to develop a deep knowledge of 21st Century learning and Quality Teaching. This will be evident in every learning environment, providing students with opportunities to connect and succeed relevant to their stages of learning and development.

Increase understanding of, and skills in, the implementation of Quality Teaching Framework.

Professional development is provided to build staff skills in curriculum planning and development.

The development of quality systems to support:

- All staff in the attainment of their professional goals;
- Mentoring all teachers (using the Australian Professional Teaching Standards).
- The sharing of assessment practices and analysis of data;
- The accreditation of all teachers;

Evaluation Plan

Regular reporting against milestones by the leadership team, stage teams and individuals.

Evaluation strategies will include lesson observations, classroom walk-through, staff surveys and staff professional learning plans.

Practices and Products

Practices

Quality Teaching, that includes 21st Century learning, is occurring in every classroom across the school.

All teachers will be at Proficient level and leaders and aspiring leaders will be at Highly Accomplished or Lead level.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning through goal setting.

Assessment data, including PLAN, to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individuals.

Teachers provide explicit, specific and timely formative feedback to students on how to improve and set future learning goals.

Adjustments for all students with additional requirements are identified and monitored through the school's Learning and Support Team processes.

Teachers create a positive classroom to promote the well-being of students.

Products

The learning environment recognises the learners as the core participants, encourages their active engagement and develops in them an understanding of their own activity as learners. This will be measured by snapshots of learning over time including learning journals and video clips.

Strategic Direction 2: Strengthened capacity of leaders and staff to ensure quality learning for all.

Improvement Measures

People

for implementation around social and emotional well-being.

Leaders

Build teacher and leader capabilities to plan and develop pathways that ensure their ongoing professional development, continuing accreditation and leadership.

Processes

Practices and Products

Processes and practices are designed to deepen the understanding of the curriculum and refine instruction to improve student learning. This will be evidenced through classroom observations, walk throughs and lesson studies.

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Strategic Direction 3: Strong school– community partnerships committed to enhance student

Purpose

Partnerships between students, parents, carers, families and the broader community bring mutual benefits and maximise student engagement and achievement.

Partnerships engender support for the development and wellbeing of young people and families. (Melbourne Declaration)

To that purpose Muswellbrook South is committed to building and maintaining partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Improvement Measures

Increase in student attendance by 5%.

The role of the Community Liaison Officer and the Aboriginal Education officer builds increased connection between the school, the students and families, as well as the broader community. This will be evidenced through improved attendance at PLP, IEP, BMP meetings.

The school is recognised as proactive and responsive by the community as a result of its effective engagement and partnership in achieving the school's strategic direction and practices to achieve its educational priorities. School satisfaction surveys indicate that the school is creating positive connections with parents, the community and external agencies.

People

Students

Student skills and knowledge will be developed to enable them to have an increased sense of community and belonging.

Students will become a more effective link between home and school.

Staff

Staff will become more proactive in providing a greater connection between home and school. The value of home – school partnerships will be promoted.

K–2 teachers will use PLAN data as part of their communication with parents and carers to help identify areas of concern early.

Parents/Carers

Parents will be encouraged to support school initiatives and assist students to engage in their learning through participation in classroom and extra curricular programs. Opportunities will be provided for parents to be welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

Community Partners

The school has productive relationships with external agencies and community organisations to improve educational

Processes

Attendance rates are regularly monitored and action is taken promptly to address issues with individual student.

The School Community Liaison Officer will work with parents, external agencies and community organisations to build connections and productive relationships with the school.

Partnerships with external agencies are formed strategically and for specific purposes. They provide support and advice for students and families, especially for those at risk.

The Aboriginal Education group shares the responsibility for driving improvement for all Aboriginal students and the promotion of cultural awareness.

Evaluation Plan

Regular reporting against milestones by the leadership team.

Parents to be surveyed through feedback forms, formal and informal interviews on the effectiveness of school programs and goals.

Practices and Products

Practices

The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement, belonging and well-being.

The Executive works collaboratively with the P&C, the Community Liaison Officer, Aboriginal Education Officer, AECG and staff to build partnerships and common goals with parents, families and the broader community.

The school creates regular opportunities for consultation with parents and carers on student progress.

Products

The role of the Community Liaison Officer and the Aboriginal Education officer builds increased connection between the school, the students and families, as well as the broader community. This will be evidenced through improved attendance at PLP, IEP, BMP meetings as well as an increase in student attendance by 5%.

School satisfaction surveys indicate that the school is creating positive connections with parents, the community and external agencies.

The school is recognised as proactive and responsive by the community as a result of its effective engagement and partnership in achieving the school's strategic direction.

PLAN provides updated parent and carer feedback information that maybe used regularly to report on student progress.

Strategic Direction 3: Strong school– community partnerships committed to enhance student

Improvement Measures

People

opportunities and well-being for students.

Leaders

Leaders will establish a collaborative learning environment by providing opportunities for parents, teachers and the broader community to work together for the purpose of building relational trust with all stakeholders.

Processes

Practices and Products