School plan 2018-2020

Merriwa Central School 2528

School background 2018–2020

School vision statement

Our focus on quality teaching aims to ensure all students can achieve their true potential.

"Valuing individual potential – achieving personal best".

School context

Merriwa Central School is a K–12 school (260 students including 65 Aboriginal students) located within a supportive community in the Upper Hunter. It caters to students from the local town and villages servicing a largely rural community. It is one of the oldest schools in the State and was one of the first National Schools established in 1850. Merriwa Central School is unique in several respects. Firstly it is the only central school in the Hunter Central Coast region, and secondly it is one of four central schools in the State with a separate primary and secondary campus. The primary enrolment of 140 students is divided into 6 classes, some of which are multigrade. Some classes are also across stage. The secondary enrolment of 120 is divided into classes of the same year or stage group. In some cases the class may consist of the entire enrolment for that year group. Students are taught a wide variety of subjects delivered by classroom teachers, through video conference, by distance education and at TAFE on the Muswellbrook Campus. The Upper Hunter Trade Training Centre is a joint facility in collaboration with Scone High School, Muswellbrook High School and Scone Grammar School. The Merriwa Campus enables students to complete Certificate II in Hospitality, as well as Certificate I in Metal and Engineering. The Early Action for Success (EAfS) initiative aims to improve students' performance through a targeted approach in the early years K–2. Geographic, cultural and socioeconomic disadvantage are issues for our students in a region which is dominated by the coal and electricity generation industries.

School planning process

Consultation took place involving all stakeholders – students, teachers, parents, employer groups and the broader community. A range of strategies were used to develop the school plan including focus groups, staff meetings, consultation at P&C meetings, Tell Them From Me student surveys, Yarn–Up workshops, and feedback from local businesses and employer organisations. Merriwa Central School enjoys a strong relationship with our local community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Teaching and Learning

Purpose:

Through a focus on Teaching and Learning every student is actively engaged in meaningful and challenging learning experiences that allow them to thrive at their own pace.

Staff undertake ongoing professional learning in order to enhance their practice and cultivate collaborative learning environments where they systematically and strategically review both student and staff progress based on evidence, self–reflection and feedback.

STRATEGIC DIRECTION 2
Wellbeing

Purpose:

The wellbeing of every student is a priority. A whole school focus on student and staff wellbeing will enhance student engagement and reinvigorate staff. A collegial work environment supports staff to provide a range of rich learning experiences to students whilst maintaining an appropriate work–life balance.

STRATEGIC DIRECTION 3
Community

Purpose:

The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and it's students. The school is embraced by the community with a shared vision and advocacy.

Strategic Direction 1: Teaching and Learning

Purpose

Through a focus on Teaching and Learning every student is actively engaged in meaningful and challenging learning experiences that allow them to thrive at their own pace.

Staff undertake ongoing professional learning in order to enhance their practice and cultivate collaborative learning environments where they systematically and strategically review both student and staff progress based on evidence, self–reflection and feedback.

Improvement Measures

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Teachers employ evidence–based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

People

Students

Articulate their learning needs giving clear feedback about their learning to their teachers.

Effectively identify and use a range of digital technologies as learning tools.

Build skills to self–assess utilising rubrics with a focus on resilience, capabilities and competencies.

Leaders

Establish effective processes to trial innovative practices and evaluate, refine and measure impact.

Embed explicit systems that facilitate professional dialogue, collaboration, classroom observations, modelling of effective practice and the provision of specific and timely feedback to teachers.

Strategically resource whole school access to up–to–date technologies.

Staff

Understand and explicitly teach with the most effective strategies to improve teaching and learning with a sustained focus on literacy and numeracy.

Systematically plan coherent programs with point–in–time adjustments to meet individual learning needs referencing student assessment and tracking data, plus feedback from students.

Demonstrate innovative practices to embed digital technologies.

Processes

Building Staff Capacity

Develop staff's capacity to effectively implement evidence based practices into teaching and learning – including an ongoing focus on literacy and numeracy.

(World of Maths, English Textual Concepts, Quality Teaching Rounds, Learning intentions, Assessment and Tracking, Student Conferencing, Feedback).

21st Century Technologies

Embed a strong focus on 21st Century Teaching and Learning programs, utilising and updating technology within the school and reviewing and imbedding engaging software to enhance learning school wide.

Evaluation Plan

Progress toward improvement measures will be evaluated through: parent and community satisfaction surveys; student behaviour data analysis; evaluation of consistent use of school processes and procedures; evaluation of classroom environments; teaching and learning program supervision; TTFM surveys; Staff PDP processes.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Shared school–wide responsibility is evident through purposeful leadership, quality teaching and learning.

Teachers and students identify and use the most effective form of digital technologies and information and communication (ICT) capabilities to challenge and engage learners.

The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Products

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

All teaching and learning programs have evidence based practice including: learning intentions; modifications and adjustments; explicit systems of assessment and tracking; student conferencing and feedback to inform point–in–time teaching and learning and digital technologies and ICT capabilities.

Strategic Direction 1: Teaching and Learning

Practices and Products

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Strategic Direction 2: Wellbeing

Purpose

The wellbeing of every student is a priority. A whole school focus on student and staff wellbeing will enhance student engagement and reinvigorate staff. A collegial work environment supports staff to provide a range of rich learning experiences to students whilst maintaining an appropriate work–life balance.

Improvement Measures

Implementation of evidence–based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school as evidenced in VW and TTFM data.

People

Students

Articulate their wellbeing needs giving clear feedback about their understanding and current state to their teachers at regular intervals.

Staff

Understand and explicitly teach the components of Visible Wellbeing using effective strategies to engage their students.

Systematically plan Visible Wellbeing components into their programs with point–in–time adjustments to meet individual wellbeing needs.

Leaders

Establish effective processes to trial innovative practices and evaluate, refine and measure impact.

Embed explicit systems that facilitate professional dialogue, collaboration, classroom observations, modelling of effective practice.

Promote Visible Wellbeing as a framework which encompasses all aspects of school activities.

Parents/Carers

Understand and have the confidence to engage in their students wellbeing.

Community Partners

Understand and utilise their expertise to assist students in improving their wellbeing

Processes

Implement a whole school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Implement a whole school integrated approach to staff well–being in which staff can reflect, grow, succeed and thrive in their career and application of knowledge.

Evaluation Plan

Progress toward improvement measures will be evaluated through: student and staff satisfaction surveys; student behaviour data analysis; evaluation of implementation of Visible Wellbeing framework; TTFM survey; People Matter survey; attendance data of staff and students.

Practices and Products

Practices

Students, with identified staff member, meet regularly for support, advice and assistance to support their learning goals and future success.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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

Products

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

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

There is school–wide, collective responsibility for student learning and success, which is shared by parents and students.

People

and providing individualised support on a needs basis.

Strategic Direction 3: Community

Purpose

The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and it's students. The school is embraced by the community with a shared vision and advocacy.

Improvement Measures

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

People

Parents/Carers

Demonstrate support for the school's position with their children and are active partners in the community.

Community Partners

Demonstrate support for the school through active engagement with school programs and practices.

Staff

Work collaboratively with parents and the community to support consistent and systematic processes and improve understanding.

Leaders

Model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Processes

Implement a whole school integrated approach to involving the community in school events and learning activities.

Implement a whole school integrated approach to involving parents in school events and learning activities.

Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships and its effect on student and community engagement through focused interviews and student/parent/community self–assessment, TTFM survey data, attendance data.

Practices and Products

Practices

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement.

Products

Community participate in greater collaboration, self–reflection, high expectations and cohesive events.

Systems developed, implemented and evaluated to engage all stakeholders in transition points to inform and support learning continuity.

There are effective partnerships in learning with parents and students. Regular opportunities exist for teachers to engage parents in understanding their students learning progress.

The school is recognised as excellent and

Strategic Direction 3: Community

Practices and Products

responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.