

# School plan 2018-2020

## Murrurundi Public School 2686



# School background 2018–2020

## School vision statement

Murrurundi Public School has a mission statement – "Pride in our Heritage and Confidence in our Future" and this is reflective of the practices and focuses the school has. We strive to develop self motivated, independent and confident students who love learning and are active participants in academic and wellbeing improvement. Murrurundi Public school is student focused with high staff expectations and strong focused teaching as priorities.

## School context

Murrurundi Public School is committed to achieving high quality learning outcomes for its 51 students, including the 11% of students who are from an Indigenous background.

Our emphasis is based on achievement in the core subjects of Literacy and Numeracy; we recognise the importance of students' wellbeing and the impact positive wellbeing has on learning. Building strong Literacy and Numeracy foundations and providing opportunities for students to be confident self regulated and engaged learners is a priority.

Murrurundi Public School is a member of both the Invermein and Upper Hunter Learning Community where schools work together to promote a comprehensive education for all students from Kindergarten to Year Twelve and a team approach for staff.

## School planning process

Murrurundi Public School has explored the values and beliefs of staff, students, parents and community to determine the vision, values and new school rules.

The strategic directions were determined through consultation and informative sessions in the form of: team meetings with staff; community discussions; parent meetings; P & C meetings and newsletters.

Here we consulted with community, parents, staff and students and determined our school priorities. We focused on these core beliefs; determined best practise through identified Departmental Policies and reforms. From there we audited resources; identified strengths available and support required and provided feedback.

Finally we were able to establish the Strategic Directions that our school community identified as being the most relevant and beneficial to meet the needs of our students and community.

These directions articulate the school's priorities over the next three years for visible wellbeing, visible learning and visible relationships that provide support, build capacity and develop efficient best practice. The directions are high level and future-focused and will drive a whole school culture of educational and organisational excellence.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Visible Learning

**Purpose:**

To develop Quality teaching practices where students work toward personal, social and academic goals. Visible learning and visible teaching are practises aligned to the the research of Professor John Hattie which looks at "what works best in schools to improve learning". From here leaders of learning will develop.



**STRATEGIC  
DIRECTION 2**  
Visible Wellbeing

**Purpose:**

To develop leaders who have the social and emotional skills to be successful both within and outside of the school world. UNESCO and the Centre For Universal Education report that visible wellbeing "can help students develop self regulation, efficacy, empathy, emotional awareness, creativity, curiosity, engagement, persistence and grit". .



**STRATEGIC  
DIRECTION 3**  
Visible Partnerships

**Purpose:**

To develop Visible partnerships between the school, its parents and its community. Parent engagement goes beyond mere involvement in the school with visible cohesive relationships that engender strong links between home, school and community and ensure community confidence in the school is high.

# Strategic Direction 1: Visible Learning

## Purpose

To develop Quality teaching practices where students work toward personal, social and academic goals. Visible learning and visible teaching are practises aligned to the the research of Professor John Hattie which looks at "what works best in schools to improve learning". From here leaders of learning will develop.

## Improvement Measures

All pedagogy establishes high quality learning environments across the school with elements of teacher expectations, student engagement, explicit quality criteria and student self regulation improved to a scale of 5 over the 3 year plan. (Quality Teaching– A Classroom Practise Guide)

The 0.4 effect size for every student, every year in writing, spelling and numeracy are achieved.

All school practices will identify that the school is excelling in the element of Effective Classroom Practice in the Teaching domain of the School Excellence Framework.

## People

### Students

Students need to become invested and engaged in their learning and build skills to self assess.

### Staff

Staff need to be reflective of their practice to develop pedagogy and understandings to effectively implement effective assessment, reflective teaching practices and Visible Learning classroom strategies.

### Leaders

Principal needs to have a deep understanding of research on Hattie's work with Visible Learning and the skills to model and embed the research in to practice; strong organisational skills to drive implementation and belief in this learning as best practice.

### Parents/Carers

It will be crucial that Parents/Carers value high expectations and support students in their learning and that they encourage self efficacy in learning.

## Processes

### Visible Learning

Develop knowledge and understanding around: base line data; Work samples; learning intentions; success criteria; effective feedback; strategic questioning; student and peer self assessment; and explicit teaching.

Develop systems and practices that are enablers for Visible Learning: classroom layout and expectations; consistency of data collection and analysis; scope and sequences; protocols around tracking of implementation; and review and evaluation processes.

Strategic resources to support new and innovative teaching eg: classroom layout;

### Sequences of Learning

Development of knowledge and understanding around reflective practice, Synek circle, spiral of enquiry, new learning progressions and familiarization of current syllabi outcomes, options and analysis of assessment and the need for and skills to differentiate and make adjustments.

Develop systems and practices that are enablers for developing clear sequences of learning: clear program expectations; routined supervision; identified scope and sequences of learning in all KLAs.

Professional Learning linked to staff PD plans; lesson planning and consistent teacher judgement.

Strategic resources to support new and innovative teaching:

## Practices and Products

### Practices

- Teachers are reflecting their understanding and effective implementation of the NSW syllabus and EAFS Learning progressions. Teachers are reactive to and reflecting on individual needs as evidenced in their programs.
- Teachers are explicitly and responsively assessing as an integral part of daily classroom practice. Teachers are developing formative assessments expertly as evidenced in classroom observations, assessment folders, walk throughs and programs.
- Analysing of student assessments and work samples are informing future teaching practice
- Teachers are regularly and effectively using Learning Intentions, success criteria, exit slips, quality questioning and pre and post testing to improve teaching practice.

### Products

- Whole school scope and sequences provide the basis for sequential teaching practices
- Teaching and learning programs are reflective, showing revision, differentiation and quality teaching pedagogy being implemented in response to reflective assessment practices.
- Students understand, articulate and are engaged in their learning. This is evidenced by students reflecting, setting and actively working toward future goals

# Strategic Direction 1: Visible Learning

## Processes

### Evaluation Plan

Classroom observations and lesson programs will identify the impact level of: the use of assessment to drive teaching and learning; the use of effective Visible Learning strategies; the degree to which all outcomes for all KLAs are addressed; and the use of the Learning progressions and relevant assessments to drive improvement.

Self assessment against the SEF in: the domain of Teaching in the elements of Effective Classroom Practice and Data Skills and Knowledge; the domain of Learning in the elements of Learning Culture, Curriculum and Assessment. This self assessment will identify and inform the school's next steps.

## Practices and Products

- Whole school practices of planning, sequencing teaching, assessing and reflecting are an imbedded practice

# Strategic Direction 2: Visible Wellbeing

## Purpose

To develop leaders who have the social and emotional skills to be successful both within and outside of the school world. UNESCO and the Centre For Universal Education report that visible wellbeing "can help students develop self regulation, efficacy, empathy, emotional awareness, creativity, curiosity, engagement, persistence and grit". .

## Improvement Measures

All school practices will identify that the school is excelling against the Wellbeing element, of the Learning domain, in the School Excellence Framework.

School based trend data will indicate a growing reduction each year in minor behaviour over the 3 year period.

The Visible Wellbeing survey will indicate an increasing growth in social and emotional skills, for each year of the 3 year period.

## People

### Students

Students need to participate with personal and social behaviours that embody school values of respect. Students need to monitor their own wellbeing and that of their peers.

Student attitudes need to reflect changed behaviours , eg: being respectful, actively engaged in lessons and being self reliant.

### Staff

Staff need to be reflective, open minded, committed and value wellbeing as imperative for successfully engaged students.They need to understand and value their own role in the wellbeing of students.

### Parents/Carers

Parents and Carers need to be aware of, and value wellbeing practices being embraced by the school. They need to be prepared to use the common language and expectations.

### Community Partners

Community Partners need to value wellbeing practices and use the common language and expectations supporting students at school.

## Processes

### Positive Behaviour

Development of staff, student and community knowledge and understanding around: behaviour and trauma; PBL; Covey's 7 Habits and The Leader In Me.

Establish systems and practices that are enablers for the development of positive behaviours: developing a strong and meaningful school vision and mission statement; classroom and whole school data collections and analysis; explicit teaching of visible school rules and expectations of behaviour; embedding a cohesive leadership program and developing explicitly taught personal, academic and social practices.

Strategic resourcing to support effective whole school wellbeing practices: classroom and school rules and data collection displays.

### Visible Wellbeing

Development of knowledge around and understanding of visible wellbeing: Visible Wellbeing Modules and Leadership team training including the SEARCH framework; Personal and social capability framework so that staff and students will be able to see their own and others' wellbeing and develop positive wellbeing, social and community values

Systems and processes that are enablers for understanding and implimentation of Visible Wellbeing include: developing practices of assessing and data collection of wellbeing; development of surveys and

## Practices and Products

### Practices

- Students' are understanding, respecting and modeling school-wide behaviours in the various school and community experiences and settings.
- Students and staff are embracing Covey's 7 Habits in their school and personal life. This will be evidenced by students who are confidently balancing choices in their lives, being successful and seeing themselves as young leaders. are investing in a common language of behaviour where students know expectations, follow school rules with visible supports in place.
- Students and staff are understanding their own behaviours and utilising effective strategies to enhance their own and others' wellbeing as evidenced in more positive surveys and the capability framework.

### Products

- All students have a connection with a staff member who has the skills and commitment to provide advice, support and assistance to help them fulfill their potential.
- School students, staff and community embrace the school expectations. Student self regulation is evidence of this.
- Wellbeing becomes a focus of discussion, understanding and practice within the school learning environment that enables staff and students to improve their own and others' wellbeing. This is evidenced in regular staff meetings, Learning and Support as well

# Strategic Direction 2: Visible Wellbeing

## Processes

frameworks to support the effective implementation and monitoring of wellbeing practices; Visible Wellbeing modules and Leadership team training, including the SEARCH framework; Personal and social capability framework so that staff and students will be able to see their own and others' wellbeing and develop positive wellbeing, social and community values.

## Resources

Strategic resourcing to support effective whole school wellbeing practices: Professional Learning; signage; human and physical resources.

## Evaluation Plan

Ongoing assessment against the Wellbeing element of the School Excellence Framework; surveys and behaviour records will indicate the positive impact of all the social and emotional programs each year. School improvement on the social and emotional capabilities framework will show Murrurundi Public School students are growing in their understanding of their own behaviour.

## Practices and Products

as teaching programs.

# Strategic Direction 3: Visible Partnerships

## Purpose

To develop Visible partnerships between the school, its parents and its community. Parent engagement goes beyond mere involvement in the school with visible cohesive relationships that engender strong links between home, school and community and ensure community confidence in the school is high.

## Improvement Measures

All school practices will identify that the school is excelling against the Educational Leadership element of the Leading Domain in the School Excellence Framework.

Sustained improvement on the School Assessment Tool for engagement with parents and community will be evident across the 3 years.

Community consultation meetings indicate that the school operates effectively and is using connections created between the school, parents and local community.

## People

### Students

Students need to be open to new opportunities, responsive and able to interact and learn from others

### Staff

Staff need to acknowledge and appreciate the role others have in educating the whole child.

Staff need to be willing to effectively teach wellbeing co teach, value and actively engage in opportunities with wellbeing "experts".

### Leaders

Leaders need to be willing to: be transparent and receptive to feedback and to create working relationships with the wider community.

### Parents/Carers

Parent/Carers need to: value their own contributions to the school; willingly and actively seek and build positive relationships across the school through a variety of ways; willingly and positively contribute to the life of the school and be open to learning new things from the school.

### Community Partners

Community partners need to value the role they play in building: the knowledge base and partnerships with school staff and students.

## Processes

### Relationships

Development of knowledge and understanding around: the school plan; school partnerships; school Policies and future directions.

Develop systems and practices that are enablers for building relationships: developing positive and effective two way communication; positive staff and community interactions and positive engagement in school related activities.

Strategic resourcing to support new and innovative teaching eg. professional learning; human and physical resources for workshops; catering and or child minding;

### Partnerships of Learning

Professional learning to develop parental/carer knowledge and understanding around: behaviour management; Literacy and Numeracy; classroom practice and student assessment; wellbeing; computer skills; art and parent identified areas.

Develop systems and practices that are enablers for learning partnerships: identifying community need; parent and community workshop opportunities; identified staff and community expertise and feedback opportunities.

Strategic resources that support innovative teaching and learning: knowledge/expertise for workshops, supplies, resources, catering, advertising

## Practices and Products

### Practices

- Parents and community are regularly engaging in positive and supportive ways at and for the school, improving the school's profile.
- Parents and community members are supporting students at our school and at home through informed and targeted learning provided by the school staff.
- Improved community engagement is evident as collaboration occurs on a regular basis between the students of MPS and the creative community.

### Products

- Student artworks reflect the significant growth in their creative capacity as a result of community collaboration and will inform where to next.

# Strategic Direction 3: Visible Partnerships

## Processes

### Creative Partnerships

Develop systems and practices that are enablers for creative partnerships: knowledge and understanding around opportunities for mutual artistic relationships; Implementation of a school-wide student and Community cultural connection through music and the arts; utilising the community artistic talent to build skills in students from MPS; knowledge of the Creative and Practical Arts Syllabus; timetabling and resource organisation.

Strategic resources to support the development of creative partnerships: physical and human resources, art supplies, community experts, artroom organisation, advertising and catering.

## Evaluation Plan

Targetted feedback from the community for cultural events will be sourced through the schools "Feedback Box".

Increased parental involvement will be evidenced at school events and used to drive future directions.

Feedback after workshops will highlight positive relationships and new learning and will be measured to guide future planning.