

School plan 2018-2020

Muswellbrook South Public School 3876



"Building Solid Foundations for Life"

School background 2018–2020

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.

To sustain a culture where student learning, wellbeing and achievement are realised, all staff:

MSPS is an innovative and dynamic school where personalised learning activities put the student at the centre, providing instruction and assessment that are tailored to students' particular learning need through a flexible curriculum delivery

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 2018–2020 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 a rapidly changing world.

The following planning processes were utilised by the school community to prepare our 2018 – 2020 plan:

Analysis of :

- SMART data; PLAN data; L3 data; EAFS data
- PBL data; and school based assessments.
- School based surveys targeting parents.
- Parent information session at P&C meetings
- Parent and student responses from 'Tell Them from Me Survey.'
- Staff survey via Survey Monkey on classroom climate.
- Appreciative Inquiry Summits with teaching staff as Staff Development activities during Term 3.
- Executive planning days

School strategic directions 2018–2020




STRATEGIC DIRECTION 1 ENGAGED STUDENTS

Purpose:

Students take responsibility and have ownership of their learning, which is demonstrated through their strong connection with the school community.

Students strive for personal excellence through full engagement in their learning, to ensure they have the opportunity to thrive in a well supported environment focused on meeting their social, emotional and cognitive needs.

Students are adaptive to new technology and work flexibly in changing environments.



STRATEGIC DIRECTION 2 INSPIRED TEACHING

Purpose:

A strong focus on explicit teaching and consistent assessment practices K–6 results in all teachers knowing all students, how they learn and how best to meet their needs through the development of explicit knowledge of curricula and applications that enhance creative, future focused inspired teaching.



STRATEGIC DIRECTION 3 CONNECTED COMMUNITY

Purpose:

To build a school culture and embed Positive Education practices to develop flourishing students and staff, who are creative and innovative. All students are known, valued and cared for, becoming increasingly motivated learners with the personal resources for future success and wellbeing.

Strategic Direction 1: ENGAGED STUDENTS

Purpose

Students take responsibility and have ownership of their learning, which is demonstrated through their strong connection with the school community.

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Students are adaptive to new technology and work flexibly in changing environments.

Improvement Measures

The school is able to evidence growth from *delivering to sustaining and growing* in the Teaching domain element of Data Skills and Use, & Effective Classroom Practice.

Increase the effective use of technology in classrooms to support student learning.

People

Students

Students will:

- Articulate learning goals by demonstrating an increased understanding of lesson purpose and intended outcomes.
- Use developed rubrics to measure success against criteria and demonstrate an improved understanding of intended outcomes and increased engagement in schooling.
- Seek knowledge and understandings from teachers to improve outcomes.
- Engage in PBL to develop a growth mindset for improved learning capability.

Staff

Staff will:

- Demonstrate knowledge, skills and understandings in visible learning strategies and promote a positive culture for learning for all students.
- Embed student tracking processes that effectively monitor and guide planning and implementation of differentiated teaching practices
- Actively share and collaborate evidenced based best practice within STEM.
- Develop a positive mindset towards embedding new technologies in teaching and learning programs.

Processes

We know our students, how they learn and support them to challenge themselves:

Teachers' knowledge, understanding and implementation of curriculum and learning progressions results in the development and implementation of formative and summative assessment strategies that are consistent and routine.

Students are supported to make informed judgements about their learning progress and set explicit goals for learning improvement; identifying strategies to achieve their goals.

Effective implementation of technology

The whole school resourcing and professional development results in effective implementation of STEM skills across all KLAs.

Student led learning

Students engage in self-reflection and self-assessment to become independent, self-directed learners.

Evaluation Plan

School improvement will use the milestone planning tool to monitor and evaluate progress. Data sources include:

Teaching domain– classroom observations, skills audit, teaching programs, professional learning records, document review and teacher reflection.

Technology– SAMR audit, classroom observations, program evaluations, teacher

Practices and Products

Practices

We know our students, how they learn and support them to challenge themselves:

All staff have explicit knowledge of curriculum and effectively use Learning progressions to assess, plan and deliver engaging, tailored learning programs to all students, as evidenced in: data walls, differentiated programs, tracking of student achievement.

Effective implementation of technology

All students use technology flexibly across KLAs as a tool to increase understandings, skills and knowledge. As evidenced in work samples, exit slips, student self reflections and assessment tasks.

Teachers effectively integrate technology skills to enhance teaching and learning as evidenced in classroom observations, SAMR audit (Substitute, Augment, Modify & Redefine) teaching and learning programs.

Student led learning

Students set explicit learning goals and identify the specific strategies required to achieve them. Students can recognise and effectively plan their goals tailored/specific to their learning.

This will be demonstrated through self-assessment and self-reflection such as exit slips. Student/teacher conferencing led by the student.

Products

Strategic Direction 1: ENGAGED STUDENTS

People
<p>Leaders Leaders will:</p> <ul style="list-style-type: none">• Lead in the development of all staff using research to embed Positive Behaviour for Learning as a whole school focus for improving learning culture.• Promote and lead professional learning in evidenced based teaching and learning practices.• Develop a culture of assessment for learning that promotes high expectations and personal responsibility for both staff and students.• Guide and develop the implementation of STEM as a whole school focus on embedding technology across a range of KLA's.
<p>Parents/Carers</p> <ul style="list-style-type: none">• Actively participate in workshops and information sessions about new technologies and curriculum within the school.• Assist in enhancing Positive Behaviour for Learning by supporting the school in its endeavours in promoting a culture of high expectations that improve the learning conditions for all students.
<p>Community Partners</p> <ul style="list-style-type: none">• Collaborate and share research based best practice to enhance teaching and learning programs.• Assist in developing and enhancing STEM skill development through the middle years as an initiative for improved school engagement.

Processes
reflection and student work samples.

Practices and Products
<p>We know our students, how they learn and support them to challenge themselves:</p> <p>A consistent whole school approach to accurately track and monitor student progress. As evidenced in teaching and learning programs; whole school assessment schedules.</p>
<p>Effective implementation of technology</p> <p>Students are adaptive, confident and responsive to new technologies and confidently apply their knowledge, skills and understanding to enhance their learning. As evidenced in student learning journals, focus groups and work samples .</p> <p>Teacher and learning programs have technology embedded in all KLAs as evidenced in program feedback and teacher registrations and evaluations.</p>
<p>Student led learning</p> <p>Students understand the skills and strategies required to reflect on their own learning and achievement, which directly impacts improvements in learning outcomes as evidenced by student self-reflections, student-teacher conferences and accurate</p>

Strategic Direction 2: INSPIRED TEACHING

Purpose

A strong focus on explicit teaching and consistent assessment practices K–6 results in all teachers knowing all students, how they learn and how best to meet their needs through the development of explicit knowledge of curricula and applications that enhance creative, future focused inspired teaching.

Improvement Measures

To increase matched students achieving greater than or equal to expected growth in literacy and numeracy.

The school is able to evidence growth from delivering to sustaining and growing in the elements of curriculum, assessment, data skills and use and effective classroom practice.

People

Students

Students will be:

- independent and engaged learners
- successful in their learning
- contributing members of the school and the wider community
- demonstrating growth.

Staff

Staff will be:

- Engaged in professional learning and collaboration
- Focussed on curriculum knowledge and implementation, including assessment and data analysis, across the school
- Innovative and inspired
- Differentiating curriculum to meet the needs of all students.

Leaders

Leaders will be providing opportunities for teachers to develop their capacity in:

- Curriculum implementation
- Assessment and data analysis
- Explicit, quality teaching.

Parents/Carers

Parents will be:

- Supportive of the school culture in developing children to reach their

Processes

Collaborative quality teaching

Explicit school protocols, practices and programs support teachers in providing effective differentiated learning for all students in literacy and numeracy through collaborative practice.

Assessment

Consistent and routine formative and summative assessment strategies are developed and implemented across the school, K–6.

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources.

Explicit teaching of positive behaviours

Explicit teaching of expected behaviours is regular, integrated and aligned with the school's PBL focus in all settings. Every opportunity is a teaching moment.

Evaluation Plan

School improvement will use the milestone planning tool to monitor and evaluate progress. Data sources include:

- **Teaching**– Scope & sequences for all KLA's, K–6; peer mentoring and observations.
- **Assessment**– schedule of assessment; analysis of assessment data is used to measure student growth and inform future planning.
- **PBL**– classroom observations, data

Practices and Products

Practices

Collaborative quality teaching

Teachers collaborate to develop a deep understanding of curricula, how to teach it well and how to measure their impact. As evidenced in teaching programs, transition processes, meeting minutes, and supervision protocols.

Assessment

All teachers demonstrate explicit knowledge of curricula and its use, which allows them to routinely use evidence of student learning to inform their teaching practice. This includes a range of formative assessments as evidenced in program monitoring, feedback and student assessment information..

Explicit teaching of positive behaviours

All teachers use consistent language and the matrix of expected behaviours to ensure learning is a result of quality teaching for positive behaviours. Classroom learning environments provide the best conditions for quality teaching and learning. As evidenced in classroom observations, learning focused students, wellbeing data and student reflections.

Products

Collaborative quality teaching

Teachers understand, value and effectively use dynamic teaching and learning programs and show evidence of collaboration and differentiation.

Strategic Direction 2: INSPIRED TEACHING

People
potential
<ul style="list-style-type: none">• Working in partnership with school teams to develop and improve student learning opportunities.
Community Partners
Community has:
<ul style="list-style-type: none">• Strong links with the school• Identified with the school values• Participated in school programs.

Processes
sources.

Practices and Products
Feedback of teaching practices, consistent student assessment and continuous tracking of students progress is achieved through collective responsibility and commitment to whole school improvement.
Assessment
Consistent school-wide practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences, assessment schedules and PL records.
Explicit teaching of positive behaviours
A consistent, whole school approach to the explicit teaching of Positive Behaviour for Learning, which uses effective evidence-based teaching methods, optimises learning for all students.

Strategic Direction 3: CONNECTED COMMUNITY

Purpose

To build a school culture and embed Positive Education practices to develop flourishing students and staff, who are creative and innovative. All students are known, valued and cared for, becoming increasingly motivated learners with the personal resources for future success and wellbeing.

Improvement Measures

PBL data indicates an increase in positive behaviour.

Universal practices understood and implemented by all staff.

School evaluation against the SEF validates a growth from Delivering to Sustaining and Growing in the Learning domain element of wellbeing and learning culture.

People

Leaders

Leaders will:

- Ensure regular review of wellbeing data to inform future practice.
- Provide opportunities for staff to participate in professional learning, and collaborate with Upper Hunter schools to enhance school wellbeing practices.

Staff

Staff will:

- Actively participate in professional learning, and implement positive education practices to connect to the wider community.

Students

Students will:

- Care for self and contribute to the wellbeing of others and the wider community.

Parents/Carers

Parents will:

- Support the school in implementing positive education practices, and engage with community support services to improve student outcomes.

Community Partners

Community partners will:

- Support implementation of whole school wellbeing practices.

Processes

Explicit, Positive, Respectful Relationships

A consistent school-wide approach with teachers modelling and sharing a flexible repertoire of strategies to ensure effective conditions for learning that promote positive, respectful relationships, student engagement and responsibility for learning to enhance transition points.

Community Hub

The school has implemented whole school support practices, resulting in measurable improvements in wellbeing, engagement and access to health care and community services.

Positive Education

To enhance the quality of relationships between staff, students and the community with a focus on evidence based approaches.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

School improvement will use the milestone planning tool to monitor and evaluate progress. Data sources include:

- **Teaching**– Scope & sequences for all KLA's, K-6; peer mentoring and observations.
- **Assessment**– schedule of assessment; analysis of assessment data is used to

Practices and Products

Practices

Explicit, Positive, Respectful Relationships

Teachers model and explicitly teach positive expectations of students, through the use of the PBL matrix, which creates a safe, harmonious learning environment and school culture. As evidenced in Sentral data, TTFM surveys and classroom observations.

Students display and articulate respectful relationships towards staff and students, as evidenced by improved growth in literacy and numeracy, Sentral data and TTFM surveys.

Families are partners in their child's learning, and support and value the school's core expectations, as evidenced by TTFM survey, and an involvement and improvement in parent/teacher interviews and school events.

Community Hub

Teachers liaise with families, health professionals and community services to identify and support students' needs.

Students receive access to specialised health services based on need in a timely and effective manner within the school.

Families receive access to specialised health and community services based on need in a timely and effective manner within the school.

Positive Education

Strategic Direction 3: CONNECTED COMMUNITY

Processes

measure student growth and inform future planning.

- **PBL**– classroom observations, data sources.

Practices and Products

School-wide approach for the implementation of positive education practices.

Products

Explicit, Positive, Respectful Relationships

A positive school wide culture of connectivity is created as evidenced in Tell Them From Me survey, student focus groups and Sentral data.

Community Hub

Parents have access to inter-agency health and support groups on school campus.

Positive Education

Staff, parents and students have a shared understanding and knowledge of positive education practices.

The school actively participates within the community.