Mullaway Public School 4606
### School background 2018–2020

#### School vision statement

At Mullaway Primary School we are committed to ensuring that our students grow to make a quality contribution to society. This commitment involves:

- Facilitating twenty-first century pedagogy;
- Instilling a culture of best practice that focuses on quality teaching and learning;
- Increasing our capacity to access information and communicate;
- Building opportunities for creativity and learning pathways;
- Embedding a sustainable culture, creating opportunities to engage in a balanced and healthy lifestyle, and;
- Developing partnerships and opportunities for our community to learn, share and grow.

#### School context

Mullaway Primary School was established in 1994 and is a coastal community school located 30 kilometres north of Coffs Harbour. Mullaway Primary School has a 2018 Family Occupation and Education Index (FOEI) of 95 indicating that 52% of other NSW government schools are more disadvantaged. The FOEI Quarters indicate that 22% of our families are in the lowest SES quarter whilst 66% are in the highest two quarters. The school has an enrolment of approximately 227 students, of which 12% are Aboriginal. The Gumbaynggirr people are the traditional custodians of the land and Mullaway Primary School has a partnership with the local Elders and promotes the Gumbaynggirr language within the school. Mullaway Primary School is a member of the Northern Beaches Community of Schools which consists of three other local public schools: Corindi Public School, Woolgoolga Public School, Sandy Beach Public School, and; our partnership secondary school, Woolgoolga High School. Mullaway Primary School has a partnership with Southern Cross University’s education faculty which involves mentoring practicum students and two–way learning between the school and university.

#### School planning process

- A comprehensive consultation process has been engaged with the school community to develop our school vision, strategic directions and improvement measures. This process involved:
  - A series of student, staff and community meetings to collaboratively develop a revised set of values, beliefs and needs for the school.
  - Comprehensive online surveys, of which we received, 13 staff, 68 student and 44 parent responses;
  - Executive planning days with the Northern Beaches Community of Schools' Principals and Assistant Principals, led by the Principal School Leadership and the Director, Public Schools NSW.
School strategic directions 2018–2020

**Strategic Direction 1**
**Wellbeing:** connect, succeed, thrive & learn

**Purpose:**
Our school has a deep, inherent belief that every student is capable of successful learning. There is an expectation that all classrooms are highly effective and students are engaged in learning. A high priority is given to building and maintaining positive and caring relationships between students, staff and parents. We are looking to build a strong collegial culture of mutual trust and support among teachers and school leaders and parents where each group is treated as partners in the promotion of student learning and wellbeing. The school focuses on maintaining a positive learning environment that is safe, respectful, tolerant, inclusive and promotes curriculum rigor.

- To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective and motivated learners.
- To develop confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically who contribute to a safe, healthy and thriving community.
- To ensure positive, respectful relationships between students, staff and community with a connectedness to a shared vision.

**Strategic Direction 2**
**Teaching & Learning:** effective, explicit curriculum delivery

**Purpose:**
Our school has identified the need for a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations. Data is analysed to inform and design K–6 learning programs and assessment and reporting procedures will reflect and align with NSW Curriculum and DoE policy requirements. This process will be refined collaboratively with all stakeholders to provide an explicit, shared vision for curriculum practice.

- To improve student learning and outcomes through the delivery of quality teaching practices in all Key Learning Areas, especially Literacy and Numeracy.
- To ensure a whole school approach for professional learning and evidence based teaching practices that are consistently implemented to optimise learning for all students.
- To facilitate explicit systems of professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific, timely feedback between teachers.

**Strategic Direction 3**
**Leadership:** a culture of high expectations & continuous improvement

**Purpose:**
Our school recognises the need for a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement based on current research, best practice and measureable student outcomes.

- To implement innovative, measurable practices that improves student progress and achievement.
- To ensure our leadership teams have a professional learning community focus that drives continuous improvement and learning.
- To create a culture of shared accountability to achieve organisational and instructional best practice.
Strategic Direction 1: WELLBEING: connect, succeed, thrive & learn

Purpose
Our school has a deep, inherent belief that every student is capable of successful learning. There is an expectation that all classrooms are highly effective and students are engaged in learning. A high priority is given to building and maintaining positive and caring relationships between students, staff and parents. We are looking to build a strong collegial culture of mutual trust and support among teachers and school leaders and parents where each group is treated as partners in the promotion of student learning and wellbeing. The school focuses on maintaining a positive learning environment that is safe, respectful, tolerant, inclusive and promotes curriculum rigor.

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- To ensure positive, respectful relationships between students, staff and community with a connectedness to a shared vision.

Improvement Measures
- Student attendance data above 92% (K–6)
- Reduced disciplinary incident reports on SENTRAL and suspensions.
- TTFM data that reflects sustained or improved positive feedback from

People

- Students
Students will be active, responsible learners who develop skills, knowledge and capabilities to enhance their personal development and understanding of healthy living, inclusiveness and sustainable practices.

- Staff
Staff will continue to develop a collegial culture with a shared responsibility for the improvement in student wellbeing for all students.

- Leaders
Leaders will further develop skills, knowledge and professional capabilities that promote, support and mentor initiatives that improve student wellbeing.

- Parents/Carers
Parents/Carers are valued as pivotal learning partners and will be facilitated in the understanding of the Wellbeing Framework for Schools and encouraged to regularly engage in school initiatives and programs.

- Community Partners
Community Partners will be valued as partners and will be facilitated in the understanding of their collective role in the development of positive wellbeing practices.

Processes

- Build the skills, knowledge and capabilities of our staff and community through the development of structures and processes across the school that align with the Wellbeing Framework for Schools.

- Continuing to develop and sustain opportunities that promote and engage the whole school community in healthy living and sustainable environmental practices.

- Creating opportunities for students that foster individual choice, meaningful goals, positive relationships and personal accomplishment which develop a growth mind–set and build student agency.

Evaluation Plan

- Improved student engagement and achievement via data collection – NAPLAN, PLAN, TTFM, SEF S–aS, school based assessments, Instructional Rounds, Meeting minutes, 3 way conferences

- Improved structures and practices that promote personal safety, a healthy lifestyle and positive behaviour.

- Increased rewards and positive recognition strategies for students in every classroom.

- Reduction in disciplinary incidents on SENTRAL

Practices and Products

Practices

- Shared school–wide responsibility is evident for student wellbeing by staff displaying consistency and diligence with student related behaviour processes eg. Level System, SENTRAL behaviour file.

- Teachers implementing strategies that develop visible learning and student agency. These include regular goal setting and monitoring; differentiated tasks; learning choice; recognition and reward; innovative lesson delivery; high expectations and perseverance.

Products

- A clear, systematic Code of Conduct & Privilege System that promotes positive student behaviour, aligns with the Wellbeing Framework and increases student engagement.

- Student learning work samples that show achievement growth, effort/engagement and self–regulation across all KLA's.

- Initiatives that promote positive physical and mental health and facilitate eco–friendly practices that transition to home environments. These include:

  - ‘Bee Here' Awards
  - Kids In The Kitchen
  - Garden Club
  - Green Canteen & Meal Deals
  - Waste Free Wednesday
  - Arrawarra Garden Meeting Place
  - Sparky and Shady –mindfulness
Strategic Direction 1: WELLBEING: connect, succeed, thrive & learn

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<thead>
<tr>
<th>Improvement Measures</th>
<th>Practices and Products</th>
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| students, staff and community. | • Yoga to Go  
• Footsteps Dance  
• Cyber Safety program  

Moving the school into Excelling on the SEF for *Wellbeing, Learning Culture & School Resources.*
## Strategic Direction 2: TEACHING & LEARNING: effective, explicit curriculum delivery

### Purpose

Our school has identified the need for a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations. Data is analysed to inform and design K–6 learning programs and assessment and reporting procedures will reflect and align with NSW Curriculum and DoE policy requirements. This process will be refined collaboratively with all stakeholders to provide an explicit, shared vision for curriculum practice.

- To improve student learning and outcomes through the delivery of quality teaching practices in all Key Learning Areas, especially Literacy and Numeracy.
- To ensure a whole school approach for professional learning and evidence based teaching practices that are consistently implemented to optimise learning for all students.
- To facilitate explicit systems of professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific, timely feedback between teachers.

### Improvement Measures

- Increase the percentage of students demonstrating expected or above average growth in Writing & Numeracy by >10% (2017 – Lit 52%/Num 44%).
- 85% of students achieving at or above age appropriate Stage outcome expectations for Reading and Numeracy (2017 – Lit 74%/Num 72%)
- 45% of students achieving in the top 2 bands for NAPLAN Writing (2017 –

### People

#### Students

Students will be agile, informed learners who build skills, knowledge and capabilities to develop resilience, persistence and self-regulation with a clear focus on improvement.

#### Staff

Staff will continue to develop, implement and share evidence based teaching practices from current syllabus documents that maximise learning and build student agency.

#### Leaders

Leaders will implement a supportive, coordinated approach to teaching Literacy and Numeracy that inspires collaboration and the collection of reliable data to lift achievement standards across the school.

#### Parents/Carers

Parents/Carers will develop a broader understanding of effective practices in Literacy and Numeracy and be active partners in a culture of high expectations, student self-regulation and ongoing improvement.

### Processes

#### Implementing improved pedagogy for Literacy & Numeracy that develops high quality professional learning and teaching practices.

A whole school Literacy focus on Writing K–6 whereby teachers develop capacity and collaborative practices in data analysis, consistency of teacher judgement, planning and lesson observation.

### Evaluation Plan

- Analysis of NAPLAN data.
- Analysis of PLAN data.
- Analysis of school based assessment data.
- Regularly sharing information and expertise via the Literacy and Numeracy leadership teams.

### Practices and Products

#### Practices

All K–2 teachers implementing the L3 program across the school.

Teachers facilitating a stimulating environment for student learning through the implementation of strategies that promote perseverance, relevance, critical thinking, self regulation and a growth mindset.

Staff continually sharing explicit information with all learning partners that ensures curriculum access for all students. eg. Learning Support Team.

#### Products

A revised Writing Program K–6 that is driven by current syllabus content, assessment data and innovative pedagogical practice.

Literacy and Numeracy Initiatives that heighten student engagement, student agency and academic achievement. These include:

- L3 Program
- K–6 Writing Program
- Maths Seeds
- Active Maths
- Reading Eggs
- Stretch Group
- Public Speaking & Debating

Teaching and learning programs in Literacy, Numeracy, Science & Tech, Geography & History that are supportive, differentiated and individualised, assisting
<table>
<thead>
<tr>
<th>Improvement Measures</th>
<th>Practices and Products</th>
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</thead>
<tbody>
<tr>
<td>27%</td>
<td>students to be learning leaders and set explicit, realistic learning goals aligned to the curriculum.</td>
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<tr>
<td></td>
<td>The school will display evidence of Excelling on the SEF for Effective Classroom Practice; Data Skills and Use; Curriculum and Assessment; Professional Standards; Learning &amp; Development.</td>
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### Strategic Direction 3: LEADERSHIP: a culture of high expectations & continuous improvement

#### Purpose
Our school recognises the need for a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement based on current research, best practice and measureable student outcomes.

- To implement innovative, measurable practices that improves student progress and achievement.
- To ensure our leadership teams have a professional learning community focus that drives continuous improvement and learning.
- To create a culture of shared accountability to achieve organisational and instructional best practice.

#### Improvement Measures
- 100% of students actively engaging in formative assessment strategies and knowing their next learning goal.
- An increase in the number of teachers accepting active leadership roles across the school.

#### People

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Students are actively engaged and have high expectations to achieve learning outcomes through a variety of innovative, meaningful practices.</td>
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<td><strong>Staff</strong></td>
<td>Staff are united in their commitment to professional learning, collaboration and quality teaching using evidence–based practices.</td>
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<td><strong>Leaders</strong></td>
<td>Leaders will develop knowledge, build professional capabilities and mentor their teams in evidence–based practices that improves teaching practice, generates innovation and builds capacity.</td>
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<td><strong>Parents/Carers</strong></td>
<td>Parents/Carers will engage in learning activities and ongoing communication and become active partners in quality teaching and learning.</td>
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<tr>
<td><strong>Community Partners</strong></td>
<td>Community partners will be collectively engaged and responsive to best practice and efficient systems in the school and understand how innovation and communication can maximise improvements.</td>
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</tbody>
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#### Processes
Maintaining a focus on distributed instructional leadership to sustain a culture of effective, evidence–based teaching. Teachers routinely review learning with every student ensuring all students have a clear understanding of how to improve whilst student feedback informs and improves teaching practice.

Demonstrating and sharing pedagogical expertise across the school/district; and encouraging and implementing innovative, visible learning practices that are evaluated, refined and measure student success.

#### Evaluation Plan
- Analyse staff evaluation data and student "I can..." Booklets.
- Analysis of staff roles and responsibilities (leadership) over the year.

#### Practices and Products

<table>
<thead>
<tr>
<th>Practices</th>
<th>Description</th>
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<tr>
<td><strong>Practices</strong></td>
<td>All teachers actively engaged in professional discussion, collaboration and observation via an embedded Instructional Rounds process.</td>
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<td><strong>Products</strong></td>
<td>Teachers delivering innovative quality teaching and learning programs that incorporates interactive learning technologies that increases student engagement and achievement.</td>
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<td><strong>All teachers engaging with the APST; NSW DoE priorities and School Plan priorities when creating their PDP.</strong></td>
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<th><strong>Products</strong></th>
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<td><strong>Students regularly monitoring their achievement levels(outcomes) and displaying agility and creative thinking to set and achieve new learning goals.</strong></td>
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<td><strong>Clear, timely communication between students, teachers and parents via interactive and paper based strategies that provides explicit, regular assessment information on student achievement/performance. This include:</strong></td>
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<td><strong>Seesaw</strong></td>
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<td><strong>Showbie</strong></td>
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<td><strong>Kahoot</strong></td>
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<td><strong>Quizzizz</strong></td>
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<td><strong>G Suite</strong></td>
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<tr>
<td><strong>I Can booklets</strong></td>
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<td><strong>Goal statements</strong></td>
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<td><strong>Exit tickets</strong></td>
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Strategic Direction 3: LEADERSHIP: a culture of high expectations & continuous improvement

Practices and Products

The school displaying evidence of Excelling on the SEF for Learning & Development, Effective Classroom Practice and Educational Leadership.