

School plan 2018-2020

Mummulgum Public School 2671



Nurturing the gift
that is the individual

School background 2018–2020

School vision statement

Mummulgum Public School empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners who participate in and contribute to the world. Our students practise the core values of: respect, tolerance, inclusion, resilience, equity and excellence.

At MPS we prepare young people for rewarding lives in an increasingly complex world. We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

Excellence in Learning at MPS

In our school, young people will develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Excellence in Teaching at MPS

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Excellence in Leading at MPS

In our school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Well-being at MPS

In our school community we have a commitment to the wellbeing of each individual to ensure the development of healthy, successful and productive individuals by utilizing the Wellbeing Framework for Schools.

We are also committed to achieving the Premier's Education Priorities:

Priority 5 – Tackling Childhood Obesity

School context

Mummulgum Public School, established in 1901 is a small rural school located in the Northern Rivers region of North Coast New South Wales. As a TP1 school we are entitled to a Teaching Principal and part-time support staff. All teaching staff meet the professional requirements for teaching in NSW public schools..

The 2018 enrolment is 22 students. The school consists of a 3–6 multi stage class and K–2 multi stage class which operates 5 days per week during 2018. The school's Resource Allocation Model (RAM) is used to provide teaching staff to support dedicated K–2 and 3–6 classes as well as additional Learning Support in the classroom.

Our Family Occupation and Education Index (FOEI) has a value of 162. The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 880.

MPS is an Early Action for Success (EAFS) Phase 2 school under the Small Schools Strategy with 0.1 support from an Instructional Leader.

The school focus is on providing quality teaching programs which reflect breadth, balance and depth of learning appropriate to the students' phases of development and to ensure appropriate flexibility within our local context. Our commitment to action ensures that whilst Literacy and Numeracy are our fundamental focus, we provide inclusive learning opportunities in Science, the Humanities, Performing and Visual Arts, Health and Physical Education, Information and Communication Technology, Environmental Sustainability and STEM.

The schools motto is "Nurturing the gift that is the individual" and our core expectations are "Be Safe, Be Fair and Be a Learner".

Mummulgum Public School is a proud member of the Community of Learning Among Small Schools (CLASS) Professional Learning Community.

School planning process

The development of the Strategic Plan took place collaboratively with Doubtful Creek Public School & involved the key stakeholders: staff, students and school community.

This process included:

Voluntary student, staff & parent surveys to determine the successful implementation of the school's Strategic Directions

Formal consultation and informal discussions between staff, students & community regarding the "where to next?" for our school

Analysis of survey responses, budget data, and student achievement data to determine future approaches

Consultation and planning with other members of the Professional Learning Community in conjunction with the Principal School Leadership.

Guiding Documents:

The School Excellence Framework Version 2

DoE Strategic Plan 2018–2022

Literacy and Numeracy Strategy 2017–2020

The Well-being Framework For Schools

School improvement frameworks: The evidence base

Australian Professional Standards for Teachers &

The Australian Professional Standard for Principals and the Leadership Profiles

School background 2018–2020

School vision statement

Priority 6 – Improving Education Results &

Priority 7 – Protecting Our Kids

School context

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Successful Learners

Purpose:

Excellence in Learning at MPS:

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DoE Strategic Plan 2018–2020

MPS planning is in line with the DoE goals:

Goal 1 All young children make a strong start in life & learning and make a successful transition to school

Goal 2 Every student is known, valued & cared for in our school

Goal 4 Every student is engaged & challenged to continues to learn

STRATEGIC DIRECTION 2 Expert Teaching Team

Purpose:

Excellence in Teaching at MPS:

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

DoE Strategic Plan 2018–2020

MPS planning is in line with the DoE goals:

Goal 5 All young people have a strong foundation in Literacy & Numeracy, deep content knowledge & confidence in their ability to learn, adapt and be responsible citizens

Goal 7 Our workforce is the highest calibre

Goal 9 Education is a great place to work

STRATEGIC DIRECTION 3 School Community Leadership

Purpose:

Excellence in Leading at MPS:

In our school, leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

DoE Strategic Plan 2018–2020

MPS planning is in line with the DoE goals:

Goal 3 Every student, every teacher & every leader in our school improves every year

Goal 8 Our school infrastructure meets the needs of a growing population & enables future focussed learning & teaching

Goal 10 Community confidence in Public Education is high

Strategic Direction 1: Successful Learners

Purpose

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Improvement Measures

All students are achieving at or above their appropriate year level on the Literacy & Numeracy Learning Progressions.

Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN.

Increased proportion of all students and proportion of Aboriginal students in the top 2 NAPLAN Bands in reading and numeracy.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

People

Students

Engage in and take responsibility for self-evaluation and identifying their learning progress in Literacy and

Staff

Use Learning Progressions to identify and monitor student progress.

Parents/Carers

Parents work collaboratively with staff and students to build capacity to support student learning.

Leaders

The school leadership team in the Small School enables all staff to formulate and participate in the planning of continuous school improvement.

The school leadership team facilitates the provision of opportunities for staff and the community to build capacity.

To achieve this we will engage all students in quality and meaningful learning experiences in Literacy and Numeracy.

Processes

Directors of Future Learning

The curriculum provided supports high expectations for student learning. The curriculum is enhanced by learning alliances with Doulful Creek PS where useful and practical.

We will build the capacity and confidence of our learners to enable them to take responsibility for their learning, to enjoy the practice of learning and to aspire to be independent learners.

Evaluation Plan

Literacy:

Self-evaluation of individual student goals

Self-evaluative use of the ALARM matrix.

Numeracy:

Self-evaluation of the five interrelated components of Working Mathematically: Communicating, Problem Solving, Reasoning, Understanding and Fluency.

Collaborative inter-school discussions via VC to enhance & develop student WM skills.

Regular evaluation of student achievement and updating of PLAN2 data.

Analysis and use of NAPLAN data to inform future teaching.

Practices and Products

Practices

All students actively engage in conversations about their learning.

All students regularly review their own progress & give and receive peer feedback in Writing.

Teachers use evidence of student progress to inform teaching.

Parents are aware that students are participating in student monitoring of their own learning.

The school promotes and maintains an inclusive environment reflective of its high expectations that all students will learn successfully.

Products

Literacy:

Peer (student) feedback between schools each term through exchange of student writing samples via email.

Imaginative and Persuasive texts supported by The 7 Steps to Writing Success Program.

Informative texts supported by A Learning & Response Matrix (ALARM).

Numeracy:

Peer (student) use of text to drive Working Mathematically and Problem Solving follow up to share possible solutions via VC.

Strategic Direction 2: Expert Teaching Team

Purpose

Excellence in Teaching at MPS:

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

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Improvement Measures

Teaching staff regularly and effectively update and utilise PLAN2 data in the form of Class and Individualised Learning Plans.

Teaching staff use the data to inform their teaching practices by planning, delivery and review of the effectiveness of their pedagogy.

Teachers utilise the Professional Development Plan (PDP) process & the Australian Professional Standards for Teachers (APST) to evaluate & refine future practice.

The School aims to increase the number of Elements of the SEF at Excelling

Increased number of teachers accredited at the Highly Accomplished & Lead Teacher

People

Students

Develop, incorporate and embed responsibility for evaluating and identifying their learning progress in Literacy and Numeracy.

Staff

Utilise student performance data and other student feedback to inform and evaluate student Literacy & Numeracy progress.

Participate in PL in the transition to the Literacy & Numeracy Progressions.

Parents/Carers

Foster a collaborative learning community involving students, parents and teachers to effectively support student engagement and learning.

Leaders

The school leadership team in the Small School enables all staff to formulate and participate in the planning of continuous school improvement.

Community Partners

Professional Learning Community:

The school leadership team provides various modes of peer observation feedback to improve pedagogical practice across the Professional Learning Community.

Processes

Creating Future Learners

To enhance Consistent Teacher Judgment in order to build student capacity to self-direct and evaluate their learning.

To build the capacity of teaching staff to demonstrate and share expertise in order to meet the Australian Professional Teaching Standards.

To achieve this we will:

Foster pedagogical growth and development within the teaching team through collaborative and reflective practices.

Provide quality delivery of teaching and learning experiences informed by analysis of internal and external data.

Enhance professional learning activities focused on building teachers' understandings of effective and quality teaching strategies.

Share learning through targeted professional development within the Professional Learning Community.

Evaluation Plan

Lesson observations and provision of focussed feedback to provide reflective analysis for pedagogical development

The School develops targeted goals and strategies to inform its professional learning plan against the School Excellence Framework.

Consistency of Teacher Judgment is

Practices and Products

Practices

Teaching staff undertake training & familiarise themselves with the Learning Progressions.

Teaching staff engage in regular data talk to celebrate student success and growth and to identify point of need for individual students.

Teachers use evidence of student progress to inform teaching.

Teaching staff engage parents in discussions about student self-analysis and monitoring.

Teaching staff promote and maintain an inclusive environment reflective of the high expectations that all students will learn.

Products

All teaching staff incorporate the regular and effective use of PLAN2 data into the daily teaching program to inform and guide differentiated and point of need teaching and learning.

The teaching team evidences expert teaching, referenced by the Australian Professional Standards for Teachers (APST).

Strategic Direction 2: Expert Teaching Team

Improvement Measures

Professional Standards.

Processes

enhanced through observation and feedback using the Australian Professional Standards for Teachers.

Professional Development Plans include personal goals reflective of the school plan.

Strategic Direction 3: School Community Leadership

Purpose

Excellence in Leading at MPS:

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Improvement Measures

Parents with Purpose:

Regularly engage in meaningful conversations with their child about their learning & progress.

Provide relevant feedback to support & inspire their child's future growth.

Enhance the aspirations of their child by planning future educational & career pathways.

People

Students

Identify & develop the skills to lead their own learning through the increasing articulation of their student voice

Staff

Facilitate, lead & model increasingly rich conversations regarding student learning.

Parents/Carers

Parents with Purpose engage in pro-active discussions & actions to lead, promote & value their child's learning.

Leaders

The school leadership team provides strategies for parents to engage in pro-active discussions & actions to lead, promote & value their child's learning on a daily basis.

Processes

Facilitators of Future Learners

School leaders foster inclusive collaboration with key stakeholders.

School leaders promote engagement with and commitment to the school's strategic directions and ongoing improvement in student outcomes.

School leaders develop the capacity of all stakeholders by utilising the Professional Learning Community.

School leaders drive whole school improvement through utilising and valuing school community feedback.

Evaluation Plan

School leaders monitor frequency of parent involvement in formal and informal discussions with staff concerning their child's learning success.

The three way interview exhibits increasing evidence of student voice.

School community responses are sought through the Annual Survey process.

NAPLAN data informs future planning.

Practices and Products

Practices

Parents participate in increasingly rich conversations within the three way interview process.

Parents & students engage in increasingly rich conversations in the home environment.

School leaders facilitate increasingly rich parent-student conversations.

Products

The **Parents with Purpose** Initiative develops an awareness & understanding of purposeful engagement with their child's learning.

The **Student Voice** initiative develops their skills leading & responding to conversations about their own learning.

School leaders facilitate the Parents with Purpose & Student Voice Initiatives.