

School plan 2015 – 2017

Mummulgum Public School 2671





School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

- Nurturing and encouraging students to achieve their best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Working together in an atmosphere which is caring, co-operative and respectful.
- Promoting and maintaining high expectations across the learning community.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical and creative thinking, communication, collaboration and problem solving.

In accordance with the “Melbourne Declaration on Educational Goals for Young Australians” (December 2008), Mummulgum Public School will enable all learners to access learning through the provision of:

- Differentiated, in-depth, cohesive learning programs aligned to year level content and achievement standards informed by the Australian Curriculum and New South Wales Syllabi,
- Opportunities for the community and parents to participate in positive and productive partnerships, and
- Highly effective teachers, focussed on improving student outcomes through their commitment to ongoing professional development, quality teaching, evidence-based practices and collaboration

The Premier’s Pories of Tackling Childhood Obesity, Improving Education Results and Protecting our Kids are focal points of our school vision.

We also have a commitment to the wellbeing of our students to ensure that they: Connect, Success and Thrive in our learning environment.

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 PP6 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 and the turnover of staff is minimal.

The 2017 enrolment is 26 students. The school consists of a 3-6 multi stage class and K-2 multi stage class. The school’s Resource Allocation Model (RAM) is used to provide an additional teacher to support dedicated K-2 Learning Support in the classroom. Our Family Occupation and Education Index (FOEI) currently has a value of 163. The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 893.

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, and Environmental Sustainability.

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 annual evaluation for 2016 involved all key stake holders including: staff, students and parents.

Survey and feedback responses focused on progress of:

- student use of the Writing Aspect “ I can statements” & plotting on the Literacy Continuum
- introduction and impact of the “7 Steps to Writing Success Program”

he process for the update of the 2015-17 School Plan involved the following:

- Voluntary student, staff & parent surveys to determine the success level of implementation of the school’s Strategic Directions.
- Formal consultation and informal discussions between staff, parents and students 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 sessions with other members of the Professional Learning Community in conjunction with the Principal School Leadership.
- The key reforms: Great Teaching Inspired Learning, Local Schools Local Decisions, Rural and Remote, Every School Every Student, the Melbourne Declaration, the DEC 5 Year Strategic Plan, the School Excellence Framework, the National School Improvement Tool, Quality Teaching Framework, and Quality Teaching to support the NSW Professional Teaching Standards were taken into account during the planning process.
- End of 2016 - Analysis of evidence of impact for each strategic direction against the Schools Excellence Framework. Detail planning and modifications to current school plan to reflect next steps in each strategic direction for 2017.



STRATEGIC DIRECTION 1

Successful Learners

Purpose:

In accordance with Goal 2 of the Melbourne Declaration (2008) our school's purpose is for our students to become:

- Successful learners,
- Confident and creative individuals and
- Active and informed citizens.

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

STRATEGIC DIRECTION 2

Strong Community Partnerships

Purpose:

In accordance with "Developing Stronger Partnerships" of the Melbourne Declaration (2008) our school's purpose is to maximise student engagement and achievement by:

- Fostering inclusive collaboration with key stakeholders
- Promoting engagement with and commitment to the school's strategic directions and ongoing improvement in student outcomes and
- Developing the capacity of all incorporating the Professional Learning Community, driving whole school improvement and utilising and valuing school community feedback.

STRATEGIC DIRECTION 3

Expert Teaching Team

Purpose:

In accordance with "A Commitment to Action" of the Melbourne Declaration (2008) our school's purpose is to provide excellent teachers who have the capacity to transform the lives of our students and to inspire and nurture their development as learners, individuals and citizens.

To achieve this we will foster pedagogical growth and development within the teaching team through collaborative and reflective practices by:

- 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 and
- Actively share learning through targeted professional development within the Professional Learning Community.

Strategic Direction 1: Successful Learners

Purpose

In accordance with Goal 2 of the Melbourne Declaration (2008) our school's purpose is for our students to become:

Successful learners,
Confident and creative individuals and
Active and informed citizens.

To achieve this we will engage all students in quality and meaningful learning experiences in Literacy and Numeracy. 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 being independent learners. To achieve growth and success across the Learning Continuum.

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

People

Students: Engage in and take responsibility for evaluating and identifying their position through the Writing "I can" statement incorporating peer feedback. And identifying their position on the Numeracy Learning Progression using the "I can" Maths statements in Aspects 1 & 2.

Staff: Enhance their capacity to understand and interpret the language of the Literacy & Numeracy Learning Progressions.

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.

Processes

Directors of Future Learning.

To build student capacity to self-direct and evaluate their Writing & Numeracy progress through goal setting and celebrating achievements.

Evaluation Plan:

- Monitor student use of the "I can" Writing statements. for successful identification their placement on the Learning Progressions
- Reflective peer feedback via inter-school VCs enhances self-evaluative placement on the Progressions
- Regular evaluation of student achievement and updating of PLAN data.
- Analysis and use of NAPLAN data to inform future teaching.
- Students and teachers collaboratively identify cluster placements using the language of the Literacy and Numeracy Progressions

Products and Practices

Products:

- All students identify their position and growth on the Literacy Learning Progression through the use of the "I can" Writing statements.
- All students identify their position and growth on the Numeracy Learning Progression in Aspects 1 & 2 through the use of the "I can" Maths statements
- Peer (student) observation & feedback between schools Doubtful Creek & Mummulgum via VC – Student feedback is reflected against the "I can" Writing statements.

Practices

- All students actively engage in conversations about their learning in the Aspect of Writing on the Literacy Learning Progression
- All students actively engage in conversations about their learning in Aspects 1 & 2 on the Numeracy Learning Progression
- 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.

Strategic Direction 2: Strong Community Partnerships

Purpose

In accordance with “Developing Stronger Partnerships” of the Melbourne Declaration (2008) our school’s purpose is to maximise student engagement and achievement by:

- Fostering inclusive collaboration with key stakeholders
- Promoting engagement with and commitment to the school’s strategic directions and ongoing improvement in student outcomes.
- Designing a succession planning framework which incorporates the Professional Learning Community, drives whole school improvement and utilises and values school community feedback.

Improvement Measures

- ❖ All parents regularly engage in meaningful conversations and provide feedback about their child’s progress in Literacy & Numeracy
- ❖ Members of the Professional Learning Community regularly engage in peer observation and the provision of feedback within the parameters of the Quality Teaching Framework
- ❖ Parents and students establish earlier links with local High Schools

People

Students: Engage in meaningful dialogue about their learning with parents and others outside the school environment. Parent “I See You Saw” feedback encourages student motivation and engagement with their writing

Staff: Utilise parent feedback to motivate and strengthen student achievements & to engage in deep and reflective dialogue about student learning with all stakeholders

Parents/Carers: Parents celebrate and articulate student achievement by utilising the language of the Learning Progressions & providing direct feedback to their child via See-Saw.

Leaders: The school leadership team provides opportunities for parents to develop their knowledge and understanding of their child’s learning achievements.

Professional Learning Community: The school provides Professional Learning (PL) opportunities for staff to improve pedagogical practice across the Professional Learning Community.

The school optimises engagement opportunities for students and parents with Local High Schools.

Processes

Facilitators of Future Learners

Parents and staff work collaboratively to support and foster student capacity to self-direct and evaluate their learning.

Parents and staff work collaboratively to provide and establish a pathway of opportunities for student transition into High School.

Evaluation Plan:

- Monitor frequency of parent involvement in formal and informal discussions with staff concerning their child’s learning success.
- Seek feedback from parents utilising the “I See You Saw” project
- Annual school survey measurement of school community satisfaction and parent commitment to and understanding of the student Directors of Learning Program.
- Student and parent survey of the value and effectiveness of the “Facilitators of Future Learners” Program.
- Analysis and use of NAPLAN data to inform future planning.

Products and Practices

Products:

- Parents are aware of & use the language of the Learning Progressions to engage in discussions with their child and with staff regarding growth and development in writing & numeracy.
- Students become familiar with See-Saw (student digital portfolio)
- Parents are introduced to the student digital portfolio project entitled “I See You Saw”
- Enhancement and development of Consistent Teacher Judgment through the use of Peer Observation within the Professional Learning Community
- Establishment of meaningful Key Learning Area linkages with local High Schools.

Practices:

- Parents continue to engage in conversations about their child’s learning in Writing & Numeracy & are provided with the opportunity to give timely feedback to their child through See-Saw
- Parents & staff engage in meaningful and explicit dialogue during the student reporting process.
- The school in conjunction with the Professional Learning Community (PLC) engages in planning, peer observation and feedback to support pedagogical improvement and growth for all teachers across the PLC.
- The School seeks to maximise authentic Key Learning Area interaction with local High Schools providing greater opportunities for teaching and learning.

Strategic Direction 3: Expert Teaching Team

Purpose

In accordance with “A Commitment to Action” of the Melbourne Declaration (2008) our school’s purpose is to provide excellent teachers who have the capacity to transform the lives of our students and to inspire and nurture their development as learners, individuals and citizens.

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.

And actively share learning through targeted professional development within the Professional Learning Community.

Improvement Measures

- ❖ Teaching staff regularly and effectively update and utilise PLAN 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 APST to evaluate and refine future practice

People

Students: Develop, incorporate and embed their responsibility for evaluating and identifying their position on the Literacy & Numeracy Learning Progressions, through the use of the “I can” Writing statements and “I can” Maths statements in Aspects 1 & 2 in Numeracy.

Staff: Apply their understanding of the Learning Progressions to enhance their pedagogical practices. Utilise student performance data and other student feedback to inform and evaluate the impact of the Writing project. Participate in reciprocal peer observations between schools.

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.

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 BOSTES Australian Professional Teaching Standards

To develop explicit systems for collaborative Professional Learning which will enhance the effective for classroom pedagogy and differentiation

Evaluation Plan:

- Lesson observations and provision of focussed feedback to provide reflective analysis for pedagogical development via digital recording (Swivel & Microsoft Office365).
- The School develops targeted goals and strategies to inform its professional learning plan against the School Excellence Framework.
- Consistency of Teacher Judgment is enhanced through observation and feedback using the Australian Professional Standards for Teachers
- Professional Development Plans include personal goals reflective of the school plan

Products and Practices

Products:

- All teaching staff incorporate the regular and effective use of PLAN data into the daily teaching program to inform and guide differentiated and point of need teaching and learning delivery of Writing.& Aspects 1 & 2 in Numeracy
- Staff in Doubtful Creek and Mummulgum Public Schools trial reciprocal peer observations & feedback via digital recording
- The teaching team evidences an expert teaching, referenced by the Australian Professional Standards for Teachers (APST)

Practices:

- Teaching staff engage students in regular conversations about their progress against the “I can” Writing statements and “I can” Maths statements in Aspects 1 & 2 in Numeracy.
- 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 successfully.
- Teaching staff display confident placement of students on the Progressions & identify “where to next?”
- Staff initiate reciprocal peer observations via digital recording during Semester 1