School plan 2015 – 2017

Mulgoa Public School 2659

Staff and Leader Learning

School and Community Learning

Student Learning
School background 2015 - 2017

School vision statement

We are committed to the provision of effective learning for all students in a caring, safe, supportive and co-operative environment.
We have high expectations and are committed to academic excellence.
We are committed to fostering quality teaching and leadership, delivering high quality education with a strong, current evidence base.
We endeavour to develop new and better ways of delivering public education resulting in active and engaged learners who can think critically and creatively in the 21st Century.
We seek to develop safe, respectful, responsible and independent learners who strive for their personal best in all aspects of school life.
We seek to develop high self-esteem, positive attitudes, resilience and to ensure that students are empowered to reach their potential.
We value and respect the individuality, strengths and talents of each student.
We encourage tolerance, kindness, fair play and teamwork in all aspects of school through the development and understanding of belonging, community and diverse cultures.
We are inclusive of the whole school community in the preparation of our students and value their involvement in our school.

School context

Mulgoa Public School is a mix of rural and residential properties situated in Mulgoa in the Penrith Valley. The school was opened in 1883 and is heritage listed. The school consists of a teaching principal, two permanent teaching staff, two temporary teaching staff, a teacher to support students with learning difficulties for one day a week and a temporary teacher employed as part of the teaching principal allocation.

There is an anticipated enrolment of 88 students in 2015 in 4 multi-aged classes. One of these classes has a job share teaching arrangement. The school is committed to improving the literacy and numeracy achievements of all students. We strive to develop safe, respectful, responsible and independent learners in a safe environment. Our school has a strong focus on the use of ICT in teaching and learning. It also has a strong focus on differentiation of the curriculum to suit the learning needs of all students.

Our school drives the Penrith Valley Small School’s Network and is an active participant in the Macarthur Schools Learning Community. Our school also leads the Taking Off With Numeracy (TOWN) network of schools incorporating Werrington Public School, Cambridge Public School, Luddenham Public School and Wallacia Public School.

Our school community is supportive and we have a very enthusiastic and committed P&C Association who actively work in partnership with our school.

School planning process

Communication Tools:
- Parent Forum (use of Padlet to gauge ideas) - 9.00am and 6.30pm;
- Link to parent Padlet via School Newsletter for parent and carer access;
- Information to P&C;
- Awareness raising in school newsletter and social media (Facebook page);
- Reading materials / video links;
- Opportunity for feedback loops – newsletters/surveys;
- Consultation with students via Padlet – student views;
- PL meetings/workshops using Padlet – staff views.

Communication Strategy:
- Ongoing feeds into school newsletter/school website to raise community awareness levels;
- Readings about vision building (excerpts from Melbourne Declaration; researched material; old vision statement; GTIL excerpts);
- Videos on 21st Century Learning to educate parents on current issues;
- Parent Forum - 9.00am and 6.30pm;
- Lead-up to meeting – what is planned to create awareness, how are you preparing for parents and carers to engage effectively? Like any learner, what is their prior knowledge and what further learning requirements – communication and feedback. (Engagement of staff and students through similar process at PL meetings and Student Leadership meetings);
- Presentation of NAPLAN data to parents and discussion on targets for 2015.
Purpose:
To improve student achievement in literacy and numeracy, allow students to be productive, creative and ethical users of technology, encourage critical thinking to contextualise learning beyond the classroom and be able to work independently and collaboratively, equipping them with 21st Century skills. We will also promote and foster wellbeing for every student.

Purpose:
To develop active, fearless and collaborative facilitators through creating an engaged and collegial community of learners, developing leadership capability and succession planning using the Australian Principal Standard and Australian Standards for Teachers. Our teachers will demonstrate curriculum innovation, evidence-based quality teaching and leadership capabilities that inspire learning.

Purpose:
To engender a caring, tolerant, inclusive and collaborative school community, embedding a system of values and a culture of success. Through reflective practices, whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively.
Strategic Direction 1: Student Learning

**Purpose**
To improve student achievement in literacy and numeracy, allow students to be productive, creative and ethical users of technology, encourage critical thinking to contextualise learning beyond the classroom and be able to work independently and collaboratively, equipping them with 21\textsuperscript{st} Century skills.

**People**

**Students:** Students will be explicitly taught strategies that assist them to improve, monitor and regulate their learning using frameworks including Positive Behaviour for Learning and Self-Organised Learning Environments, allowing them to engage in being quality learners of literacy and numeracy, creative users of technology and critical thinkers in the class and home environments and productive global citizens in the 21\textsuperscript{st} Century. Increasingly, students will monitor, self-assess and evaluate their learning.

**Staff:** Teachers and the Principal will provide cutting edge and engaging teaching learning programs, catering for the individual learning needs of all students through differentiation of the curriculum to deliver world class 21\textsuperscript{st} Century learning that challenges all students to improve their learning abilities. Teachers will explicitly teach all programs, providing students with opportunities to monitor, self-assess and evaluate their learning.

**Parents:** The school will establish a collaborative and inclusive learning community by providing opportunities for parents to become better informed about school initiatives and programs and develop increased capacity to become actively engaged in supporting them.

**Leaders:** To develop leadership capabilities to facilitate change management through quality professional learning, mentoring and professional reading.

**Community Partners:** Collaborative partnerships with community support networks will be established where relevant, to establish business links and to support real world learning opportunities.

**Processes**

1. **Whole school approach to scope and sequencing:**
   - Streamline, scope and sequence literacy and Numeracy planning, programing and teaching from K-6 in order to provide consistency for students and teachers whilst ensuring the school adheres to Literacy and Numeracy state policy guidelines.

2. **Differentiation:**
   - Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the Quality Teaching elements and create school-wide systems and grouping structures to support differentiation.

3. **National Curriculum Implementation**
   - Implement staff training in the NSW K-10 Syllabuses to further develop knowledge and delivery of the new syllabi.

4. **Student Learning**
   - Students develop ownership of their learning through collaborating in (Self Organised Learning Environments) SOLE sessions, setting targets in Guided reading and using technology to create.
   - Fitness and health to be emphasised through establishment of kitchen and RFF Fitness program.

5. **Pedagogy**
   - Continue evidence-based practices in literacy and numeracy through quality teaching programs such as Spelling Mastery, Maths Mastery, Synthetic Phonics, Morning routines and differentiated literacy blocks
   - Evaluation plan
     - Closely monitor NAPLAN, PLAN and school based assessment to analyse student performance in Literacy and Mathematics (Numeracy, Measurement, Space and Geometry and Data).
     - Develop targeted programs as required.

**Products and Practices**

**Practice:** To ensure quality pedagogy and scope and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

**Product:** To sustain:
- 80% growth from Years 3 to 5 in NAPLAN Literacy and Numeracy results.
- 75% of Year 3 students achieve at or above minimum standards in all strands of Literacy and Numeracy.
- 95% of Year 5 students achieve at or above minimum standards in all strands of Literacy
- 75% of Year 5 students achieve at or above minimum standards in all strands of numeracy

**Practice:** Teaching staff assess and track all students K-6 using the Literacy and Numeracy continua and update student progress utilising PLAN each term, adjusting teaching and learning programs to meet the needs of students who are not meeting targets as outlined in Improvement Measures.

**Product:** 75% at stage appropriate level on PLAN

**Practice:** Evidence of new technology learning in each classroom

**Product:** All classes participate in technology showcase to demonstrate learning in technology

**Practice:** Inquiry-based learning allows students to engage in their learning with greater confidence and independence using critical thinking skills to communicate, self-assess and reflect on their learning

**Product:** 75% of classes engage in SOLE sessions

**Practices:** Students reflecting on the achievement of their personal learning and leadership goals in the area of Literacy, Numeracy and Technology.

**Product:** Goal setting is evident in classroom and published
## Strategic Direction 2: Staff and Leader Learning

### Purpose

- To develop active, fearless and collaborative facilitators through creating an engaged and collegial community of learners, developing leadership capability and succession planning using the Australian Principal Standard and Australian Standards for Teachers. Our teachers will demonstrate curriculum innovation, evidence-based quality teaching and leadership capabilities that inspire learning.

### Improvement Measures

- All staff apply their Performance Development Plan to improve practice
- All staff demonstrate responsibility for their professional learning
- All NSTs and self-nominated teachers undertaking accreditation successfully complete and maintain the process
- SASS staff and Principal trained and ready to adapt to LMBR reforms

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **Students:** To provide a framework that will support students in contributing to progressive feedback on teaching practices within individual classes and whole school processes. | **Teacher and School Leader Performance and Development:** Refine and implement the school’s Teacher Professional Development and Appraisal system in preparation for GTIL initiative 10.1 by aligning processes to the Australian Standards for Teachers and the Principal Standard through reflective and evidence-based practices incorporating:  - Performance Development Plans  - Instructional Rounds  - Professional learning communities  - TARS and PARS processes  - Targeted programs for New Scheme Teachers and teachers aspiring to higher levels of accreditation  - Strong collaboration with leaders from Nepean Valley Community of Schools  - Collaborating with mentors and School Principal Leadership officers to develop leadership capabilities  - Connect, forge and maintain professional learning networks with School Leaders globally through Twitter. | **Practice:** Teacher observation of teaching practice to further develop and refine quality pedagogy  **Product:** Quality pedagogy in evidence in all classrooms.  
**Practice:** A culture of collaborative professional learning across the Nepean Valley Small Schools community that is valued and builds the capacity of all staff.  **Product:** All staff has individual Performance Development Plans aligned to the Professional Standards for Teachers, which are designed collaboratively and supported by the Principal.  
**Practice:** All staff actively engages in Professional Learning Communities that are driven by teacher identified needs and share best practice to improve pedagogy and student learning.  **Product:** A network of schools working closely together to identify and develop professional learning opportunities for staff in alignment with each school’s plan and targets  
**Practice:** All teachers engage with performance appraisal procedures through the Performance and Development frameworks.  **Product:** A succession program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations  
**Product:** All NST and other self-nominated teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation.  
**Practice:** All SASS staff engage in training to transition to LMBR and adapt to new systems  
**Product:** School successfully transitions to new LMBR reforms |

### Processes

- **Teacher and School Leader Performance and Development**
  - Refine and implement the school’s Teacher Development and Appraisal system in preparation for GTIL initiative 10.1 by aligning processes to the Australian Standards for Teachers and the Principal Standard through reflective and evidence-based practices incorporating:
    - Performance Development Plans
    - Instructional Rounds
    - Professional learning communities
    - TARS and PARS processes
    - Targeted programs for New Scheme Teachers and teachers aspiring to higher levels of accreditation
    - Strong collaboration with leaders from Nepean Valley Community of Schools
    - Collaborating with mentors and School Principal Leadership officers to develop leadership capabilities
    - Connect, forge and maintain professional learning networks with School Leaders globally through Twitter.

### Professional Learning

- Further develop quality pedagogy in Reading, Spelling, Vocabulary, Writing, Grammar and Numeracy strategies to support all students e.g. Get Reading Right, TOWN, SOLE, Formative Assessment, Critical / Creative Thinking
- Build capacity through professional learning for teachers to support students to create with technology e.g. Technology Learning Day
- Professional Development of SASS staff
- Building the capacity of SASS staff to navigate through change driven by LMBR and LSLL through targeted professional learning, job sharing and the establishment of a professional learning community
## Strategic Direction 3: School and Community Learning

### Purpose
- To engender a caring, tolerant, inclusive and collaborative school community, embedding a system of values and a culture of success. Through reflective practices, whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively.

### Improvement Measures
- All staff has a clear understanding of the school vision and direction and their role in driving school change and improvement.
- A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for School growth based on rigorous and valid data analysis.
- Increase to 20%, the percentage of parents and caregivers engaging purposefully in supporting their child’s education and in the life of the school.
- All decisions regarding the school learning environment, technology infrastructure, assets and WHS supports innovative 21st Century teaching and learning practice.
- Teacher surveys indicate improvement in the quality of teaching in each classroom.
- Resource Allocation Model funding for Aboriginal students and Learning Support results in improvements of at least 2 cluster markers on the Literacy Continuum if operating below cluster 8. Students in clusters 8-11 will display 1 cluster growth.

### People

| Students: | To provide a framework that will support students in providing progressive feedback on school programs and future planning |
| Staff:    | To provide increasingly robust and sophisticated systems that will support the development of staff capabilities in teaching practice, management and school leadership |
| Parents: | To create opportunities for parents/carers to improve their knowledge of student learning and give progressive feedback about the school plan and programs. To increase and improve communication with parents and community through the purchase of Skoolbag App. |
| Leaders: | To provide increasingly robust and sophisticated systems that will support the development of leader capabilities in management and school leadership |

### Processes

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<th>School Planning and Evaluation</th>
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<td>Demonstrate broad consultation with students, staff, parents and community on the school plan</td>
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<td>Monitor and review milestones of the school plan each term</td>
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<td>Review school evaluation cycle and plan</td>
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<td>Review ASR and website</td>
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<th>School Workforce Planning and Management</th>
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<tr>
<td>Establish workforce systems to manage, monitor and plan for school change and improvement</td>
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<th>School Finance</th>
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<td>Review school processes to prepare for LMBR rollout</td>
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<th>School Environment and Safety</th>
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<tr>
<td>Review and monitor Workplace, Health and Safety Plan</td>
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<th>School Asset and Infrastructure</th>
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<tr>
<td>Establish processes to plan, manage and renew assets and infrastructure to meet student learning needs</td>
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<th>School Community Engagement, Partnerships and Networks</th>
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<td>Maintain, build on and establish new business / industry, University partnerships and Learning Alliances that align to school strategic directions</td>
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<td>Develop programs to enhance parent and caregiver engagement</td>
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<th>Self-regulation and compliance</th>
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<td>Establish systems to ensure that school / staff meet all requirements of legislative and DEC policy requirements</td>
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### Products and Practices

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<tr>
<td>Product: To achieve a 20% attendance rate of families at Parent Workshops.</td>
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<tr>
<td>Product: The school learning environment, technology infrastructure and assets safely and innovatively support 21st Century learning practices.</td>
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<td>Product: Purposeful partnerships with the wider educational, business and non-government organisations (NGOs) are established and nurtured.</td>
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<tr>
<td>Product: Purchase Skoolbag App and rollout to parents and staff.</td>
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<td>Practice: Parents and caregivers both engage with and contribute to school life and improvement in ways that are appropriate to their capability and circumstance.</td>
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<td>Practice: Milestones process is used to monitor finance, school progress and improvement.</td>
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<td>Practice: Quality Teaching Rounds established across community of schools as a process to evaluate impact of teaching interventions on student learning.</td>
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<tr>
<td>Practice: Principal and SASS staff engaged in training for LMBR rollout</td>
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