

School plan 2015 – 2017

Mallawa Public School



'Striving to Achieve'

School background 2015 - 2017

School vision statement

Mallawa Public School has a calm friendly atmosphere and is a place where all children can grow and learn in a happy and nurturing environment. The focus is on providing an education which is balanced, stimulating and enjoyable through the provision of individual educational programs tailored to each student's needs.

At Mallawa Public School we are committed to the provision of a challenging and engaging learning environment through which students achieve success.

Through staff setting high expectations, we aim to ensure our students are equipped as successful 21st Century learners who are literate and numerate and are able to think creatively and technologically.

This will be achieved by the delivery of high quality teaching and learning and through the forging of effective partnerships, alliances and collaborative relationships.

Future directions for our school are: to continue to emphasise literacy and numeracy, to integrate technology into all key learning areas to improve student outcomes and relieve isolation and to focus on quality teaching and learning.

School context

Mallawa Public School is a TP1 rural and remote school located 60 kms West of Moree NSW. All students live on surrounding farms and travel to school by bus.

The school caters for the learning needs of all students in a caring and supportive environment. We are committed to providing a balanced and meaningful education with a strong emphasis on literacy and numeracy.

We are committed to providing quality educational and creative opportunities and experiences that will engage and motivate all students to learn and discover their knowledge to equip them to become successful 21st century learners of the future.

Core values are integrated into the daily life of the school and these include 'Striving to Achieve' and if we all work together doing our best there is no limit to what we can achieve.

Mallawa Public School relies on the strong participation of the parents and community through the Parents and Citizens Association to support the implementation of quality education. The school also receives Equity funding for isolation.

Our teaching and support staff work collaboratively to deliver quality teaching and learning to all students.

School planning process

All school staff, parents and community have been engaged in the consultation process to determine the 2015 school vision statement and strategic directions in regular P&C meetings. All students' parents had input into the future directions of the school and were all in agreement of what needs to occur to move the school forward. Four monthly P&C meetings occurred and took place during this process. Weekly formal and informal meetings were held with all staff to determine the strategic directions. All staff identified common areas that formed the basis of the plan.

The school vision statement was created in collaboration with all staff. All staff had equal input into the process. During these meetings school data, SMART, PLAN, attendance and subject assessments were closely analysed to also form the basis of the plan. The planning process enabled staff to be led through many learning experiences and collaborative decision making skills.

All students as a whole class were informally and verbally interviewed about what they like best about the school, what subjects they enjoy the most, what they think they should be learning and what interests them the most about coming to school.

Engagement with the Melbourne Declaration on educational goals for young Australians with all staff was utilised in determining the strategic directions to support the educational goals of Mallawa students. The information was evaluated in terms of the schools future directions.

The schools finance team consisting of the School Administration Manager (SAM), executive and parent representative collaboratively allocated funding to support the directions of the school.

The school planning process was an effective collaborative data gathering process that involved all staff, students, community and parents.

Mallawa Public School strategic directions 2015 - 2017

**STUDENTS ARE
COMPETENT AND
CREATIVE
LEARNERS**



Purpose:

To support all students to become competent and creative learners. Students will be supported in a learning environment that has high expectations and adds value to student's literacy and numeracy levels.

To develop whole school programs increasing teacher capacity and engaging students with meaningful learning opportunities.

**STAFF LEAD
ENGAGING
PRACTICES FOR
ALL STUDENTS**



Purpose:

Build leadership skills to improve student engagement in a positive school environment.

To improve students social and emotional wellbeing.

To establish more effective partnerships with families and to develop technologically competent students.

SD1: Students are competent and creative learners.

Purpose

To support all students to become competent and creative learners. Students Will be supported in a learning environment that has high expectations and adds value to student's literacy and numeracy levels.

To develop whole school programs increasing teacher capacity and engaging students with meaningful learning opportunities.

Improvement Measures

100% of students show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level.

All students achieve their learning goals based on syllabus documents and literacy and numeracy continuums.

Students have Individual Learning and Support Plans linked to syllabus outcomes.

People- Who and how will we do this?

Students: Students will be engaged with teaching and learning programs that are meaningful and successful to develop themselves as 21st century learners.

Staff: Staff will be engaged with professional learning that is purposeful and directly linked to a strategic literacy and numeracy plan.

Parents/Carers: Parents and teachers will work together to increase parent understanding of key literacy and numeracy programs within the school linked to the literacy and numeracy continuum.

Leaders: Leading improvement, innovation and change.
School/Collegial Network: Development of a Community of Schools approach to enhance professional knowledge to support implementation and evaluation of pedagogical practice.

Community Partners: Seek the expertise of the community to support the achievement of the school plan and student learning goals.

Processes- What will we do?

Program development and implementation in support of Australian Curriculum BOSTES English to include: Spelling, Grammar and Reading Conventions, Accelerated Literacy, Reading Eggs and Reading Eggespress, Sentence a Day, Explicit writing lessons and Focus on Reading.

Program development and implementation in support of Australian Curriculum BOSTES Mathematics to include: Targeting Maths Program, Maths Lab, Rainforest Maths, Targeting Maths I pad App, Mathletics and Taking off with Numeracy.

Engagement of Student Learning Support Officer as a means to support and enrich the teaching and learning environment.

Whole school approach using Planning Literacy and Numeracy (PLAN). Develop assessment planning, programming and teaching models for students K-6 in order to implement individual learning plans.

Australian Curriculum planning and programming to incorporate literacy and numeracy across all subject areas.

Evaluation Plan

Monitoring student progress against literacy and numeracy continuums and PLAN data. Monitoring student progress using external methods (NAPLAN).

Staff self-assessments against the School Excellence Framework and regular monitoring of professional development plans.

Staff develop and implements quality teaching and learning programs which is portrayed by all students meeting desired learning outcomes.

Students self-reflect on their learning and achievement of goals.

Products and Practices- What is achieved? How will we know?

All teaching and learning programs have embedded literacy strategies that engage students with authentic texts.

Teachers deliver explicit literacy strategies that target authentic texts and meet individual student literacy needs.

Teachers produce and implement quality teaching and learning programs that engage and meet the needs of all students.

All teachers engage in assessment as and for learning.

Regular ongoing monitoring and tracking of student data through school based assessment and NAPLAN. School based assessment include: SA Spelling Test, Running Records, Numeracy Topic Assessments, Work Samples and Observations.

All teachers regularly engage in structured professional dialogue in order to accurately plot student progress on the continuums.

Teaching programs for all subject areas specifically embed the general capabilities as per BOSTES syllabus documents.

Staff collaboratively plan, design, implement and evaluate high quality teaching and learning programs for activities based on the Australian Curriculum.

SD2: Staff lead engaging practices for all students.

Purpose

Build leadership skills to improve student engagement in a positive school environment.

To improve students social and emotional wellbeing.

To establish more effective partnerships with families and to develop technologically competent students.

Improvement Measures

School plans and timetables show evidence of increased curriculum opportunities available for students with 100 % of students are engaged in music, art and sport program at school.

All students demonstrate success as competent and creative users of ICT as indicated in the whole school scope and sequence.

Teachers demonstrate achievement of goals and improvement linked to the Performance and Development Framework.

Students: will be confident, active participants in learning to enhance success and positive self-esteem

Staff: will provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student.

Parents/Carers: will be supportive and value the importance of encouraging students to be lifelong learners.

Community partners: Continued development of a Community Schools approach to enhance opportunities (local and afar) to support student engagement.

Leaders: Leading improvement, innovation and change.

Processes-What will we do?

Provide opportunities for students to actively participate in creative arts and sports – implementation of school music, art and sport programme.

Lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes.

Offer workshops and external opportunities to support parents in helping their child to reach full educational potential. Promote an open door policy for community participation in supporting student outcomes.

Review and refine school community partnerships ensuring high levels of communication, provision of information sessions and engage with local expertise to enhance curriculum offerings. Involve parents in school projects.

Develop the capacity to lead and engage a school community approach, to establish innovative curriculum planning, to collaboratively share and utilise professional expertise and for students to develop alliances with other students in the wider community to develop 21st century learning skills, cultural and academic experiences.

Students confidently use 21st century technology to take an active role in their learning. Development and implementation of a cross curriculum multistage ICT scope and sequence.

Implementation of the DEC Performance and Development Framework including professional goal setting and regular reflection against the teaching standards and a whole school approach to high quality professional learning supporting the achievement of the priorities articulated in this school plan.

Whole school development and implementation of the DEC Student wellbeing Framework ensuring high levels of student engagement, confidence, leadership and wellbeing.

Products and Practices- What is achieved? How will we know?

Students are equipped with strategies to improve resilience and develop strong leadership skills.

School plans and timetables show evidence of increased curriculum opportunities available for students.

Students are actively engaged in developing their leadership skills at a personal, peer and public level and within a variety of contexts.

All students will have a Personalised learning plan.

All staff will have a Performance Development Plan which is regularly reflected upon.

Teacher programs reflect the ICT scope and sequence.

Evaluation Plan

ICT assessment and tracking.

Teacher programmes reflect ICT scope and sequence.

Student surveys to assess what students like most about school and to establish the effectiveness of the creative arts programs.

Increased parental and community involvement within the school and in school projects.

DoE Performance and Development Framework implemented annually.