School plan 2015 – 2017

Mullengandra Public School
School background 2015 - 2017

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<th>School vision statement</th>
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<th>School planning process</th>
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| Our school strives to deliver equity and excellence in education giving our students every chance to become successful learners, confident and creative individuals and active and informed citizens. As an important sector of the community we strive to:  
  - inspire students  
  - develop students and the wider school community to have a passion for learning  
  - support students to achieve personal success in all their endeavours and  
  - enable them to become engaged citizens who act with integrity. | Mullengandra Public School in partnership with the local community, aims to provide a learning environment based on care, opportunities and quality to equip our students for the future. Mullengandra Public School is a one teacher school located 40km north of Albury next to the Hume Freeway. The school was established in 1871 and has an extensive history with the local communities. Today, the school continues to serve families from the Mullengandra, Woomargama, Wymah and surrounding district. The community is extremely supportive, and everyone involved with the school is committed to providing quality educational opportunities for all students. There are 4 families with a total of 7 students enrolled for 2015. The school structure consists of one multi-grade class with one full time teaching principal. The part time staff include: School Administration Manager, General Assistant and one Temporary Teacher. The school reflects student centred learning and emphasises programs based on the students’ individual needs and the development of the whole child. The school is well resourced and has a beautiful, family atmosphere. With committed neighbourhood spirit, the school works closely, professionally and strategically in partnership with two other nearby small primary schools to ensure outstanding academic and social curricula for all students. This network is known as The Gerogery, Mullengandra & Table Top (GMTT) Network. | Our school planning process has sought the input from key stakeholders, especially the P&C, students and staff. In 2014 and early 2015, processes were undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to inform, priorities for the 2015-2017 plan. This process included a review of the strengths, opportunities and areas for development across the schools. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the schools. The plan sets out the school’s improvement and development efforts for the three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (Why), people and processes (How), and products and practices (What) that are to be realised through the implementation of the plan. |
Purpose:
To provide students learning experiences which are engaging and meaningful. Through these experiences students will have the capacity to be active, informed, resilient and creative citizens who foster a life-long love of learning.

Purpose:
In a safe and positive learning environment, students, staff and the community will share and uphold a value of respect, trust and an understanding of all. It will promote well-being, and the resilience required to develop as quality citizens, in line with the Melbourne Declaration.

Purpose:
To engage excellent well informed teachers who develop quality learning environments which are relevant to the outcomes for each student.
### Strategic Direction 1: Student Learning and Engagement

#### Purpose
To provide students learning experiences which are engaging and meaningful. Through these experiences students will have the capacity to be active, informed, resilient and creative citizens who foster a life-long love of learning.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- K-6 students contributing towards the direction of their learning to ensure focused experiences and individualized learning
- Students develop skills to identify what they are learning and why

**Staff:**
- Develop capabilities for teaching staff in the area of differentiated learning. This will include planning for skill development for staff to design and implement appropriate program and lesson design.
- Teaching staff attend Professional Learning, Staff Meetings and Network Meetings to assist in the understanding of teaching strategies for the 21st Century

**Parents/Carers/Community:**
- To encourage all stakeholders to work in a collaborative partnership to learn about the teaching and learning opportunities available to students in the school.

#### Improvement Measures
- 80% of students show expected growth in literacy and numeracy
- 80% students are willingly and actively involved in their learning

#### Processes

**How do we do it and how will we know?**

- Best Start, PLAN, SENA Continuums and CMIT processes to track and analyse students’ progress and needs
- Differentiation for student needs is evident in teacher programs and students learning
- Ensure classrooms are safe, supportive environment to enable learners to develop confidence, take risks, learn to work independently, and develop social skills while becoming self-managed learners who can problem solve to complete tasks
- Teachers learning activities use a variety of techniques to keep students engaged in
- Departmental and commercially produced online resources to enhance learning experiences

#### Evaluation Plan
Best Start, PLAN, SENA, CMIT Data and Continuum movement

#### Products and Practices

**What is achieved and how do we measure?**

**Product:**
- 80% of students show expected growth in literacy and numeracy

**Practice:**
- Teaching programs, lessons and classrooms align with the new Syllabuses and Continuums

**Product:**
- 80% students are willingly and actively involved in their learning

**Practice:**
- Learning environments demonstrate the shift from content based learning to process and inquiry based learning
**Strategic Direction 2: Wellbeing, Culture and Values**

**Purpose**

Why do we need this particular strategic direction and why is it important?

In a safe and positive learning environment, students, staff and the community will share and uphold a value of respect, trust and an understanding of all. It will promote well-being, and the resilience required to develop as quality citizens, in line with the Melbourne Declaration.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Students use effective techniques for resilience, positive behaviour and citizenship and reflect on these daily.

**Staff:**
- Staff consistently use and support students with positive behaviour techniques and the 10 steps to develop resilience in children as indicated by the Psychological Association of America.

**Parents/Carers/Community:**
- Parents/Carers/Community are aware of the strategies and support school behaviour expectations at home.

**Processes**

How do we do it and how will we know?

- Staff, students and parents agree on a set of qualities and behaviours valued by our local community. These qualities and values are then used as a daily check list for each student.
- Staff and students hold discussions of what each quality and behaviour may look like so students can self-monitor their progress on checklist.
- Staff monitor current successful positive behaviour programs and make adjustments as needed, ensuring consistency across the school.
- Staff research and implement ideas and programs to assist students increase their resilience to everyday events.

**Products and Practices**

What is achieved and how do we measure?

**Product:**
- At least 90% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term as indicated by our rewards records.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Daily teacher lead and self-assessment of identified qualities essential to the development of valued community member (Known as ‘The Royal Ten’)

**Evaluation Plan**

‘The Royal Ten’ results, timeout records, Suspension and Expulsion records.
**Strategic Direction 3: Teacher Quality Learning and leadership capacity**

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
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<tr>
<td>To engage excellence teachers who develop quality learning environments which are relevant to the outcomes of students.</td>
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<td><strong>Staff:</strong></td>
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<td>- Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</td>
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<td>- Develop teacher capabilities for authentic engagement of students in their own learning (How 2 Learn strategies).</td>
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<td><strong>Parents/Carers/Community:</strong></td>
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<td>- Parents, Carers and the community are aware of the need for professional learning for staff.</td>
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<td>- Parents, Carers and the community are supportive of staff and the school when teachers are off class to attending professional learning.</td>
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<td><strong>How do we do it and how will we know?</strong></td>
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<td>- Continue to build the school network partnership through professional development target areas.</td>
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<td>- Upskilling staff in how to use MyPL and training principals to publish and set courses such as Code of Conduct.</td>
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<td>- Awareness and training of National Standards, Performance and Development Framework and any other mandatory requirements such as Code of Conduct, Child Protection and Anaphylaxis etc.</td>
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<td>- Staff to provide feedback and in service training on their professional courses and learning to other staff and the Gerogery, Mullengandra &amp; Table Top (GMTT) Network.</td>
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<td>- Regular Principal collaboration to ensure accountability and strategic directions are maintained.</td>
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<td><strong>What is achieved and how do we measure?</strong></td>
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<td><strong>Product:</strong></td>
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<td>- 100% of teachers are involved in professional learning, focusing on attainment of professional goals and professional standards.</td>
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<td>- 100% staff are involved in professional learning around differentiation and the implementation of the new syllabuses.</td>
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<td><strong>Practice:</strong></td>
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<td>- Each staff member has the responsibility to maintain their own National Standards, Performance and Development Framework records and complete set goals, reflecting the National Standards and the values of Public Education.</td>
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<td>- Increase opportunities for professional development and enhancement of pedagogical knowledge.</td>
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<td>- Collaborate and work with the Gerogery, Mullengandra &amp; Table Top (GMTT) Network to develop a strong, collegial network and enhance professional learning opportunities for all staff members through the sharing of resources, training and development opportunities.</td>
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**Evaluation Plan**

- Professional Learning Plans, Differentiation Programmed/Records