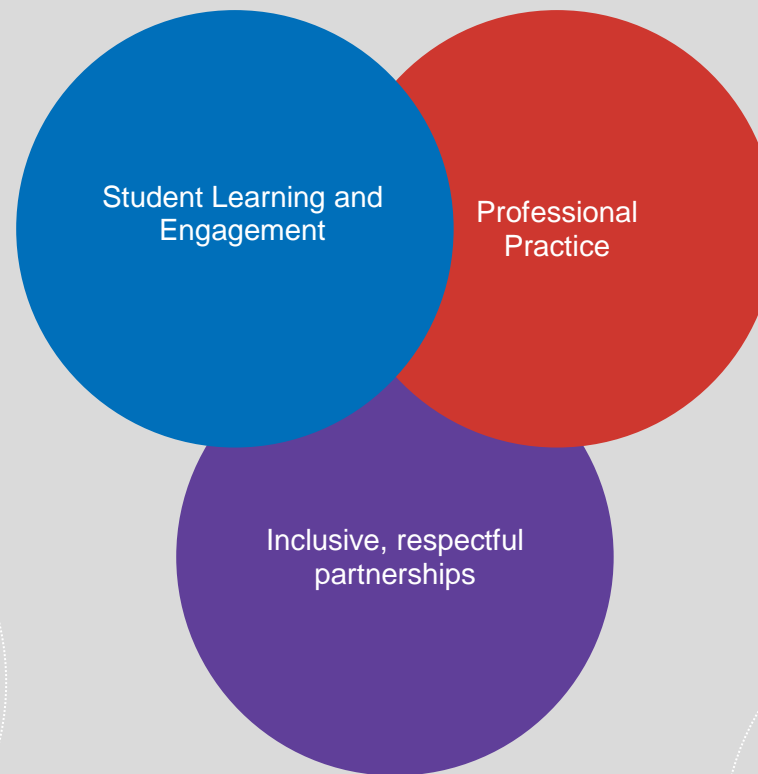


# School plan 2015 – 2017

## Mumbil Public School - 2669





## School vision statement

Mumbil Public School is committed to creating a harmonious, positive environment, which is inclusive, engaging and supportive. The school staff is committed to developing individual strengths, a love of learning and the capacity to achieve through catering for each child's emotional, social and academic needs and development.

## School context

Mumbil Public School is located mid-way between Dubbo and Orange. Mumbil is a small community of families who enjoy a peaceful rural lifestyle. Mumbil Public School provides quality learning experiences to an interested group of families. Mumbil Public School maintains a special place within the surrounding rural community and is strongly supported by community members, local organisations and the parent body. Students attending Mumbil Public School are enthusiastic, friendly and keen to learn. There are 7 girls and 14 boys in the current cohort. Students have a range of abilities and specific learning needs. Students access excellent programs catering for individual difference and enjoy a wide range of extra-curricular activities. Extension in areas of gifted and talented and specialised speech, language and reading programs are provided for targeted students. 20% of students identify as aboriginal. Mumbil Public School is staffed by a mix of experienced and early career teachers, bringing a wonderful balance of deep knowledge, based on extensive experience, youthful energy and a shared interest in current pedagogies. School staff members are highly motivated and show a strong commitment to ongoing professional learning.

## School planning process

The writing of the school plan commenced in 2014 with a one day workshop on the structure and process to be used. After this workshop a survey was conducted to gather information from all key stakeholders on the success of programs already offered at the school and to seek direction for the school for the following three years. This information was correlated to formulate three strategic directions.

The directions are:

1. Student Learning and Engagement
2. Professional Practice
3. Inclusive, respectful partnerships.

These directions articulate the school's priorities over the next three years, and beyond, for quality teaching and learning, quality relationships and quality systems. 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 ensuring a culture of educational and organisational excellence.



## STRATEGIC DIRECTION 1

Student Learning and Engagement

### Purpose:

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

## STRATEGIC DIRECTION 2

Professional Practice

### Purpose:

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment.

## STRATEGIC DIRECTION 3

Inclusive, respectful partnerships

### Purpose:

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

# Strategic Direction 1: Student Learning and Engagement

## Purpose

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

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

## Improvement Measures

Student attendance rates to increase from 92% to 97%

Maintain high numbers of students who achieve above state average growth in NAPLAN between Years 3 and 5.

Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%.

Increase percentage of Kinder to Year 2 students achieving Reading Benchmark targets to approximately 75%.

90% student participation in extra curricula activities.

## People

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

**Students:** Engage students in order to develop them as both learners and leaders; which instil the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

**Staff:** Develop teaching capacity through professional learning and support to improve their knowledge, skills and understandings, to deliver programs for improved student outcomes. Utilise Home School Liaison Officer support to improve attendance.

**Parents:** Parents, as educational partners in the learning process, will have the opportunity to develop their knowledge, skills and understandings to support their children's learning through participation in classroom/school parent information sessions.

**Community partners:** Develop the capacity of external organisations or agencies to work collaboratively with the school to enrich and extend curriculum programs.

**Leaders:** Develop capacity to analyse and communicate whole school data, focused on monitoring and processing whole school growth and performance.

## Processes

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

### 1. Building Community Values and Citizenship

To create opportunities for all of our students to actively engage and participate in a wide variety of school and community extra-curricular activities which promotes learning; engagement; and wellbeing.

### 2. Creating Passionate Learners

To sustain and develop key programs in all Key Learning Areas with literacy and numeracy embedded in all contexts.

### 3. Providing Quality Curriculum

To ensure all students have the opportunity to participate in meaningful teaching and learning that meet current DEC and BOSTES requirements.

### Evaluation Plan

Student progression monitored twice per term through PLAN analysis and ongoing school based assessment in order to analyse student achievement in Literacy (Reading/Writing) and Numeracy.

Analysis of student reward; suspension; behavioural; and attendance internal data sets.

Participation in extra curricula activities.

## Products and Practices

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

To increase attendance for all students.

To increase the number of students achieving in the top three skill bands in NAPLAN and to maintain current high levels of students achieving expected growth between Year 3 and Year 5.

To increase percentage of students reaching expected reading benchmarks in the K to 2 class setting from 50% to 75%.

Identified students have an up to date Learning Support Plan with learning adjustments embedded in teaching and learning programs.

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

Staff demonstrate a sound understanding of the continuums, NAPLAN analysis and standardised assessments and this is reflected in documented teaching practice.

High quality teaching and learning practices supported through teaching and learning programs, assessment, Performance and Development Framework and improved learning outcomes. Learning adjustments are reflected in modified teaching programs and support student progress in achieving individual outcomes.

Expansion in extra curricula activities including cultural experiences.

# Strategic Direction 2: Professional Practice

## Purpose

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

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

## Improvement Measures

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.

Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.

## People

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

**Staff:** Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students. Professional Learning Goals will be negotiated and implemented with teaching staff. All mandatory training will be undertaken by all staff each year.

**Parents:** Staff communicates the benefits of Professional Learning to parents to promote understanding of the benefits to students

**Community partners:** Encourage staff to source external agencies to support the achievement of personal learning outcomes.

**Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices; and DEC accountabilities.

## Processes

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

#### 1. Effective Pedagogical Practices

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers to learn from each other in a variety of settings, as an enabler for continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.

#### 2. Alignment of Current Policies

Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BoSTES and DEC guidelines.

#### Evaluation plan:

Regular meetings with staff to determine professional learning needs with formal and informal classroom observations and structured feedback sessions timetabled and evident.

Tracking of staff attendance at Professional Learning events and evidence of professional learning embedded in classroom practice, with regular collegial professional sharing sessions timetabled and evident.

Updated and current school policies, procedures and practices as required.

## Products and Practices

### What is achieved and how do we know?

All teachers are aligned to the goals within the school plan; focus on collaborative planning and programming; Performance and Development Plans are constructed with evidence embedded in classroom and managerial practices.

Policies, procedures and practices reviewed annually or when necessary to promote a safe environment.

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

Professional Standards are articulated to all staff and an agreed Performance and Development Framework implemented aligned with Standards.

Proactive professional learning across the school support quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; and NSW syllabus for Australian curriculum.

Regular professional learning activities occurring which are aligned to school learning goals, system requirements, and professional career aspirations of staff.

# Strategic Direction 3: Inclusive, respectful partnerships

## Purpose

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

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

## Improvement Measures

Increased parent participation in the P&C and school-home partnerships.

Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.

Welfare Policy and Procedures revised and reflect a positive school culture.

Anti-Bullying policy revised with input from the whole school community.

## People

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

**Students:** Engage students in student welfare programs, to improve and embed emotional resilience, social intelligence, confidence and proactive leadership behaviours. Students are rewarded for regular school attendance.

**Staff:** Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

**Parents:** Establish a collaborative learning community with students, parents and teachers to support student engagement, learning, attendance and well-being.

**Community partners:** Strengthen learning alliances within and beyond our school to support school programs including; Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.

**Leaders:** Current and aspirant school leaders will be given opportunities to manage and lead key projects at school and across the Dubbo and Wellington Small Schools network.

## Processes

How do we do it and how will we know?

**1. Communication and Consultative Decision Making** - To create two-way communication processes and opportunities which support active, frequent and culturally sensitive collaboration between school and community.

**2. Participation and Community Learning** - To increase the number of parents engaging in community learning sessions and P&C events/fundraising.

**3. Wellington and Dubbo Small Schools (WEDU) Partnership** - To create jointly planned professional learning activities for staff, students and parents across the network.

### Evaluation:

Regular monitoring of parent P&C attendance data; home-school data; and other community event/fundraising data, throughout the year.

Annual school survey measurement of school culture; environment; and satisfaction levels.

There is evidence that the schools learning community partnerships are being successfully implemented adequately resourced and are sustainable.

## Products and Practices

What is achieved and how will we know?

A supportive school community evidenced by increased numbers of community members attending P&C and community events.

Improved student involvement in leadership opportunities and student voice throughout the school.

Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment being > 85%.

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

A positive culture of learning exists across the school among students, staff and parents.

Timely and respectful communication occurs between students, staff and the community.

Regular combined Dubbo and Wellington Small Schools network professional learning and capacity building meetings and networks for leaders, students, teachers and parents.

Quality Kindergarten and Year 6 Transition programs available to students.