School plan 2015 – 2017

Murwillumbah Public School 2687

Strategic Direction 1: Staff
Delivering and fostering excellence in teaching and learning

Strategic Direction 2: Students
Focusing on School Culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential

Strategic Direction 3: Community
Building and engaging our Learning Community through strong sustainability and respectful partnerships
**School background 2015 - 2017**

### School vision statement
Murwillumbah Public School is committed to sustaining a positive, caring and inclusive school culture where students and staff work in a supportive environment with a focus on quality teaching and a priority on achieving high levels of attainment for all students. Murwillumbah Public promotes a love of learning, celebrates successes and develops a strong sense of values and community pride.

### School context
Murwillumbah Public is located in a growing town on the North Coast of New South Wales and students come from both the town and outlying farming areas. The experienced staff provides engaging learning opportunities across the curriculum to an enrolment of 265 students, including 25 Indigenous students. The school is strongly recognised in the community for its outstanding Creative Arts and Dance programs. The school is committed to quality teaching in all areas of the curriculum including explicit teaching in literacy and numeracy. This ensures a well organised and comprehensive teaching and learning program. As a member of the Murwillumbah Learning Community, we are committed to working together to provide the best possible educational outcomes for all students. The school has excellent transition programs including Pre School to Kindergarten and Year Six to High School. Our school actively engages in the teaching of values, ensuring high expectations are maintained and our sense of community is strong. We provide a caring environment that allows our children to become leaders and contribute as responsible citizens to the future of the local, and wider community.

### School planning process
The views, feelings, opinions and aspirations of the school community have been carefully collected and analysed over the last three years (end 2012 to 2014). A variety of methods/tools have been used to collect this data, including:
- Parent Surveys and Forums
- School Situational Analysis
- Interviews
- Focus group meetings
- Anecdotal information gathered from parents

Focus groups have included:
- School Executive Team,
- Student leadership Team
- P&C executive
- TB principal colleagues
- AECG representatives
- Parents from ‘transition’ groups i.e. Pre to K and Yr 6 to HS
- Stage group parent representatives

Other data sources include:
- NAPLAN data 2012/13/14
- Best Start data 2013/14
- Smart Data 2012-201
- Performance and Development Framework

The information gathered from these different sources has been referenced to DEC initiatives and targets, and has led to the formulation of a school vision and the articulation of three school strategic statements/directions.

- Students – engaged & growing through quality learning
- Teachers – providers of quality pedagogy, supported by Professional Learning
- Community – Building and engaging our Learning Community through strong sustainability and respectful partnerships
Purpose:
To ensure all staff are proficient in identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. All staff are professionally developed to enable them to actively participate as leaders of learning across the school.

Purpose:
To ensure all students are responsible and resilient learners in an inclusive and respectful environment.

Purpose:
To increase community support of our students through a school wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.
### Strategic Direction 1: Delivering and Fostering Excellence in Teaching and Learning

#### Purpose
To ensure all staff are proficient in identifying, understanding, and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. All staff are professionally developed to enable them to actively participate as leaders of learning across the school.

#### Improvement Measures
- All staff engaged with and progressing through accreditation processes with BOSTES
- Professional goal setting and tracking by all staff
- School programs address the needs of identified student groups (eg. Aboriginal students/gifted students)
- Individual growth in tracked PLAN data (Planning for Literacy and Numeracy)
- NAPLAN-higher number of students achieving above National Minimum Standards
- Individual student ICT competency

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

**Students:**
- Will be engaged in high quality teaching and learning programs that are purposeful and successful
- Will self-evaluate, reflect on their progress and set goals for the future learning

**Staff:**
- Provide assessments that encompasses deep thinking, innovation and creativity
- Develop personalised professional learning plans referencing DEC & school priorities
- To engage in professional learning opportunities that align with PLPs/DEC and school priorities
- Seek accreditation at appropriate level

**Parents/Carers:**
- To engage parents in staff learning opportunities where practicable

**Community Partners:**
- To share expertise and learning opportunities via Learning Community

**Leaders:**
- Professionally develop the capacity of the staff to enable change
- Lead the implementation of the new syllabus documents
- Support stage teams to design and implement quality assessment tasks

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

**Processes**
- Staff to engage in the Performance Development Framework implementing all principles and processes
- Effective lesson observations will examine teacher practise. A key part of the observation relates to the consultation before and after the lesson to aid professional growth
- Implementation of “Focus on Reading” school initiative to support students reading growth
- Teaching staff collaboratively develop and analyse assessments for all stages of learning
- All staff provided with ongoing learning in data analysis through the use of SMART data and PLAN to accurately and systematically track student performance
- Develop staff capacity to complete learning profiles for all students identified by the school &ST and monitor using NCDD and PLASST
- All staff to participate in and implement the principles and processes of new curriculum: English, Mathematics, Science.
- Establish effective transition programs via MBah Learning Community
- Involving staff & PL opportunities
- School leaders to monitor, support and register teacher accreditation processes and procedures

**Evaluation Plan**
This strategic direction will be monitored in line with the Australian Professional Standards for Teachers, Quality Teaching in NSW Public Schools and Greater Teaching, Inspired Learning frameworks.

#### Products and Practices
**What is achieved and how do we measure?**

**Product:**
- All staff engaged with and progressing through accreditation processes with BOSTES
- Implementation of “Quality Peer Teaching” rounds with written and anecdotal feedback
- 100% of Teacher and Learning programs are data evidence based and differentiated for individual student learning needs
- 90% of Early Stage 1 students reading at or above Reading Recovery level 9, Year 1 at or above level 16 & Year 2 at or above 23
- In NAPLAN, 90% of Year 5 students will show growth in reading & numeracy
- In NAPLAN, 75% of Year 3 & 5 students will achieve at or above the state mean in reading, writing and numeracy

**Practice:**
- Lesson observations will be a continuing professional development tool
- Every teacher uses whole school data and pre and post assessment data to inform & differentiate their teaching practice for individual students
- Student progress tracked on the literacy and numeracy continuum are assessed and tracked using the PLAN, Best Start and through NAPLAN analysis
- Students are showing expected growth on school performance measures
- Ongoing professional learning opportunities in Literacy, Numeracy & Science & History.
- All staff will have developed professional learning plans
- Greater use and engagement in “online” professional learning leading to a stronger sense of individual learning
# Strategic Direction 2: Focus on School Culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential

## Purpose
Why do we need this particular strategic direction and why is it important?
To ensure that a safe and respectful learning environment and culture is created and maintained, so that the experience of teaching and learning is enhanced for all members of the school community.
To ensure that curriculum and organisational structures promote whole school well-being, engagement, academic achievement and the development of active, informed citizens.

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

**Students:**
- Build awareness and skills to be a Safe Respectful Learner, follow the values identified within the school, while taking advantage of all opportunities to engage in all aspects of school life

**Staff:**
- Engage in professional learning on building resilience and practices to ensure consistency when responding to issues involving student welfare and whole school wellbeing
- Promote personalised learning that aims to fulfill the diverse capabilities of each student and provide all students with access to quality schooling that is free from discrimination

**Parents/Carers:**
- Increase opportunities for parents to be involved in learning around curriculum and participate in whole school events
- Support the implementation of our values system

**Community Partners:**
- Develop stronger partnerships and strengthen early childhood education and transition to school processes

**Leaders:**
- Implement a consistent whole school approach to well-being that has clearly defined behaviour expectations and creates an inclusive and respectful environment

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

**Student Well Being**
- Provide a variety of opportunities for all students to be actively involved in extracurricular activities outside of the classroom (G&T/Music/Art)
- Develop self-reliance and a coherent set of values to guide behaviour both in class and playground
- SRC and student body are active voices and offer advice about the school direction and priorities
- Acknowledge Aboriginal culture and its relationship to our school
- Review and amend the school Student Welfare policy to include cyber bullying
- Ensure integration of welfare initiatives into class programs

**Community Links**
- Parents
- High School
- Day-care/Preschool
- External Links – schools, businesses, clubs

**Evaluation Plan**
- All stakeholders use a common language to positively describe our school.
- All stakeholders can operate successfully within the school environment and develop into active, informed citizens.
- Monitor attendance levels.
- Monitor positive and negative incident data.

## Products and Practices
What is achieved and how do we measure?

**Product**
- Enhanced student voice, leadership and consultation through student input on the SRC, Family School partnership group and Aboriginal parent meeting forums
- All members of the school community can understand and utilise the common language to identify the culture of our school
- Increased rate of positive incidents and reduced rate of negative incidents
- School life surveys indicate connectedness
- Improved attendance rates matched to school education area and state average

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

**Practice:**
- Establish common terminology and practices to create a safe, respectful learning environment and support the cognitive, emotional, social, physical and spiritual wellbeing of the whole school community
- School Community Productions
- Aboriginal students have ILPs and achieve personal bests
- Staff engage in continuous cycle of professional improvement

## Improvement Measures
- All members of the school community can understand and utilise the common language to identify the culture of our school.
- All staff are consistent in their recording and use of student well-being data.
- Student attendance in special programs such as lunch clubs

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**Murwillumbah Public School**

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Strategic Direction 3: **Building and engaging our Learning Community through strong sustainability and respectful partnerships**

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| To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices | **Students:**  
- Expect that learning opportunities will be available to them that focus around 21st Century skill development and connections with local, national and global educational settings | **Students:**  
- Participate in timetabled formal transition programs (P-K, 6-7 and any transitions from mainstream into support and /or support into mainstream)  
- Establish a Family-School reference group to develop priorities for improving community relationships and positive school identity | **Products:**  
- Strategies used to improve parent collaboration and participation in School-Family partnerships  
- Students interact through interschool academic, social and cultural experiences. Student well-being, understanding and inclusion is enhanced through these activities.  
- To encourage a supportive school community by increasing the number of parents attending P&C and community events/fundraisers  
- K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy, numeracy, science-tech |
| **How do we develop the capabilities of our people to bring about transformation?** | **Staff:**  
- To develop an appreciation/understanding of the value of parents/community input as partners in our Learning Community  
- To develop staff capacity to build stronger community relations with parents from all cultural backgrounds  
- To continue upskilling in curriculum knowledge, 21st Century skill development, pedagogy and leadership | **Staff:**  
- Principals will meet once a term to plan, prioritise, support, share and discuss PL opportunities and directions for staff, students and community. Regular electronic communication will occur between Principals  
- Engage with Murwillumbah and neighbouring K-12 schools to build staff capacity in quality planning, teaching, assessing and reporting  
- Establish project opportunities for meaningful engagement with our local community of schools ie bush tucker garden | **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
- High quality teaching and learning practices demonstrated and supported across CoS through teaching and learning programs, assessments, TARS and improved learning outcomes  
- Professional learning teams established across stages, curriculum areas and CoS priority areas leading improved and embedded practice in relation to curriculum continuity and quality teaching  
- Students will incorporate the use of 21st Century learning skills in daily work practice and when engaging with the community  
- Students will participate in a three way interview, using reflection and self-evaluation skills |
| **Improvement Measures** | **Parents/Carers:**  
- To establish a collaborative learning community with students, parents and teachers to support Student Wellbeing & Welfare programs at the school.  
- To encourage better Family-School partnerships for the educational benefit of all students. | **Evaluation Plan**  
- Regular reporting against milestones by all staff and feedback from curriculum teams.  
- Engage SED to review the quality and effectiveness of implementation | **Practice:**  
- Community members actively engaged in school planning and decision making meetings and forums will increase from roughly 10% to 50% by December 2017  
- Connections with local and global educational settings will increase from 3-4 opportunities a year to at least 10 opportunities a year by December 2017.  
- Statistics on Parent Teacher Interviews, Open Classrooms and other school events. |

[Planning template – V2.0]