School plan 2015 – 2017

Mingoola Public School

Excellence in teacher professional learning

Cognitively, behaviourally, emotionally and socially engaged students

Competent 21st Century learners

Planning template – V2.0 [11/11/14]
## School background 2015 - 2017

### School vision statement
An exceptionally safe, inclusive, differentiated and high quality learning environment, in which students employ 21st century proficiencies to become successful learners, confident and creative individuals and active and informed citizens.

### School context
Mingoola PS is a rural and remote P6 school. The school receives equity loading for low SES communities and is geographically isolated. The school community was allocated a Family Occupation and Education Index score of 139 averaged over 2013-14.

Mingoola PS maintains small student numbers, with multi-stage classes and students spending some of their time each week as a single K-6 class.

The school is staffed with two teachers. One a full time permanent teaching principal and one part-time temporary teacher working towards accreditation at professional competence. Support staff include a SAM/SLSO and GA.

The school enriches its educational programs through some collaboration with other local small and larger schools, both for teaching and learning activities and staff learning and development.

There has been a focus on creating a learning environment in which students are comfortable engaging in intellectual risk taking and are valued as whole

### School planning process
In consultation with relevant stakeholders, including parents, P&C, staff and students, the principal develops the school vision, strategic directions and improvement measures. These elements are crafted through a process of ongoing consultation with stakeholders.

In 2014, the school sought input with relation to the school vision and strategic directions from the above groups through the use of surveys, and individual and group meetings in the context of the available data on school performance (NAPLAN, school assessments of student achievement, summarised findings of 2013 National Schools Improvement Tool self-assessment and anecdotal evidence provided by parents and community).

In early 2015, proposed improvement measures were discussed with stakeholders in the context of earlier consultation, the Public Schools NSW Strategic Plan 2015-2017 and the Melbourne Declaration on Educational Goals for Young Australians. Feedback from this round was considered prior to the plan being published.
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<th>School background 2015 - 2017</th>
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| individuals. Classroom practice is informed by evidence-based programs and integrates a range of ICT to facilitate dynamic and engaging learning experiences. Programs include strategies that effectively moderate the effect of geographic isolation and ensure that every student has the opportunity to succeed academically, socially and emotionally. 

While the record of growth in student proficiencies as measured by the National Assessment Program – Literacy and Numeracy evidences the positive work of the school, and performance compares favourably to similar schools, there is a general trend of performance below state averages. Such data is however of limited value given the small student cohorts undertaking assessment.  

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Purpose:
High quality educational practice and leadership of such practice at the heart of the delivery of quality outcomes to students.

Teachers to be well versed in and applying evidence-based literacy and numeracy programs and engaged in high quality processes of practice-focused professional learning based on action research.

Purpose:
Deep learning and retention of knowledge and understanding is more achievable when students are engaged in their learning.

Teaching strategies and the learning environment to promote high levels of student engagement, including strategies for the enrichment of social education.

Purpose:
The proficiencies of the 21st century are required to effectively engage in informed, morally responsible global citizenship.

All students, whatever their background and previous achievement, be provided the best possible social, academic and emotional preparation for the world they will enter at the end of their schooling.
Strategic Direction 1: Excellence in teacher professional learning

Purpose

High quality educational practice and the leadership of such practice is at the heart of a school's capacity to deliver quality outcomes to students. The opportunity to enhance educational delivery through improved professional practice exists in all schools.

- Improved quality of classroom practice will enhance opportunities for students to achieve.

People

- **Students** must be partners in their learning, but essentially own the learning. They must know what they are learning, how they are learning it, why they are learning it and what success looks like.

- **Staff** must be expert in the skills, strategies, syllabus content, the effective delivery of this content and the development of student understanding in each of the curriculum areas. They need to be constantly involved in professional learning that enhances classroom practice and student outcomes.

- **Parents** must be given the opportunity to develop the skills and understanding to appropriately support their children to achieve. Through enhanced partnerships with the school and class teachers, parents will develop understandings of how to best support their children in the key areas of English and Mathematics.

- **Community partners**, particularly teachers in partner schools, must understand the importance of collaborating to improve practice. Learning relating to the identification of effective practice is key to developing excellent teacher practices within the broader community of schools.

Processes

- **PL in Reading Recovery based strategies for Teachers and SLSO (not Reading Recovery training).**

- One teacher to train in MultiLit reading and spelling programs, then provide professional learning for other staff.

- Rolling training as required in L3, FoR and CMIT / TEN using online training and through utilising the resources in local Early Action for Success networks where possible.

- New Scheme Teacher support and development – processes identified in school’s P&D policy / staff management policy.

- Support and structures that facilitate staff to create high quality and differentiated learning programs.

- Support and structures that facilitate and enable staff to conduct high frequency, high quality assessment for learning.

- Continued PL in educational technology that supports and facilitates quality pedagogy.

- Parent learning / provision of resources to support literacy and numeracy at home.

- Develop capacity within the Border Country Community of Schools Professional Learning Community through training and experience relating to instructional rounds and focal enquiry points.

Products and Practices

- **NAPLAN Yr3 to Yr5 and Yr5 to Yr7 student growth above expectations based upon matched schools.**

- Continual improvement of practice and interschool collaboration in the Tenterfield Community of Schools / Border Country Community of Schools through engagement with a strong professional learning community based on instructional rounds.

- Engaged, empowered learners achieving to their potential.

Practices

- Teaching staff engaged in deep collaborative, inquiry based professional learning routed in the instructional core through instructional rounds.

- School-wide implementation of evidence based literacy and numeracy programs including Focus on Reading, CMIT / TEN and potentially L3.

- Embedded use of selected strategies of Accelerated Literacy or Reading to Learn in all classrooms.

- Quality programming, teaching, learning and assessing built upon a strong evidentiary foundation.

- Staff will employ strategies that account for the cultural and specific learning needs of Indigenous and multicultural students, including the education of all students in Aboriginal Australia and other cultures. Staff will also build into educational...
**Leaders** must understand and become effective at articulating the case for change. They must become expert in the mechanism for achieving change and in supporting others to be successful in achieving change. Mingoola PS leader will work to become agents for change and improvement across schools.

Hattie’s research utilised to identify areas of greatest potential effect for improved student outcomes and act upon professional learning priorities accordingly.

**Evaluation Plan**
Collect data including:
- Lesson observations – measuring the extent to which programs are being implemented in classes
- NAPLAN Yr3-5 and Yr5-7 growth data in the periods 2014-16 & 2015-17 (where available)
- Student assessment samples
- Staff and parent assessment using the National School Improvement Tool (domains 1, 4, 5, 8)

Data collected at points indicated on monitoring document.

Termly review by whole staff to evaluate progress towards improvement measures.

Termly reporting to P&C on progress towards improvement measures.

External principal / executive colleague invited to evaluate progress towards improvement measures OR a similar process as prescribed by the Schools Excellence Framework – mid 2016.

programs learning experiences that support the Departments Anti-Racism Policy.
Strategic Direction 2: Cognitively, behaviourally, emotionally and socially engaged students

**Purpose**
All deep learning and retention of knowledge and understanding is more achievable when students are engaged in their learning.

Teaching strategies and the learning environment to promote high levels of student engagement, including strategies for the enrichment of social education.

**People**
_Students_ understand the imperative for mastery of 21st century proficiencies. With support, they must develop and use these proficiencies throughout their learning and social interactions.

All students will engage in social and educational opportunities that allow them to participate successfully in our culturally diverse society.

_Staff_ must understand the research on the domains of student engagement, their importance and must be conversant with and able to apply strategies to affect these areas of engagement.

_Parents_ will be given the opportunity to engage in learning relating to the aims of education in 21st century Australia, including those contained in the Melbourne Declaration on Educational Goals for Young Australians. They will then be provided with ongoing opportunities to influence the work of the school within the parameters of the school plan.

**Processes**
Develop collaborative networks, relationships, strategies and use of technologies to facilitate meaningful collaboration on the student and teacher level.

Where appropriate, upgrade technology infrastructure (hardware and software) to support effective digital collaboration between schools.

Work with partner schools to develop scope & sequence documents, programs and teaching & learning sequences appropriate for delivery across school sites.

**Improvement Measures by end 2015**
- Student will be digitally collaborating with peers from other schools on learning tasks.
- Attendance rates in excess of state average.
- Student engagement survey results indicate increase in engagement.
- Staff student engagement survey results indicate increase in engagement.

**Products and Practices**
_Products_
Cognitively engaged students working at high levels of thought with syllabus content.

Emotionally engaged students, invested in their learning, connected to their learning environment, teachers and peers. Students understand why, how and what they are learning and value their school education.

Behaviourally engaged students, consistently on task and in task during learning. Sustained high levels of attendance.

Socially engaged students making meaningful connections with peers and the community.

Enhanced learning outcomes. Exemplary student behaviour.

**Practices**
Student will be digitally collaborating with peers from other schools on learning and assessment tasks.

Learning intentions and success criteria will form part of every learning sequence.

Use of the NSW Quality Teaching Model to inform programming, teaching & learning and assessment.

Inquiry learning forming a major part of learning programs.

**Evaluation Plan**
Collect data including:
- NAPLAN Yr3-5 and Yr5-7 growth data in the periods 2014-16 & 2015-17 (where available)
- Student surveys on social and collaborative learning
- Student engagement survey results indicate increase in engagement.
- Staff student engagement survey results indicate increase in engagement.

Data collected at points indicated on monitoring document.

Termly review by whole staff to evaluate progress towards improvement measures.

Termly reporting to P&C on progress towards improvement measures.
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<th>students beyond that provided by students' school peer group.</th>
<th>External principal / executive colleague invited to evaluate progress towards improvement measures OR a similar process as prescribed by the Schools Excellence Framework – mid 2016.</th>
<th>Trial of digital and face-to-face methods for collaborative teaching and learning with Bonshaw PS. Development of joint units for Science / HSIE for delivery across school sites. Students engaged in regular face-to-face activities with students from other schools, developing social networks and social competence.</th>
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## Strategic Direction 3: Competent 21st Century learners

### Purpose
The proficiencies of the 21st century are required to effectively engage in informed, morally responsible global citizenship.

All students, whatever their background and previous achievement, be provided the best possible social, academic and emotional preparation for the world they will enter at the end of their schooling and increasingly engage with as children and young adults.

### People
- **Students** must develop skills and competencies within the areas of **creativity, communication, collaboration** and **critical thinking**.

- **Staff** will participate in ongoing professional learning to ensure that Mingoola PS remains at the forefront of practice in the use of innovative, collaborative and creative Information & Communication Technologies to achieve teaching and learning environment of the 21st century.

- **Parents** will be given the opportunity to engage in learning relating to the purpose and aims of 21st century education and how to support students in this context.

### Processes
- Develop collaborative networks, relationships, strategies and use of technologies to facilitate meaningful collaboration on the student and teacher level.

- TPL in 21st century learning proficiencies and supporting technologies.

- Develop students' digital literacy and computing skills.

- Where appropriate, upgrade technology infrastructure (hardware and software) to support effective digital collaboration between schools.

### Products
- Students become engaged, moral global citizens. They are critical thinkers, capable of deep analysis of information and situations. They are able to effectively communicate, collaborate, problem solve and make ethical and informed decisions. Students know how to use their knowledge and skills to creatively respond to a range of developing challenges.

- Students able to identify all proficiencies and demonstrate them as part of daily work.

### Improvement Measures by end 2015
- Student progress from beginning 2015 along learning proficiencies continuum.

### Practices
- Teaching and learning programs include embedded experiences that facilitate student learning of and use of the proficiencies.