

School plan 2015 – 2017

Murwillumbah East Primary School





School vision statement

Inspiring Excellence

Our Purpose

Murwillumbah East Primary School exists to develop students who will engage in the 21st century with confidence and compassion. We are a school community that seeks to challenge and inspire students and maximise the academic and holistic potential of every child.

We believe

- We value the quest for academic excellence, personal wellbeing and accomplishment.
- We believe that our vision and purpose is achieved through the pursuit of excellence in teaching, innovation, leadership, and team work.
- We make every endeavour to develop well-rounded children. This holistic experience fosters and nurtures the, physical, social, intellectual, emotional and spiritual capabilities of each student.
- We know that children grow into confident and compassionate adults by developing independence, self-discipline, integrity and a sense of self-worth and social responsibility.

We recognise the importance of sustaining and developing the school as a community of students, parents, staff, who have shared responsibilities in the education process

School context

Murwillumbah East Primary School is a Kindergarten to year 6 school of approximately 310 students in the Tweed valley of NSW. The school draws from the full spectrum of socio economic groupings in Murwillumbah and the surrounding district with a proportion in need of additional support. The school boasts exceptional grounds and facilities and these are complemented with experienced teaching staff. The school's academic performance places it regularly in the top places on a number of measures. The school has a Special Education unit catering for students across the district.

School planning process

Planning will involve:

- Consulting with the community on the achievement of improved student outcomes, targets and strategic priorities
- Confirming the school's vision that describes what the school aspires to and what the school community wants the school to be like
- Consulting with the Director on the achievement of improved student outcomes, targets and strategic priorities
- Sharing and discussing MEPS' priorities with staff and the school community
- Determining the school's strategies/actions which relate to DEC's priorities, the school context, and student and community needs
- Identifying financial, human, and physical resource requirements to implement the School Plan
- Preparing the School Plan



The schools vision to "inspire excellence" requires all students to be literate and numerate. These basics set the foundations for learning in all key learning areas. To achieve these strong foundations it is essential that the team delivering these strong foundations are highly skilled, stay at the forefront of pedagogy and are active with their own professional learning. To support this team of educators all staff will have access to technology and software that enables them to devote more time to the craft of teaching, Effective and efficient business systems will create efficiencies that will allow the school to focus more resources on students.



Purpose:

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Purpose:

To build a dynamic culture of innovation and best practice through quality professional learning and collegiality.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Purpose:

21st Century technology will create efficiencies in administrative tasks and provide new data to drive the schools focus.

Provide teachers with better access to learning and teaching resources.

Support and respond to changing departmental needs.

Improve administration processes so that we can focus on teaching and learning activities.

Improve access, flexibility and insight into students' information and other organisational data.

Strategic Direction 1: Strong Foundations

Purpose

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

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Improvement Measures

80% of students achieving grade/stage appropriate expectations based on all syllabus documents, the literacy and numeracy continuum

All students will be benchmarked and tracked using the numeracy continuum

Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top 3 bands

Implementation of Tell Them From Me surveys, beginning in 2016 show improvement in students perceptions of our school.

People

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

Students: Engage students with the skills and capacity to evaluate, create and problem solve across all KLA's

Staff: Provide quality, differentiated professional learning to support all staff with their professional learning goals

Parents: Communicate the school strategic Plan and provide forums for parental feedback in their child's learning and how the school can best meet students' needs.

Community partners: Strengthen the partnership with the Murwillumbah, community and volunteers, from pre – schools to WHS/MHS to ensure student transitions and curriculum is best suited to our setting.

Processes

How do we do it and how will we know?

1. Differentiation/ Pedagogy

Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy.

2. National Curriculum Implementation:

Implement the National Curriculum Syllabus documents as per the BOSTES timeframes for History & Geography

3. Learning & WellbeingTeam

Review Learning & Support Team processes and procedures.

Implement Positive Behaviour for Learning across the school

Implement "Tell Them From me" surveys across all stakeholders

Evaluation Plan

NAPLAN Data will be analysed each year to track improvements in literacy and numeracy.

Growth in students' numeracy as identified in PLAN data.

"Tell Them From Me" parent, student and staff surveys conducted to evaluate level of satisfaction and wellbeing

Analyse & monitor Learning and Support team data.

Products and Practices

What is achieved and how do we measure?

Product:

A scope and sequence will be written for history & geography meeting BOSTES syllabus requirements.

Research based teaching strategies will be delivered in all classrooms and evident in classroom practise

Staff will provide lessons that take account of students needs and abilities

100% of students will demonstrate improvement against individual benchmark expectations using numeracy PLAN data

Aboriginal and Torres Strait Islander (ATSI) student performance is equal to or greater than their cohort.

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

Practice:

Teaching and learning across the school will be driven by assessment data and differentiated practices to meet the needs of all students.

Effective assessment, purposeful tracking and student analysis systems will be implemented to ensure consistent teacher judgement and fluid, dynamic, effective programming and teaching.

Teachers will continually strive to incorporate 21st century skills and knowledge into their classroom lessons.

Strategic Direction 2: Skilled Education Team

Purpose

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

To build a dynamic culture of innovation and best practice through quality professional learning, collaboration and collegiality.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Build workforce capacity through focused professional learning that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Improvement Measures

All teachers will have a QTSS collegial partner to work collaboratively with in their PDP processes (goals linked to Standards, professional learning, evidence, feedback, self-assessment & review).

Teacher surveys indicate an increase in work satisfaction, professional dialogue and feedback that assisted in achieving personal professional learning goals.

People

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

Students: Through formative assessment students understand and articulate what they need to know and do to achieve their learning goals-feedback

Staff: Through professional learning, including dialogue with colleagues and enhanced professional feedback, teachers embrace the belief that effective practices are based on collaboration, reflection and a commitment to improve pedagogy.

Develop individual PDPs with support from a collegial QTSS partner.

Provide professional learning in targeted programs that align to personal, school and community targets and support ongoing improvement in student outcomes through continuous development of teachers and leaders

Facilitate collegial discussions and training in targeted programs, data analysis and professional feedback.

Monitor the implementation of new strategies into class practice

Parents: Support the targeted programs through feedback to teachers and leaders

Processes

How do we do it and how will we know?

Professional Learning:

Teachers develop their own Professional Development Plan and engage in individualised, team and shared professional learning to develop capacity to cater for diverse learning needs and new curriculum changes.

Syllabus Implementation: Whole school approach to planning and assessing. Collegial stage team planning for effective implementation of syllabus documents.

Teacher Quality: Appropriate induction for new staff members. Develop support structures to assist beginning teachers and teachers newly appointed to MEPS.

Deliver staff professional learning and participation in professional networks focusing on teaching and principal standards.

Administrative Practices: Streamlining administrative, financial, communication and organisation workflows through the introduction of Sentral

Evaluation Plan

School surveys & feedback regarding QTSS processes

Collecting evidence of teachers meeting the BOSTES standards

Scheduled observations for teachers with professional feedback provided via PDP / QTSS processes

Products and Practices

What is achieved and how do we measure? Products

Curriculum programs and teaching practices effectively develop the knowledge, understanding & skills of all students, using evidence-based teaching practices and diverse delivery strategies

100% of Teachers demonstrate that they meet The Australian Professional Standards for Teachers

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

Data practices and research based pedagogy underpins all teaching and learning.

Setting of professional learning goals are monitored & adjusted through need

Strategic Direction 3: Efficient Business Systems

Purpose

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

21st Century technology will create efficiencies in administrative tasks and provide real-time data to drive the schools focus. Improve administration processes so that we can focus on teaching and learning activities.

Provide teachers with better access to learning and teaching resources. Improve access, flexibility and insight into students' information and other organisational data.

Improvement Measures

Staff survey records a strong satisfaction rating for Sentral and its components in using roll marking, student reports, student wellbeing, individual student plans, staff notes and real-time calendar.

Parent surveys reveal strong support for ITC use in communicating and doing business with the school.

People

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

Students:

Students will be provided with increasing levels of ICT skills and hardware to apply to learning in the 21st Century

Staff:

Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as I C T learners, teachers and leaders.

Parents/Carers:

Keeping parents informed of our strategic direction and prosecuting the argument to parents, the reasons for change. Provide parents with multi layered services to access the school

Processes

How do we do it and how will we know?

Professional Learning for staff on Sentral in order to provide diagnostic student data, IEP's, quality parent feedback, programs for LST & ATSI students, student reports

Provide staff with secure, consistent access to information with anytime, anywhere access.

Develop a long-term technology plan

Streamline communications with customers

Evaluation Plan

Measurement of our success will be done via assessing our productivity in :
Administration tasks
Readiness and ease of access to data
Feedback from parents
Efficiencies achieved
Feedback from staff and Cos

Products and Practices

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

Student attendance recorded digitally

Student wellbeing tracked and measured digitally- Sentral

Student performance tracked and data used to inform teaching-PLAN

Communication , management and event planning done through the one portal- Sentral

Payments for school services completed on line

What is achieved and how do we measure? Practise

Daily monitoring of students attendance

Daily collection of data on student wellbeing to inform the Learning & Wellbeing team

Daily collection of data to inform classroom practise.

Daily communications about school programs and changes provided to staff, students and parents using real-time

Striving daily for efficiencies in the delivery of resources to staff, students and parents.