School Plan 2015 – 2017

Mungindi Central School   2675

LEARNING

TEACHING

COMMUNITY
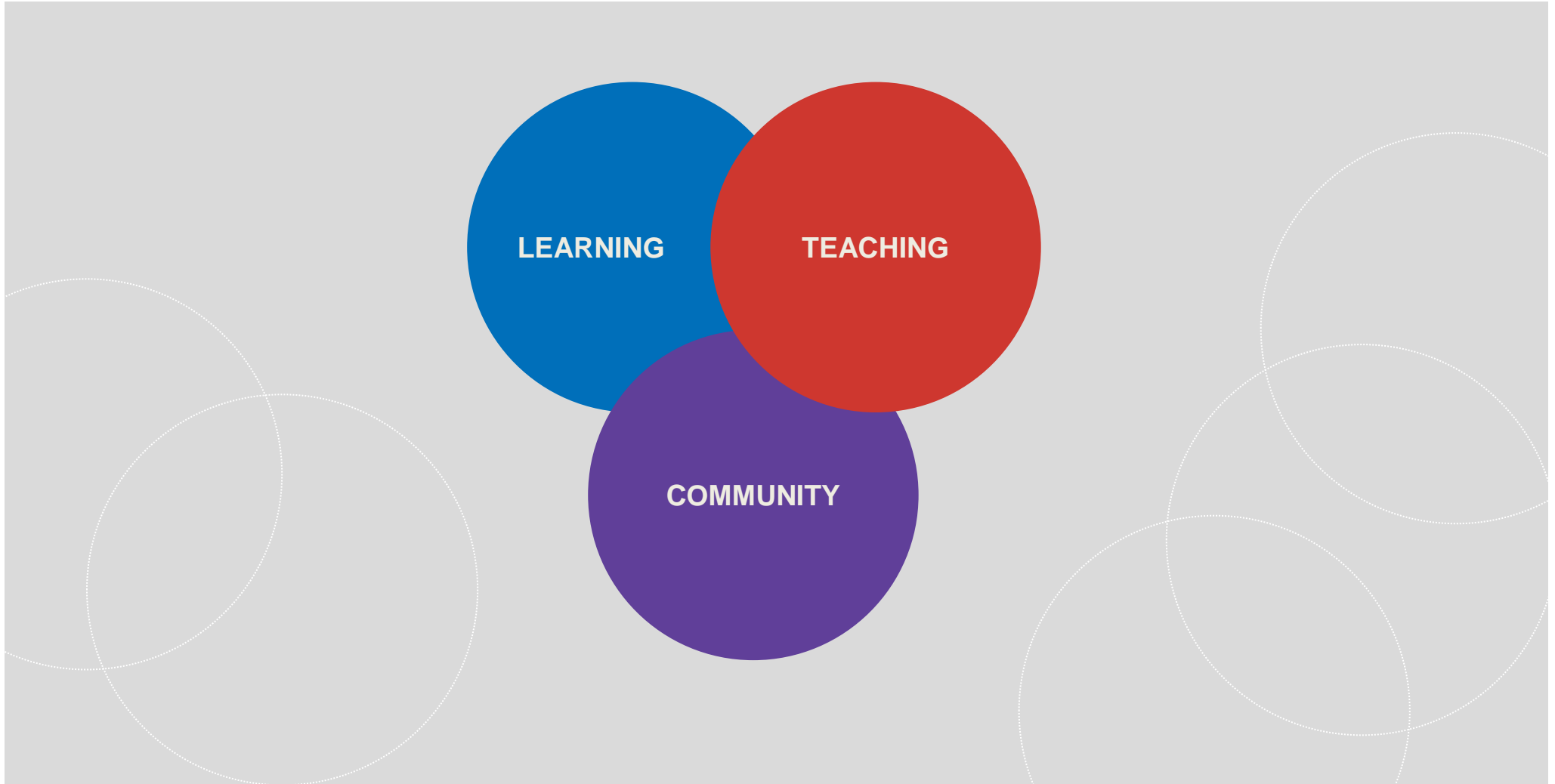
School Background 2015 - 2017

School Vision Statement

Mungindi Central School's purpose is to provide a caring environment that enables all students to achieve their potential in a changing world where they will be expected to become good citizens that can help build the capacity of their community.

This will be achieved through differentiated, innovative approaches to teaching and learning.

The development of students into positive contributors to society, resilient when faced with challenges and consistency in expectations and actions.

School Context

Mungindi Central School is a small, isolated, rural school catering for Preschool to Year 12 and is located in the township of Mungindi on the NSW – Queensland border 120 kilometres NW of Moree.

An analysis of the student profile shows 36% Aboriginal enrolment in Pre-school, 55% Aboriginal enrolment in the Primary department and 62% Aboriginal students in the Secondary department.

The school receives additional socio economic and Aboriginal funding through the resource allocation model (RAM) and implements a number of focus programs including Teaching Early Numeracy (TEN), Language, Learning and Literacy (L3), and Positive Behaviour for Learning (PBL). The school is also part of the Early Action for Success initiative which has given the school access to an Instructional Leader. The school NSW FOEI (Family Occupation and Employment Index) is 133, which is significantly higher than the average of 100, thus indicating significant socio-economic disadvantage. Our teaching and learning, student well-being and parent participation programs are designed to address this disadvantage. The school also has an Index of Community Socio-Educational Advantage (ICSEA) of 793 where 1000 is the average value.

The school has an integrated Preschool which provides a program to facilitate Kindergarten students settling into school.

The Secondary department offers a curriculum pattern designed to prepare students for further education or vocational opportunities. The school is the hub school for the Northern Border Senior Access (NBSA) program, and shares students, teachers and subjects with Collarenebri, Goodooga, and Boggabilla schools. Students have a wide range of courses available in Stages 5 and 6 through strong links with TAFE and regular video conferencing with other schools throughout the region and state. The school has provided a variety of pathway courses, short courses and high interest content courses within a flexible hours timetable to engage students.

The school works continuously to encourage parents to be active participants in school activities and to have valued input into their child's education. There is a strong valued, consultative connection With the Aboriginal community and to the AECG.

School Planning Process

This school plan was developed in consultation with the students, staff and parent of Mungindi Central School. It has been endorsed by the P & C for implementation for the 2015 – 2017 school years.

Data was analysed from HSC, NAPLAN, student attendance, enrolments, Early Action for Success, Preschool enrolments, NBSA outcomes and survey feedback from parents and the wider community.

The implementation of this plan will be monitored by the school executive with feedback from the P & C. Ongoing evaluation will be done at stages during the term with a reconfiguring at the end of each term.

The schools executive will have direct responsibility and accountability for the implementation of this plan and where necessary seek to modify this School Plan to maximise student, teachers and community outcomes.

School Strategic Directions 2015 - 2017

STRATEGIC DIRECTION 1

Students are highly engaged, collaborative, emotionally aware and independent 21st Century Learners.

STRATEGIC DIRECTION 2

Build a culture of high expectations for teacher learning and professional practice.

STRATEGIC DIRECTION 3

Positive, trusting and respectful School Community partnerships/ or relationships for successful learning.

Purpose:
Learning activities will explicitly reflect strategies that require students to think deeply and logically. Activities will provide opportunities for students to be creative, innovative, collaborative and resourceful, making sense of their world. To develop students who are actively involved in their learning for the 21st Century.

Purpose:
To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, the use of successful initiatives, increasing teacher capacity and engaging students with meaningful learning opportunities.

Purpose:
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Strategic Direction 1: Students are highly engaged, collaborative, emotionally aware and independent 21st Century Learners.

Purpose

Learning activities will explicitly reflect strategies that require students to think deeply and logically. Activities will provide opportunities for students to be creative, innovative, collaborative and resourceful, making sense of their world. To develop students who are actively involved in their learning for the 21st century.

Improvement Measures

- ❖ Students in K123 continue to reach stage outcomes with the support of quality teaching and learning practices. Based on data gathered by staff.
- ❖ Positive Behaviour for Learning (PBL) processes are being used more widely across the school.
- ❖ Staff undertake the training in Focus on Reading. They then make use of this within classrooms across the school.

People

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

Students

Believe in themselves, building their expectations of themselves to embrace learning, goal-setting, responsibility, resilience.

Staff

Improved practice in the classroom, explicit teaching, high quality feedback to students, practice based on ongoing data. Sharing of professional practice. Higher and consistent expectations, greater self-confidence, professional learning, supporting each other and instructional practice.

Parents/Carers

Higher and consistent expectations, options for their children, include them in processes, increased communication to home and inclusion in their child's learning.

Leaders

Building student leadership capacity.

External partners and personnel

Increased opportunities for students.

Middle School Alliance with Pymble Public School.

Middle School Alliance partnerships & sharing.

Processes

How do we do it and how will we know?

- Develop a whole-school approach for the systematic implementation of the Australian Curriculum K – 12 with a focus on embedding 21st century Learning Syllabus General Capabilities in all subject areas.
- Program development in support of the syllabus implementation to include: L3/L3Stage 1, Focus on Reading and Focus on Comprehension, TEN, Literacy /Numeracy Continuum, and HSC Marking for teachers.
- Professional learning for all staff on implementing and assessing instructional practice with a focus on learning intentions. This is reflected in their Performance and Development Plan.
- Development and implementation of high quality learning and support programs (ESES, PLP's, IEP's, G&T, PBL) which actively facilitate differentiation of learning for all students.
- Implementation of Australian Professional Standards in curriculum planning and teaching
- Whole school implementation of a writing and numeracy focus for teachers with training and school support.
- Students take up VET framework options as a part of their study pattern with successful completions.
- Students are actively engaged in the whole school implementation of the PBL initiative.

Evaluation Plan

- This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff. With a report presented to the P & C every term.
- This will include a range of in school processes such as evaluation of data (EAfS, PLAN, NAPLAN, SMART, and HSC). Mapping students on the Literacy and Numeracy continuum and providing feedback for students.

Products and Practices

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

Practices

- Classroom programs reflect the syllabus general capabilities, ICT scope and continuum and assessment for learning including learning goals leading to quality feedback.
- All teachers regularly engage in structured professional dialogue in order to accurately plot student progress on the literacy and numeracy continuums.
- Students in K123 continue to reach stage outcomes with the support of quality teaching and learning practices. Based on data gathered by staff.
- Positive Behaviour for Learning (PBL) processes are being used more widely across the school.

- All Primary staff are trained in L3, TEN, Focus on Reading, with these being used in all classes to improve student outcomes on the literacy and numeracy continuums. With a number of staff trained as Leaders In Focus on Reading, Focus on Comprehension, TEN and L3.

What is achieved and how do we know?

Product

- Year K-6/ 7-12 Scope and Continuums, common assessment tasks including "rich tasks" for data analysis, future planning and the systematic tracking of student learning.
- Student work samples and assessment tasks reflect increased capacity regarding syllabus general capabilities.

Strategic Direction 2: Build culture of high expectations for teacher learning and professional practice.

Purpose

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, the use of successful initiatives, increasing teacher capacity and engaging students with meaningful learning opportunities.

Improvement Measures

❖ Daily reflection and collaborative feedback are visible across the school.

❖ 100% of programs demonstrate differentiation for student learning.

❖ Professional learning for staff based on their PDP and school plan identified areas. Process has been guided by the Learning Support team & LAST.

❖ The implementation of the New Performance Development Framework Plan.

People

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

Students

Effective and timely feedback to/from students.

Staff

All staff across primary & secondary actively conduct professional conversations, team teaching, lesson observations. Support for all staff in the completion of the new Professional Development Framework Plan with an Induction and mentoring program in place.

Parents/Carers

Effective feedback to/from parents, carers and community.

Leaders

Enable a self-sustaining and self-improving school community that will continue to support the highest levels of learning.

External partners and personnel

Incorporate community partners into teaching and learning programs.

Processes

How do we do it and how will we know?

- Professional learning for all staff on the New Performance Development Framework Plan.
- Developing appropriate scope & sequences. Each faculty (Prim/Sec) to workshop this at initial stage to establish this, and then monitor the process.
- Developing a consistent approach to teacher performance, professional conversations and feedback to support teacher and leader accreditation using the Australian Professional Standards for Teachers.
- Literacy/ Numeracy continuums are being used. Train other teachers, starting in 2015 & monitor for uniform teaching.
- Supervision, mentoring, programs reflect Professional standards. Collaborative guidance from colleagues & supervisors.
- Increased number of teachers takes up VET framework training to broaden the Stage 6 curriculum.
- Teachers are actively engaged in the whole school implementation of the PBL initiative.
- Increased Professional Learning for specific areas of the curriculum based on School Plan and PDP's.

Evaluation Plan

- This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff. With a report presented to the P & C every term.

Products and Practices

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

Practices

- Teachers take shared responsibility for student improvement and contribute to a transparent learning culture where sharing practice is normal operation.
- 100% of programs demonstrate differentiation for student learning and this is carried through into PLP's or IEP's for students.
- Every teacher incorporates formative & summative assessment to match students to skills and learning outcomes.
- Teachers use daily self-reflection, collaborative reflection at weekly meetings & formative & summative assessment to continually improve their practice.
- 100% of programs demonstrate differentiation for student learning.
- Professional learning for staff based on their PDP and school plan identified areas.

  Process has been guided by the Learning

  Support team & LAST.

What is achieved and how do we know?

Product

- 100% of teachers are accredited at Proficient Standard with 10% seeking higher levels of accreditation.
- All staff have individual professional learning plans that are aligned with the performance development framework, the school plan strategic directions and the National Teacher Standards that include Online Learning Modules and supported by the Executive.

Purpose

To build stronger relationships and connections as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices

Improvement Measures

- ❖ Transition to Kindergarten with a strong program that ensures success.
- ❖ Transition to high school through strong partnerships with Primary Schools.
- ❖ PLP's – interview with all parties.
- ❖ Youth Group is active within the community.
- ❖ Increased retention rates into Year 12.
- ❖ Create the art gallery/café in combination with the Beauty enterprise.

People

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

Students

Volunteering and community-based programs, transition opportunities, post-school transition programs. Developing an understanding and planning for individual learning pathways.

Staff

Utilising expertise of staff to provide opportunities for transition purposes in the community (e.g.: music programs, drama shows, nursing homes and preschools). Connecting to country professional learning for staff.

Parents/Carers

All parents, community, staff, students, carers & community organisations. Family's priority to build relationships, so student attendance & motivation towards school improves. Connect strengthened between school & home.

Leaders

Teachers and school support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

External partners and personnel

Students benefit from the school's planned and proactive engagement with parents and the broader community.

Processes

How do we do it and how will we know?

- Teachers and parent representative bodies have planned regular family and community learning events at the school, online and in the community.
- Professional learning provided for staff on ways to communicate effectively with a diverse range of parents, families and community members. All staff trained in 'Strengthening Family and Community Engagement', Consultative Decision Making, Family School Partnerships Framework and School Excellence Framework.
- Professional learning on Aboriginal Cultural Competencies, Connecting to Country and creating a welcoming school. School leaders trained in the Stronger Smarter Leadership Program.
- Students find local employment opportunities in the community through work experience opportunities and have the confidence to seek opportunities out of the local community.

Evaluation Plan

- This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff. With a report presented to the P & C every term.

Products and Practices

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

Practices

- Collaborative partnerships with the AECG and Aboriginal community are strengthened with opportunities for input and consultation on how to best support Aboriginal students and their families.
- Communication channels are varied and flexible to ensure the school and community have multiple opportunities to engage in ongoing open discussions to increase student success.
- The School Excellence Framework forms the basis for ongoing reflective practices.
- Student's successes will be celebrated with parents and the wider community at fortnightly assemblies to improve student self-esteem and increase the links between the school and the community.
- Transition to Kindergarten with a strong program that ensures success.
- Transition to high school through strong partnerships with Primary Schools.
- PLP's – interview with all parties.
- Youth Group is active within the community.
- Increased retention rates into Year 12.
- Create the art gallery/café in combination with the Beauty enterprise.

What is achieved and how do we know?

Product

- Greater than 75% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued for their contributions the majority of the time.
- There is an increase in the number of unique hits on the website and the information is better targeted to the community.