School plan 2015 – 2017

Mendooran Central School 2522

Excellence in Teaching and Learning

21st Century Students as Citizens

Positive School Community Culture

School background 2015 - 2017

School vision statement

A school that provides an inclusive and engaging environment where all students can achieve their full potential and fulfil the expectations of the students, school and wider community.

School context

Mendooran Central School is a small, innovative, rural school serving a diverse community with enrolments from Kindergarten to Year 12. The school draws its Primary and Secondary students from the immediate township and the surrounding rural area.

The school provides a quality K–12 education in an environment which is well recognised as very inclusive and supportive. We strive to provide our students with updated technology. Staff members focus on developing an individual commitment to learning in each and every student.

We ensure students have access to outside training providers to ensure a broader curriculum. We are a PSP school, with additional staffing allocation of 0.1 Primary & 0.1 Secondary. The school is well supported by a School Council and our School P&C and partners with the local Pre-school and community.

Additionally, we are a 'Local Schools, Local Decisions' and LMBR school.

School planning process

In 2014 a comprehensive survey was designed to consult with all members of the school community – students, parents, community members and staff. The survey was constructed using the tenets of the Melbourne Declaration, administered in Semester 2, with the response rate being close to 100%.

The school has been a National Partnerships school since 2009 allowing consultative planning since 2009. Processes since 2009 include the Sydney University 'Teachers researching communities' project in 2010, annual NAPLAN and Best Start data analysis, Literacy and Numeracy continuum analysis, parent forums, staff surveys, participation in the 'Team leadership for School Improvement' professional development, student surveys and forums, lesson observations, attendance analysis and monitoring, Focus on Reading ongoing training and HSC data analysis.

Most recently we have become an Early Action for Success school with an instructional leader based in our school 2 days per week. The aspects the latest survey recipients signified as important aligned with the direction the school has been focussed on for 5 years: academic rigour, focus on the 'whole' child, collaborative teaching, citizenship and a safe and caring school community.
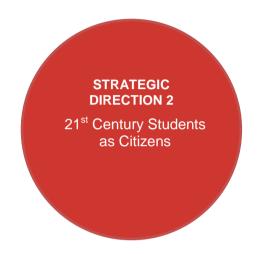
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Excellence in Teaching and Learning

STRATEGIC DIRECTION 2

21st Century Students as Citizens

STRATEGIC DIRECTION 3

Positive School Community Culture

Purpose:

Provide quality teaching and learning programs to equip all students with the necessary literacy, numeracy, problem solving, collaboration and technological skills required for their development, enabling them to reach their potential. Develop in students' strategies and tools for success, while promoting lifelong learning.

Purpose:

To develop high quality students who are active, proud citizens and who will make a strong, creative, leading and positive contribution to their society. Producing students who value life-long education and are prepared for the changing world ahead of them. They will be comfortable with the latest technology and curious about, and ready for, the world beyond school, including further education or work.

Purpose:

To further develop the supportive, inclusive culture where values such as empathy, tolerance and integrity are consistently understood and promoted within the school environment. Promote self-esteem and pride in themselves and their school. Equity for all students is a key aspect of the school culture, whilst all the time striving for excellence in teaching and learning.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

Provide quality teaching and learning programs to equip all students with the necessary literacy, numeracy, problem solving, collaboration and technological skills required for their development, enabling them to reach their potential. Develop in students' strategies and tools for success, while promoting lifelong learning.

Improvement Measures

- ❖ All teachers implementing quality lessons catering to individual learners as reflected in the quality teaching framework.

- ❖ All teachers implementing assessment for learning reflecting the National curriculum.

- ❖ All teachers participate in targeted professional learning to ensure quality teaching practices.

People

Students receive a quality education

Staff undertake professional learning to ensure excellence in teaching

Parents support and value excellence in teaching resulting in quality outcomes for all students

Community support and value quality teaching

Evaluation Plan
Teaching staff use the APST or APSP to self-monitor progress.
Principal annual reviews in PDP reflect progress toward of goals.

Processes

Collaborative strategies cater for diverse learning needs
Build staff capacity to collaboratively plan and differentiate programming and teaching. Create school wide systems to support differentiation.

Assessment for Learning
Further develop understanding and teaching practices through the use of evidence based programs such as L3 and Early Action for Success. Teachers develop and share expertise in the effective use of PLAN and continuums.

Targeted professional learning for quality teaching
Provide opportunities for professional learning for staff in regard to excellence in teaching.
Monitor, evaluate and support staff to achieve their teaching goals ensuring quality teaching.
Staff adhere to school based systems

Products and Practices

Product:
Student learning needs are met through provision of quality teaching.
Practice:
All teachers implement quality lessons catering for individual learners as reflected in the quality teaching framework.

Product:
All teachers implementing assessment for learning reflecting the National curriculum.
Practice:
Teachers regularly plot students on literacy and numeracy continuums to monitor progress and inform teaching programs and strategies. Students receive frequent constructive feedback to enhance their performance.

Product:
Teachers are engaged in the performance and development process.
Practice:
All teachers participate in targeted professional learning to ensure quality teaching practices. The Performance and Development Framework and the Australian Professional Standards for Teachers guide development.

Strategic Direction 2: 21st Century Students as Citizens

Purpose

To develop high quality students who are active, proud citizens and who will make a strong, creative, leading and positive contribution to their society. Producing students who value life-long education and are prepared for the changing world ahead of them. They will be comfortable with the latest technology and curious about, and ready for, the world beyond school, including further education or work.

Improvement Measures

❖ All students leave the school as 21st Century learners.

❖ All students are given the opportunity to be involved in school processes and peer leadership.

❖ All senior students have a school to work plan to enable them to pursue their goals.

People

Students will be explicitly taught as global citizens to develop a 'think global and act local' mindset and leadership capabilities developed.

Teachers will develop engaging and creative teaching programs to cater to and develop 21st Century learners and develop a growth mindset towards holistic teaching practices.

Parents are encouraged to actively contribute to exploring post school options and developing future aspirations.

Community support the development of school to work activities.

Evaluation Plan
Monitor the innovative use of ICT within the school.
Through the use of student focus groups, evaluate the success of school to work activities.

Processes

21st Century Learners
Staff will be provided with professional development around 21st Century learning. They will have exposure to advanced learning techniques through use of ICT incorporating creative problem solving tasks which will be included in lessons for students.

Leadership
Students will be more involved in school processes and peer leadership. They will be invited to attend a variety of community events to develop leadership and citizenship. The SRC will participate in regional events. The school will host events, such as public speaking, to improve participation.

School to Work
Secondary students will be exposed to a variety of career options through regular and explicit forums. The community will be invited to assist with activities such as mock job interviews and provision of work experience. Participation in university open days and career expos will be encouraged.

Products and Practices

Product:
All students leave the school as 21st Century learners
Practices:
Students will be encouraged to think critically, apply knowledge to new situations, analyse information, comprehend new ideas, communicate, collaborate, solve problems and make decisions.

Product:
All students are given the opportunity to be involved in school processes and peer leadership.
Practices:
Opportunities will be sought and provided to allow students to become involved in a wide variety of school and community events. Students will be encouraged to take on leadership and coordination roles such as representation and refereeing.

Product:
All students have a school to work plan to enable them to pursue their goals.
Practices:
Establish structures to increase successful transition of school to work
Encourage students to pursue goals and attain the highest level of education.

Strategic Direction 3: Positive School Community Culture

Purpose

To further develop the supportive, inclusive culture where values such as empathy, tolerance and integrity are consistently understood and promoted within the school environment. Promote self-esteem and pride in themselves and their school. Equity for all students is a key aspect of the school culture, whilst all the time striving for excellence in teaching and learning.

Improvement Measures

❖ Baseline data shows growth in a positive school culture.

❖ All students are given the opportunity to participate in all areas of school life equitably. Baseline data shows growth in participation at school events.

People

Students develop a sense of pride and involvement in a school that provides a caring and safe environment to grow into global citizens

Professional development of **staff** in regard to equity of outcomes for all students

Parents to work in partnership with staff and students to ensure equity and caring

Community to provide support and opportunity through collaboration with staff, parents and students to ensure equity of outcomes for all

Evaluation Plan
Data will be gathered and analysed around uniform, attendance, welfare and participation.

Processes

Positive School Culture
The school will focus on the core values to further increase the standing of the school in the community. The whole school welfare and discipline system will be evaluated to seek areas for improvement. Attendance and pride in uniform will be monitored and recognition of achievements will be promoted.

Equitable and Increase Participation
A caring, safe and welcoming environment will encourage the participation of students and the community in a wide variety of events.

Products and Practices

Product:
Baseline data shows a growth in a positive school culture
Practices:
The school will maintain a K-12 perspective in all school activities to encourage ownership and pride. Presentations on values education will reinforce the core school values. Pride in our uniform will be encouraged and monitored.

Products:
All students are given the opportunity to participate in all areas of school life equitably.
Baseline data shows growth in participation at school events.
Practices:
Individual Learning Plans and Personalised Learning Plans will provide adjustments so that all students can participate in all events. Staff will be cognizant of their legislative obligations when planning events and activities.