

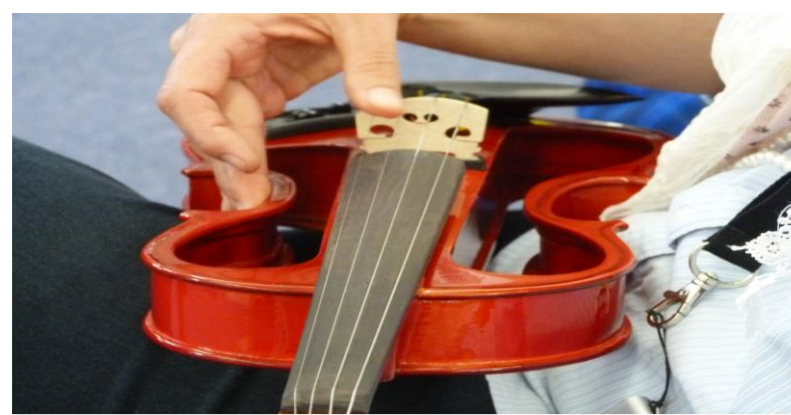


Education & Communities

Public Schools NSW

# SCHOOL PLAN

## 2015 – 2017



HERITAGE COUNTRY SCHOOLS

# MILLTHORPE PUBLIC SCHOOL

## *Our Best Always*





## School vision statement

At Millthorpe Public School our vision is to enable our students to become successful 21<sup>st</sup> century learners, confident and creative individuals and active and informed citizens through equity and excellence in education.

We are a school community committed to providing richer, broader learning in a nurturing environment enhanced by quality teaching practices.

## School context

Millthorpe Public School is a rural P4 school in the Central Tablelands of NSW, with a strong history of growth.

Millthorpe Public School has a strong reputation as a caring and successful school, academically and socially. At Millthorpe Public School high expectations are set for student performance and behaviour. Millthorpe students achieve academic success in NAPLAN assessments, and have high attendance rates. Millthorpe students are well supported to succeed cognitively, socially, emotionally, physically and spiritually, by a dedicated, hard-working, team of quality teachers, and support staff.

Millthorpe Public School strives to offer students enrichment opportunities in sports, music, dance, languages, chess, environmental education and the arts.

Millthorpe Public School is one of the 229 schools selected to trial the implementation of new finance and student administration systems.

Millthorpe Public school enjoys strong connections with the local community.

## School planning process

Several staff meetings were held where collaborative vision statements were collated, to create our three strategic directions.

Network meetings with Heritage Country School colleagues were also held where collaborative planning was conducted.

Parents, students, and the wider community were actively canvassed for their opinions, and the results collated and analysed at staff meeting with the assistance of Principal, School Leadership.



**Purpose:**  
To ensure effective and consistent delivery of curriculum in all KLA's, in order to enhance student outcomes.

**Purpose:**  
To create contemporary, confident learners who are responsible, active and resilient who will be successful citizens, and empowered to take responsibility for their own learning.

**Purpose:**  
To provide relevant opportunities for staff development which ensure quality teaching and collaborative practices, thus enhancing the learning environment.

# Strategic Direction 1: CURRICULUM & PROFESSIONAL DEVELOPMENT

## Purpose

**To ensure effective and consistent delivery of curriculum in all KLA's, in order to enhance student outcomes.**

## Improvement Measures

- 80% of students are achieving relevant clusters in PLAN data (Comprehension and Writing Clusters) when assessed Week 6 Term 4 2019
- All teaching programs demonstrate new curriculum requirements are embedded in classroom programs and practices, in all KLAs as evidenced by program checklists and classroom observations.
- Aboriginal students show average or above average growth on continuum clusters for Literacy and Numeracy from Year 3-5 (Premier's Priorities)
- 2% growth in Literacy and Numeracy in top 2 bands per year until 2019 (Premier's Priorities)

## People

**Students:** Students develop improved outcomes and independent learning habits.

**Staff:** Develop the mindset and capability of the staff to confidently implement curriculum in all KLAs through professional development opportunities

**Parents/Carers:** Develop the understandings and capabilities of parents & community members in regard to curriculum requirements and student performance data at regular parent forums.

**Leaders:** Develop the capabilities of executive and aspiring leaders, to coach or mentor others in understanding and implementation of all curriculum areas.

## Processes

- Professional learning around the implementation of new curriculum documents and assessment procedures.
- Establishment of learning parties of staff to collaboratively develop knowledge of KLA areas.
- Professional learning around data analysis and validity of teacher judgement and implication for school planning and classroom practice.

## Products and Practices

### Product:

- Teaching programs demonstrate new curriculum requirements are embedded in classroom programs and practices, in all KLAs.
- Assessment tasks and rubrics, in all KLA's reflect consistency of teacher judgement,
- Staff use student assessment schedules, and record data regularly in order to track and monitor students' progress and plan for future directions and program delivery.

### Practice:

- To inform parents of curriculum changes, developments and assessment strategies.
- Teachers collaborate to develop Scope and Sequences, units of work, and assessment rubrics in all KLA's resulting in quality integrated units of work.
- Staff work in strong collaborative and supportive networks.
- Staff engage in regular review and analysis of available student performance data.
- Regular forums held to inform school community members about curriculum and performance data

## Strategic Direction 2: CULTURE & STUDENT ENGAGEMENT

### Purpose

**To create contemporary, confident learners who are responsible, active and resilient who will be successful citizens, and empowered to take responsibility for their own learning.**

### Improvement Measures

- Decrease in number of students identifying bullying behaviours in 'Tell Them From Me' survey results at years end.
- Decrease in the number of reported incidents of inappropriate playground behaviour.
- 25% increase in teachers reporting confidence in utilising contemporary learning technologies to maximise learning opportunities and engagement for all students.
- Student goal setting and reflection imbedded in classroom practice
- Increased student involvement in extra curricula activities.

### People

**Students:** Students are engaged, confident learners, with developed capacity through leadership and wellbeing programs.

**Staff:** To develop the mindset and capabilities of staff to confidently implement contemporary learning practices, wellbeing and leadership programs.

**Parents/Carers:** Develop the understandings and capabilities of parents & community members in contemporary learning programs, leadership and wellbeing programs.

### Processes

- Professional learning supports the implementation of wellbeing, leadership and contemporary technologies and pedagogies across all KLAs.
- Investigation and action to embed differentiated opportunities for students to ensure a diverse and enriched curriculum that addresses all learning styles.
- Teachers guide students to reflect on learning and set realistic achievable goals for their learning based on continuum clusters.

### Products and Practices

#### Product:

- Professional Development in wellbeing programs build staff capacity in their implementation.
- Successful wellbeing and leadership programs within the school build resilience which contributes to a positive learning culture.
- Contemporary learning pedagogies are embedded in quality teaching practices which enhance educational learning outcomes for all students K-6.

#### Practice:

- Develop a whole school and community culture encouraging responsibility, resilience and wellbeing.
- Encourage diversity and excellence in curriculum delivery, and diversity of enrichment opportunities equitably, for all students
- Students will write and reflect on explicit goals in writing, comprehension and maths.

# Strategic Direction 3: COLLABORATIONS & TEACHER QUALITY

## Purpose

To provide relevant opportunities for staff development which ensure quality teaching and collaborative practices, thus enhancing the learning environment.

## Improvement Measures

- 90% percentage of staff actively engaged in Pre2 Network meetings each term.
- By 2019 all staff are confident in using administrative systems such as EBS4, student management and well being.

## People

**Students:** Students receive quality learning support, welfare and behaviour programs. Students are active members of our wider learning communities.

**Staff:** Teachers are supported by broader leadership teams at school and learning community levels to plan and implement and evaluate 21<sup>st</sup> Century Learning.

**Parents/Carers:** Parents are consulted and informed of changes within learning support and welfare systems within the school.

### Leaders:

Leadership capacity across our learning communities is identified and developed, utilising the BOSTES accreditation levels at "Highly Accomplished" and "Lead" levels.

## Processes

- Promote structures to support and promote collaborative partnerships within and beyond the school.
- Familiarise executive, aspiring leaders and staff with current BOSTES procedures and requirements, incorporating accreditation for new scheme teachers, maintenance, and higher levels of accreditation.
- All staff collaboratively develop Professional Development Plans aligned to School Plan in 2015.

## Products and Practices

### Product:

- Strong Learning and Support and Welfare Teams ensure that students are part of a quality learning environment.
- All staff attain and maintain accreditation.
- Staff and students engage in collaborative practice and professional learning opportunities within Learning Communities whilst sharing a common vision.

### Practice:

- Supervisors, mentors and aspiring leaders will collaborate to develop whole school practices surrounding new-scheme teachers and their accreditation and subsequent maintenance.
- Teachers are involved in Pre2 and Heritage Country Schools Learning Community initiatives.
- Learning Support and Welfare Teams manage successful interventions and enact procedures to ensure a quality learning environment.
- All school staff develop skills for the successful operation of administration systems.