Minnamurra
School Plan
2015 – 2017
School background 2015 - 2017

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<th>SCHOOL VISION STATEMENT</th>
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<td>Engaging individuals in opportunities that connect them to their world.</td>
<td>Minnamurra Public School has 430 students who achieve at or above National benchmarks across the Curriculum areas. There is a variety of experienced, dedicated professional staff who compliment each other and ensure high standards are set and achieved. We have an outstanding reputation as an excellent community oriented school that provides a welcoming and beautiful environment where active involvement in all learning is expected and celebrated. The local community through the P&amp;C are proactive partners in ensuring facilities and support so that the best possible outcomes are being targeted for all students. The school offers a wide range of extra-curricula activities that provide opportunities for individuals and teams to excel in interest areas.</td>
<td>We surveyed all staff, 3-6 students and the community with three questions on how to meet our students’ needs. We received 91 responses from a possible 291 families. The results were collated and presented back to staff, community and students for comment. We then as a staff and community compared our results with the Melbourne Declaration. This led to our Vision Statement, Directions and the Purpose behind them to be formulated. These were presented to Staff, Parent Teacher Consultative Group and P&amp;C for ratification. The end results were displayed in the school foyer over a 4 week period for further comment. The school formed interactive teams to develop the school management plan around these directions and included the 5P’s. The monitoring and milestone sections were divided into yearly sections for each Direction. We met as ELS schools to discuss new tracking and reporting strategies to help us during 2015 – 2017 in monitoring our plan.</td>
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School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

Individuals are given learning opportunities to reach their full potential.

Individuals develop attitudes and skills to successfully participate in their society.

Innovative individuals equipped to engage in a constantly evolving world.
Strategic direction 1: Curriculum

**PURPOSE**

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

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We need to cater for different learning styles, interests, strengths and weaknesses. Children need to be exposed to a range of experiences. We need to embrace the curriculum and implement syllabus documents and provide learning experiences for all children. We need to provide programs to support the needs of our lower achieving students, extend the top students and develop strategies for moving our middle students to the top. Library and Technology needs to be incorporated into all of our planning.

**IMPROVEMENT MEASURE/S**

- Improved outcomes in Literacy
- Improved outcomes in Numeracy
- Whole school PDHPE Scope and Sequence developed
- Implementation of New Syllabuses
- Increase in children in top two bands across all areas in NAPLAN results (moving the middle to the top)

**PEOPLE**

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

Students:
Students participate in meaningful learning experiences. Students maintain high standards for themselves and strive to achieve their personal best at all times

Staff
Staff provide meaningful, engaging, learning experiences in each of the Key Learning Areas for all students meeting each child's individual learning needs. Staff participate in ongoing professional development to maintain knowledge of current pedagogical theories and practices. They use available data to analyse and develop strategies for improved student outcomes. Staff use Syllabus documents and school developed record keeping systems to ensure Departmental and Board of Studies guidelines are implemented

Parents
Parents are active participants and partners in their children's learning. Information sessions will be conducted for parents to keep them informed of updates to Educational documents and processes. Parents are involved in writing and reviewing IEPs.

Community partners
- Julie Parkinson – NSW Health, consultant to assist with whole school

**PROCESSSES**

How do we do it and how will we know?

Students:

- Continuation of Reading Recovery
- Continuation of Rip it Up Reading
- Continuation of K-2 Reading Program
- Continuation of Comprehension strategies

Staff

- Development of strategies to improve Maths outcomes in Stage 2
- Whole school focus on improving problem solving and working mathematically outcomes
- Whole school scope and sequence for PDHPE developed and implemented

Leaders

- Continue the Implementation of the "Come Write With Me" strategy led by Fay, Chrissy and Linda H.
- Analysis of spelling results in NAPLAN to identify specific deficit areas and then Spelling scope and sequences amended to reflect improvement strategies.
- Analysis of grammar and punctuation results in NAPLAN to identify specific deficit areas and then review and amendment of Grammar and Punctuation scope and sequence.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

Products

- Improved outcomes in Literacy
- 20% increase in Year 5 Spelling NAPLAN results
- 20% increase in Year 3 Grammar and Punctuation NAPLAN results
- 20% increase in Years 3 and 5 Writing NAPLAN results

Improved outcomes in Numeracy

- 20% increase in Year 5 Numeracy NAPLAN results

Whole school PDHPE Scope and Sequence developed

Implementation of New Syllabuses

20% increase in children in top two bands across all areas in NAPLAN results

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

Practices

Utilisation of assessment data and records to ensure individual learning needs are met.
PDHPE scope and sequence.

• Community of Schools programs including enrichment days.
• Community performances for ANZAC Day
• CWA, Lions, Rotary, Minnamurra Progress Association – regular donators for school/library books
• Dare to be Deadly

Leaders

Leaders will facilitate and source professional learning experiences for staff in the implementation of new syllabus documents and current pedagogical practices. They will ensure resources are purchased as required. Leaders will collaborate and model best practice in all areas at all times and provide mentoring when needed.
Strategic direction 2: Relationships

**Learning is the primary purpose of the school and the welfare of all is best served when that purpose is achieved. It is our responsibility to ensure an ordered and safe environment where students feel secure and become successful and confident learners and where all members of the school community are treated fairly and with respect.**

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

**Students**
- Recognise individual attainments in academic, social and behavioural areas
- Receive relevant support as the need is identified
- Supported through DTBD program, IEP’s, LaST, SLSO, Counsellor

**Staff**
- Develop staff capabilities in IEP’s
- Awareness of DTBD program/implementation
- Celebrate staff successes and support encouragement amongst colleagues
- Awareness of school-wide systems to enhance student and staff well being

**Parents**
- Interaction and involvement in all IEP’s and DTBD programs
- Establish collaborative environments by providing opportunities for families to work with school in supporting students needs

**Community partners**
- Continue to build professional relationships with community personnel working outside school with our children

**Leaders**
- Build capacity for leadership opportunities

**How do we do it and how will we know?**

- Review current Student Welfare system to improve student behaviour and application
- Rewrite the Student Welfare Strategy
- LaST to provide individualised reports for each student in program to include with Semester 2 & 4 reports
- Deliver relevant cyber bullying talk for Yrs K-6
- Continue to monitor attendance on the new system
- Continue to use ebs4 to track Student Welfare
- Investigate ways to collate data on reasons for Time-out’s given in 2014, devise strategies to reduce numbers, in class and playground
- Annual anti-bullying lessons in all classes K-6 in Term 1
- At the beginning of the year, inform staff of avenues for grievances
- PL for staff on writing, implementing and reviewing IEP’s, tracking student behaviour
- Establish and maintain DTBD student profile (Mgoals)
- Staff receiving PL from outside school are to report back and present to staff

**Improvement Measure/S**

- Decrease the number of Time-outs by 20% by 2016
- Increase the review of active IEP’s by 100%
- Increase the use of Dare to be Deadly (DTBD) program by students in Years 3-6 independently to 100%
- Increase the use of DTBD program by students in Years K-2 with assistance from contributing parties to 100%

**Processes**

- Create a handbook/online folder/data wall – link to resources

- Implementation over the next three years of new system
- Creation of a revised Student Welfare Policy available on school website
- Each student seen by LaST to have an individualised report to be included with Semester Reports
- Awareness of cyber bullying and strategies for dealing with issues
- Decrease the number of time-outs by 20% by 2016
- Increase the review of active IEP’s by 100%
- Leaders to ensure all behaviour is entered on ebs4 and followed up as required
- Whole school strategies devised to reduce negative behaviour in playground and class
- Warren to continue to deliver the Mary-Lou message; a series of lessons created for K-6 to deliver in Term 1. Bully step program – Bullies and Victims to run Term 4
- Staff roles and responsibilities are allocated including women’s contact, grievance officer
- Increase the use of DTBD program by students in Years 3-6 independently to 100%
- Increase the use of DTBD program by students in Years K-2 with assistance from contributing parties to 100%
- Create a handbook/online folder/data wall – link to resources
## Strategic direction 3: Connections

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

As teachers we have the responsibility to ensure that we provide educational opportunities that build on and extend the ways in which students engage, learn, train, communicate and live in an increasing digital world.

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

**Students:**
- providing opportunities to be engaged in new technology and thinking
- continuing to keep up with changes in technology
- taking responsibilities for their own learning and being independent learners
- developing more ownership of their learning
- providing mentoring / peer teaching opportunities
- developing resilience and risk taking
- developing awareness of global issues
- encourage creative thinking

**Staff:**
- training staff to be facilitators
- equipping staff

**Parents**
- co-learners- allow their children to become independent
- work cooperatively with the school -- co-facilitators
- provide opportunities to be kept up to date- inservicing parents

**Community partners**
- inviting expertise and resources to implement programs

### PROCESSES
How do we do it and how will we know?

**Students:**
- acknowledging students with innovative thinking
- providing less scaffolding and teacher directed lessons so that students can work more independently
- engaging students in activities that promote ownership
- engaging students in more open ended learning tasks
- extending students by encouraging risk taking and creative thinking
- linking global issue to syllabus content
- providing opportunities for students to develop their interests and skills
- encouraging community links and role models
- connecting students with world issues through relevant syllabus units in Science, History, HSIE, Geography & PDHPE

**Staff**
- providing opportunities for teachers to learn new skills and technologies
- making available new technologies and devices
- inservicing best practice

**Leaders**
- planning appropriate direction

### PRODUCT AND PRACTICES
What is achieved and how do we know?

**Product**
- improved access and engagement of students with technology through improved internet speed and greater reliability
- teaching programs that are taking advantage of digital technology that are connecting students to their learning
- students who are more engaged in global issues
- completed policies relating to technology devices within the school

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

**Practices**
- equipping teachers with the necessary skills and understandings that will enable them to apply best current practice to engage themselves and their students in a constantly evolving world

### IMPROVEMENT MEASURE/S

- teachers, students and school community will have 30% increase in the reliability and accessibility of the internet
- students will have a 20% improved accessibility to technology devices
- computer coordinator and IT Support will maintain existing IWB, computers and laptops throughout the school.
- 20% increase in the number of iPads within classes
- improved use of iPads to 100% of all classes
- teaching programs are reflecting a 10% increase in the use of technology to complete learning tasks
- parents are accessing online connections to the school through the newsletter, website and facebook 30% more.
- Completion of all policies.

  Leaders
  - lead by example