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|  | **Matong Public School Improvement Plan** 2015 – 2017 | | | |
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| Planning template | | <School Name> | | |

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| School background 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
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| To engage the school and wider community in developing the whole child to become highly literate and numerate citizens in the 21st Century context. | | | |  | Matong Public School is located in the Riverina, sixty six kilometres north-west of Wagga, New South Wales. It is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and working with technology. Current enrolments total 32 students, with two full time teachers and one part-time teacher, a part-time School Administration Manager, one part-time School Learning Support Officer (SLSO) and a part-time School Chaplain. The teaching staff is committed to continuous improvement in the capacity to deliver a broad and high quality curiculum to all students in an enjoyable, supportive and stimulating learning environment. The school community is committed to students welfare in supporting increasing student outcomes. This commitment, combined with the strong support from the parents and wider community, and our ability to join with other small schools in the area enables the school to successfully work towards its objectives. | | | | | | |  | In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community.This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2015-2017 school plan. The process included a review of the strengths, opportuities and areas for development for the school. As a result, three key strategic directions were identified as a basis for developments. These are:   * Student success as learners, leaders and responsible and productive citizens, * Consistent, high standard educational practices, and * Innovative, whole school community, continuous improvement practices.   The Matong School Plan sets out clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years in partnership with the students, staff and wider school community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.  School Community meeting to develop the 5Ps 17/9/14 | | | | | |
| Matong Public School strategic directions 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| Refocusing our student well-being structures and approach will provide a more supportive and reinforcing school environment to support students to be fully engaged in their learning, to become competent, self-directed, resilient, creative, critical, collaborative and creative learners in order to maximise their knowledge, understanding and skills for productive participation in school and society now and for the future. | | | |  | To improve student learning outcomes through the development and delivery of high quality educational practices driven by assessment evidence and shared professional practice. Quality teaching and learning programs that are relevant, rigorous and provide opportunities for students to demonstrate high levels of achievement. Ongoing assessment for, of and as learning, use of 21st century technologies | | | | | | |  | To engage the whole school community in ensuring practices continue to be current and relevant, supporting ongoing improvement in student learning outcomes  Learning culture, collaborative consultative practices, continuous improvement cycle involving the whole community | | | | | |
| Strategic direction 1: Focussing on student wellbeing as the foundations for success as learners, leaders and responsible and productive citizens | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| Refocusing our student well-being structures and approach will provide a more supportive and reinforcing school environment to support students to be fully engaged in their learning, to become competent, self-directed, resilient, creative, critical, collaborative and creative learners in order to maximise their knowledge, understanding and skills for productive participation in school and society now and for the future.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Leaders: develop staff leadership in identifying and implementing processes to provide opportunities for students to develop goals, grit and determination, resilience and perseverance, collaborative learning, creative, resourceful, (How2learn), reflective practices  Discipline policy  Staff: implementing processes to provide opportunities for students to develop goals, grit and determination, resilience and perseverance, collaborative learning, creative, resourceful, (How2learn), reflective practices  Students: will acquire the skills necessary to participate as successful 21st Century citizens through the development of their emotional and social well-being, self-direction, goal setting, student voice, understand, select and use higher order thinking and learning tools  Parents: support positive attitude to learning, understand the practices and support staff, support their children develop and aim to achieve their goals  Partners:  Community: support the school to build knowledge of, and pride in, the local community to develop active student involvement.  Granny skills program???? – social interaction skills, students learning skills such as cooking and traditional arts and crafts and students teaching community members about technology. Mentoring in action!  Granny skills program???? – social interaction skills, students learning skills such as cooking and traditional arts and crafts and students teaching community members about technology. Mentoring in action! [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | 1. Establishing mechanisms and opportunities for student voice in matters relating to areas of student learning and school life  2.School to review student welfare and discipline policy through consultation with the whole school community.  3. Students to be provided with the opportunity on a regular basis to use reflective practices to promote ownership of learning.  4. Formulation of and scheduled, regular review of students Personalised Learning Plan by students with the support of teachers and parents.  5. Student led conferences as an opportunity for students to reflect, share and celebrate their learning journey.  6. Implementation of scheduled Learning to Learn strategies regular in classroom.  7. regular social and emotional well-being program including circle time  8. Formulation of learning program which focuses on the development of 21st century learning strategies: grit, determination, resilience, perserverance… HOW2Learn (Higher Order Ways to Learn)  Evaluation Plan:  Evaluation Plan: [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | Product: Personalised Learning Plan for each student developed by the student with the support of teachers and parents.  Practices: students demonstrating an active involvement in decision making with respect to aspects of their learning.  Products: Students consistently demonstrating appropriate behaviours in all school settings.  Practices: Students have an understanding of how they learn, demonstrating independent selection and use of quality learning tools and attitudes towards learning  Products: Students demonstrating personal management skills  Practices: Students Personal Learning Plan, regular evaluation and reflection on own performance and determining the next steps in their learning journeys  Practices: Implementation of whole school well-being programs  Practices: whole school use of higher order thinking tools and strategies  Practices: staff and students reflecting and reporting on the achievement of their own learning goals  Product: Scope and Sequence of learning strategies across K-6  Practice: use of suggestion box to promote student voice  Practice: use of suggestion box to promote student voice [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |

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| Strategic direction 2: Driving consistent, high standard teaching and learning through quality teaching and practices | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | |  | | **PROCESSES** | |  | | **PRODUCT AND PRACTICES** |
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| To improve student learning outcomes through the development and delivery of high quality educational practices driven by assessment evidence and shared professional practice. Quality teaching and learning programs that are relevant, rigorous and provide opportunities for students to demonstrate high levels of achievement. Ongoing assessment for, of and as learning, use of 21st century technologies  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Leaders:  Staff: assessment driven programming, planning and preparation, implementation and reflective practice  Leadership  provide regular feedback to parents on student progress and mastery  Provide opportunities for students to demonstrate mastery at higher levels, rubrics  Feedback to students and parents, educate parents  Provide workshops on curriculum change and assessment and reporting  Students: clear learning goals and engagement in learning  Parents: understanding of and supporting teachers Build awareness and understanding of the elements of quality teaching, delivery and assessment, understand the assessment criteria and assessment cycle, support their children’s development and aim to achieve their goals  Partners: Develop network partnerships with other schools for professional learning around the implementation of the new curriculum with a focus upon quality teaching practice and consistent teacher judgement.  Community:  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | |  | | Professional Learning for teachers in developing quality assessment driven programs, rubrics and continuous feedback to students and parents.  Professional learning around project based learning  Physical learning space/furniture altered suited for 21st C learners (Goods furniture catalogue)  Students to learn to use reflective practices to promote ownership of learning.  Professional learning in L3 and Focus on Reading,HOW2Learn, incorporating the Quality Literacy Cycle: Modelled Guided and Independent strategies and routines.  2.Whole school learning to support high standard practice in curriculum practices and technology, leadership and citizenship.  3. Professional Learning activities to focus on improved teaching practice applied to deep knowledge and understanding, higher order thinking.  4. Professional learning to support implementation of 21st century use of technology in the curriculum: continue to improve use of technology to support the implementation of 21st century pedagogy.  5. Developing a deeper, shared understanding of quality teaching including teacher self-evaluations, lesson observations, feedback and the TARS process.  6. Develop programs which provide differentiation, accommodations, cater to different learning styles and assist students who require additional assistance and extension to gifted and talented students.  Evaluation Plan: regular reporting against milestones  Feedback from community, staff and students  [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | |  | | Product: increased number of students achieving in the top three skill bands  Practice: leadership openly sharing classroom practice and products  Physical Learning space supports 21st C learning  Practice IT used ubiquitously across all KLA’s  Practice: Students are self paced self-driven, reflective learners able to select own learning tools, driving their Project based learning is the structure of learning  Highly effective programming, clearly showing differentiations, accommodations and effective learning strategies  Product: K-6 scope and sequences for all KLA’s and higher order thinking strategies, common assessment tasks for data analysis and future planning  Practice: PLAN data for all students updated once every term  Practice: students will implement the habits and dispositions into their learning.  Evidence: evident in programming, and practice and professional dialogue in the school  Practice: CAS identify directions and opportunities to share TPL  Practice Delivery of TPL from within the alliance  Product: Brokerage for the delivery of TPL for alliance.  Practice: face-to-face and use of technology, VC video and other samples to share exemplar classroom practice  Practice: High quality teaching and learning practices demonstrated through teaching and learning programs, assessment, TARS and improved learning outcomes  Professional learning leading improved and embedded practice in relation to curriculum and quality teaching strategies and routines.  Practices: staff and students reflecting and reporting on the achievement of their own learning goals  Practices: technology is used across KLA to facilitate 21st Century pedagogy  [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 3: Innovative, whole school, continuous improvement practices and processes | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | |  | | **PROCESSES** | |  | | **PRODUCT AND PRACTICES** |
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| To engage the whole school community in ensuring practices continue to be current and relevant, supporting ongoing improvement in student learning outcomes  Learning culture, collaborative consultative practices, continuous improvement cycle involving the whole community  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Leaders: provide opportunities for whole school leadership  Staff:  Students:  Parents:  Partners:  Partnerships with prior to school services to support positive transition to school for Kindergarten students.  Community:  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | |  | | How do we do it and how will we know?  Students:  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  Staff  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  Leaders  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  Evaluation plan  [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | |  | | Practice: school community engaged in reflective continuous improvement practices  Evaluation surveys to community involvement ie Granny Skills program, local community services  Feedback forums with all stakeholders related to evaluating current practices and setting future directions.  Could we include celebrating student achievement in the public arena via Ganmain Show display, school assemblies, presentation night, media etc  Evaluation of transition to school program  [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |