

# School plan 2018 – 2020

## Muswellbrook Public School 2688



Leadership  
Development

Great  
Teaching,  
Great  
Outcomes

Connecting  
with People





## School vision statement

Our school vision was developed through significant consultation with the whole school community including students, parents, staff and the wider community.

At Muswellbrook Public School (MPS) our school vision is to provide excellent education within an inclusive environment, so that students reach their full potential and become confident, creative individuals, who are prepared to embrace 21<sup>st</sup> century changes, building our community for today and tomorrow.

Our purpose at Muswellbrook Public School is to provide the best education possible through programs designed to educate every student, catering for and meeting their needs in a humane and caring manner, regardless of their background, culture or level of academic achievement. It is also our purpose to grow professionally as teachers, ensuring quality education is delivered, designed to maximise student learning.

We believe that everyone deserves quality education delivered through a holistic approach that provides equal opportunities for all students. Students are treated fairly and respectfully in a learning environment that is safe, caring and supportive. Values that include trust, honesty and loyalty underpin many of our teaching programs and these values are reflected in our school motto of "Humanity and Excellence".

## School context

Muswellbrook Public School has an enrolment of 570 students served by approximately 60 teaching, administration and support staff. There is some student mobility; however, this is limited to less than 10% of our student population. The school is well-respected within the local community and it serves a diverse community of wide ranging socio-economic circumstances. The school is active in the Muswellbrook Schools Learning Community, which comprises of four state primary schools and one government feeder high school.

The school continues to deliver quality teaching and learning programs in a 21<sup>st</sup> century environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our students behave in a safe, respectful manner and strive to do their personal best. They are encouraged to become responsible citizens at school and in the wider community. It is the belief of parents and staff that our greatest strengths lie in having high expectations for our students.

Muswellbrook Public School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child.

We maximise parent participation in the general life and management of the school. We also build links and promote partnerships within the wider school community. This enables links to be strengthened and increases support and communication.

## School planning process

The three strategic directions have been determined following a rigorous and multi-faceted evaluation and data collecting process in consultation with members of the whole school community.

The process involved:

- discussions with students, staff, parents and the wider community,
- written comments from members of the whole school community,
- survey results (Tell Them From Me, People Matter Survey 2017); and
- evaluation of internal and external data.

The evidence was presented to staff and ideas, as well as priorities, were identified for the 2018-2020 school plan. This process involved a review of the strengths, opportunities and areas for development. As a result, three strategic directions were identified as a basis for a shared commitment to future developments.

These are:

- Leadership Development
- Great Teaching, Great Outcomes; and
- Connecting with People

Consultation has been achieved through:

- executive, staff and SRC Meetings,
- planning meetings with school staff,
- student involvement via discussions, survey results; and
- parent involvement through face to face meetings, surveys and comments.



## Leadership Development

### **Purpose:**

Strong, strategic and effective leadership is the cornerstone of school excellence. Leadership development is the key to success! It expands the capacity of people to perform in leadership roles.

Excellent leaders demonstrate commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

## Great Teaching, Great Outcomes

### **Purpose:**

Student learning is underpinned in excellent schools by high quality teaching, which is distinguished by high levels of professionalism and commitment. Quality teaching leads to improved student progress, hence great outcomes.

Through the use of evidence-based best practices, students are actively engaging in meaningful and challenging learning experiences, which are tailored to meet individual needs, in order to develop as creative, independent, confident and self-regulated learners.

## Connecting with People

### **Purpose:**

Building a strong community in schools leads to a common purpose.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed. They will grow and flourish, do well and thrive.

# Strategic Direction 1: Leadership and Development

## Purpose

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

Strong, strategic and effective leadership is the cornerstone of school excellence. Leadership development is the key to success! It expands the capacity of people to perform in leadership roles.

Excellent leaders demonstrate commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

## Improvement Measures

Greater participation in student leadership programs will improve confidence when positively interacting with peers resulting in our students becoming confident, capable and effective leaders of the future, who take responsibility for their own learning, as well as life choices.

Staff/leaders will develop professional growth as future leaders through attendance and engagement in professional learning opportunities, enabling them to reflect on their performance, in order to identify strengths and areas of improvement.

## People

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

#### Students:

Student leadership in education instils quality life skills and shapes the individual. Students will be given the opportunity to participate in leadership programs designed to reflect their potential and develop their capacity to play a role in decision making.

#### Staff:

In consultation, staff will develop their PDP goals, which will be directly aligned to the strategic directions of the school. Staff will undertake professional development, which specifically focuses on these goals, in order to support professional growth.

#### School Leaders:

School leaders build capacity by creating a culture of empowerment, responsibility and self-directed research, which leads to the development of a professional learning community. They evaluate whether professional learning undertaken by self and others has had the desired impact on students and has been shared with others.

## Processes

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

Students will take on specific roles such as Class Captains, SRC Representatives and House Captains.

Library Monitors will be appointed.

Greater opportunities will be created to develop leadership skills in K-6 students using the Personal and Social Capability learning continuum.

A junior PBL leadership team will be introduced.

Students will participate in the Muswellbrook Schools Learning Community competitions in relation to Public Speaking and Debating.

Through professional learning, staff will understand what they need to do to address the school plan's strategic directions and meet the school's improvement measures.

Leaders will undertake professional learning that emphasises effective instructional leadership, management skills and leadership attributes to facilitate professional growth.

#### Evaluation Plan:

Regular milestone reporting, ongoing attendance at PD sessions, formative/summative evaluation of programs.

## Products and Practices

### What is achieved and how do we know?

#### Products:

##### Students:

Greater participation in student leadership programs will improve confidence when positively interacting with peers resulting in our students becoming confident, capable and effective leaders of the future, who take responsibility for their own learning, as well as life choices.

##### Staff:

Staff/leaders will develop professional growth as future leaders through attendance and engagement in professional learning opportunities, enabling them to reflect on their performance, in order to identify strengths and areas of improvement.

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

#### Practices:

Staff will explicitly teach skills identified in the Personal and Social Capabilities learning continuum, in order to further expand the capacity of students to become successful future leaders.

Student leadership opportunities will be expanded to cater for K-6 students.

Students will be given greater opportunities to participate in learning opportunities with other schools.

# Strategic Direction 2: Great Teaching, Great Outcomes

## Purpose

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

Student learning is underpinned in excellent schools by high quality teaching, which is distinguished by high levels of professionalism and commitment. Quality teaching leads to improved student progress, hence great outcomes.

Through the use of evidence-based best practices, which include data analysis, students are actively engaged in meaningful and challenging learning experiences tailored to meet individuals' needs, in order to develop as creative, independent, confident and self-regulated learners.

### Improvement Measures

Evidence of flexible groupings and collaborative learning opportunities to develop problem solving, critical thinking, communication and technology skills.

80% of students at or above grade expectation according to syllabus/continuums and school based data.

Evidence of data driven planning to develop teaching programs, which cater for individual learning needs through reasonable adjustments.

Professional learning linked to Australian Teaching Standards and PDP goals.

## People

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

#### Students:

Students need opportunities to develop an understanding of the purpose of learning through explicit teaching to ensure that they are highly engaged in teaching and learning activities that are meaningful and challenging.

#### Staff:

Staff engage in professional learning, which leads to an increased knowledge and understanding of researched-based best practices leading to improved student outcomes.

#### Parents/Carers:

Parents/carers build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to improve student outcomes.

#### Community Partners:

Community partners maintain proactive learning alliances within the Muswellbrook Learning Community of Schools and beyond.

#### Leaders:

Leaders identify and implement professional learning opportunities with staff, which are aligned with school priorities to facilitate continuous school improvement.

## Processes

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

Stage/grade teams will engage in ongoing professional learning and collaborative planning to encourage students to work collaboratively and cooperatively whilst developing their 21<sup>st</sup> century skills and capacities.

K-6 teachers will differentiate curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge.

Staff will engage in professional development around evidence-based best practices including data analysis to inform planning, identify interventions and modify teaching practices.

Parents/carers and community members will be invited to participate in classroom activities, as well as parent information sessions/meetings that focus on literacy/numeracy, in order to support their child's schooling at home.

Leaders will closely monitor school-based assessment, progress on the continuums, benchmark data and NAPLAN results to track student progress in literacy and numeracy.

#### Evaluation plan:

Attendance of parents at workshops. Ongoing monitoring of staff PDPs and attendance at PD sessions. Data analysis/classroom observations.

## Products and Practices

### What is achieved and how do we know?

#### Products:

Evidence of flexible groupings and collaborative learning opportunities to develop problem solving, critical thinking, communication and technology skills.

80% of students at or above grade expectation according to syllabus/continuums and school based data.

Evidence of data driven planning to develop teaching programs, which cater for individual learning needs through reasonable adjustments.

Professional learning linked to Australian Teaching Standards and PDP goals.

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

#### Practices:

Professional development of staff in relation to data analysis will drive future direction of teaching/learning programs.

Collegial peer observations on a regular basis will identify strengths and areas for development leading towards improved quality teaching practices.

# Strategic Direction 3: Connecting with People

## Purpose

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

Building a strong community in schools leads to a common purpose.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed. They will grow and flourish, do well and thrive.

## Improvement Measures

Greater knowledge and understanding of Aboriginal cultural awareness throughout the school community evidenced by community feedback.

Improved attendance at meetings that promote consultative decision-making and collaboration with all stakeholders evidenced by feedback, attendance records and meeting logs.

Increased collaboration and communication between home and school, hence strengthening the role of parents as partners, evidenced by parent teacher interview logs, emails, letters, correspondence and meeting logs.

A positive school culture with a reduction in challenging behaviours evidenced by school data in relation to PBL.

## People

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

#### Students:

Students work with other school networks to enhance learning opportunities and community partnerships; implement peer-teaching opportunities and in-school initiatives, as well as promote students' understanding of being Safe, Respectful students, who strive to do their Personal Best.

#### Staff:

Staff develop their capacity to communicate and engage effectively with students, parents, carers, local community and schools. Our PBL program will further develop staff capabilities leading to a more consistent approach and reinforcement of expectations.

#### Parents/Community Partners

Parents/Community Partners will form collaborative learning alliances, which will support student engagement, learning and wellbeing.

#### Leaders:

Current and aspiring school leaders will be given opportunities to manage and lead key projects to develop their educational management and leadership capabilities.

## Processes

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

Staff professional learning in relation to Aboriginal Education.

Staff professional learning in relation to 'Strengthening Family and Community Engagement', 'Excellence in School Customer Service' and the Wellbeing Framework.

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with the community.

Skoolbag APP and website regularly updated.

Regular communication through emails/notes/messages, Yarn Up circles, P&C meetings and transition programs with pre/high school.

Newsletter delivered electronically to parents and community groups/businesses.

Regular PBL team meetings to discuss and implement whole school strategies that promote consistent, positive education.

#### Evaluation Plan:

Ongoing monitoring of professional learning, analysis of parent surveys and feedback, attendance of parents at workshops, PBL data collection.

## Products and Practices

### What is achieved and how do we know?

#### Products:

Greater knowledge and understanding of Aboriginal cultural awareness throughout the school community evidenced by community feedback.

Improved attendance at meetings that promote consultative decision-making and collaboration with all stakeholders evidenced by feedback, attendance records and meeting logs.

Increased collaboration and communication between home and school, hence strengthening the role of parents as partners, evidenced by parent teacher interview logs, emails, letters, correspondence and meeting logs.

A positive school culture with a reduction in challenging behaviours evidenced by school data in relation to PBL.

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

#### Practices:

Professional learning that focuses on Aboriginal cultural awareness, as well as ways to promote parents as partners in order to encourage higher levels of parental and community engagement.

Professional learning on the Wellbeing Framework to further develop knowledge and understanding, in order for our students to connect, succeed and thrive.

