Mayrung Public School

Strategic Plan 2015-2017
Mayrung Public School means …..
always trying to do your best and being shown how to do your best.

This plan has been a collaborative effort involving students, staff, parents and school community. Together, we have developed the strategic directions for the future that will support our students to be successful learners who have pride in themselves and their community.

1. High Performing Students and Staff

2. Collaborative Partnership
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<th>School vision statement</th>
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<td>Commitment to providing an inclusive education within an engaging and nurturing environment. Dedication in motivating and valuing all students in developing an understanding of their own learning and becoming informed citizens of the future.</td>
<td>Mayrung Public School is located in a vibrant and productive rural setting, 42 kms north-east of Deniliquin. At MPS we believe that preparing students for life-long learning is our core business. In doing so we engage our learners with real-world issues, opportunities, challenges and problems for authentic purposes and real-life benefits. MPS provides a holistic learning environment with the provision of music lessons, a variety of sporting opportunities, kitchen garden and cooking programs and expansive outdoor play areas. The implementation of personalised learning plans; highly qualified teachers and support staff; excellent technological resources and engaging positive parent and wider community partnerships enables MPS to achieve a supportive and nurturing environment for all our students learning and well-being needs. To find out more information relating to Mayrung Public School please visit our school website: <a href="http://www.mayrung-p.schools.nsw.edu.au">www.mayrung-p.schools.nsw.edu.au</a></td>
<td>This school plan is the result of a rigorous process of whole school communication and is based on an aspirational understanding that it is to be attained over a three year period. Through discussions/surveys with parents, students, teachers and the wider school community we have gathered evidence relating to where they would like our school to be in 3 years based on the goals and commitments to action. Main discussions centred on what the school community, both internal and external thought the main skills were for learners of the 21st Century and how our school can play a vital role in providing a quality level of education to equip each and every student with such diverse skills. The School Principal attended workshops relating to the creation of the new Strategic Directions Plan and in return held Staff Meetings and P&amp;C Meetings around this topic. This enabled all stake holders to have an understanding of the processes and procedures required to complete the plan, along with creating an opportunity for them to voice their opinions and ideas.</td>
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Purpose:
To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

To build a dynamic culture of innovation and best practice through quality professional learning and collegiality. Staff will have high expectations of themselves and their students in order to foster sustained school improvement.

Purpose:
To work across the school community to embed a positive culture and set of values based on the three expectations of being Respectful, Responsible Learners and community members.

To achieve a culture where success is valued and a strong social conscience is developed, in collaboration with community partnerships.
Strategic Direction 1: High Performing Students and Staff.

Purpose

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

To continue to foster tolerance and understanding within our cultural diverse learning community.

To build a dynamic culture of innovation and best practice through quality professional learning and collegiality. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Improvement Measures

All staff and students will show confidence and knowledge in demonstrating conclusive and sustainable evidence to validate achievement of identified learning goals.

Improvement of student skills, demonstrating their ability to utilise a variety of strategies to strengthen their spelling as a means to improve their written work and reading skills.

People

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

There are high expectations of individual growth of every learner in the school.

Students:

Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement. Access other learning opportunities through global and community experiences to provide a real world context.

Staff / Leaders:

Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity. Facilitate / coach action research projects to build learning skills and capacity. Engage in professional learning to allow for best teaching practice for spelling program.

Parents/Carers:

Families will engage with children’s learning and new and innovative programs will continue to build expectations of parents.

Community Partners:

Strengthen the partnership between community, parents and volunteers to ensure students’ transitions and curriculum is best suited to our setting. Engage other research practices and experts to support the implementation and evaluation of pedagogical practise.

Processes

How do we do it and how will we know?

Implement high functioning and comprehensive whole school professional development that will lead, develop and evaluate all aspects of professional learning for all staff.

Staff participate in ongoing professional learning through action learning to develop a clear understanding of the Australian National Curriculum and the Quality Teaching Framework to produce highly engaging and differentiated teaching and learning programs.

Evaluation Plan

- Focus groups.
- Minutes.
- Facilitator notes/PPT
- Programs
- Work Samples
- Action Plans for each process will be monitored and evaluated.
- All teachers will have a performance and development plan (PDP).
- Incidental recording.
- IEPS
- Internal Assessment.
- External Assessment.

Products and Practices

What is achieved and how do we measure?

All staff and students will show confidence and knowledge in demonstrating conclusive and sustainable evidence to validate achievement of identified learning goals, aligned with outcomes from Australian National Curriculum.

Product:

Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.

Product:

Students are creative and productive users of learning resources & confident communicators, demonstrating a high standard of self-learning skills.

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

Practice:

- Students will be highly aware of their own learning and will learn collaboratively and independently.

Practice:

- Staff are high level enablers and facilitators of student learning, reflecting quality teaching elements and ‘21st Century Learning design dimensions’:
  1. Collaboration
  2. Knowledge Construction
  3. Self-Regulation
  4. Real-World Problem-Solving & Innovation
  5. Use of ICT for Learning
  6. Skilled Communication,

will be consistently embedded in all students and staff learning.

Mayrung PS 2508
## Strategic Direction 2: Collaborative Partnerships

### Purpose

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

To build an educational community through further developing school partnership throughout educational experiences and to inspire a culture of collaboration between parents, teachers and students.

### Improvement Measures

Greater participation in our wider school community partnerships, supporting school programs to embellish learning for life opportunities.

Parent surveys indicate an increase in an ability to support their child’s learning at home.

Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.

### People

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

**Students:**
Enrich student’s appreciation of the wider world in which we live in. Explicitly teach the skills of cooperation and collaboration in group tasks. Think deeply and critically and make relevant connections.

**Staff / Leaders:**
Build a culture of collegiality and collaboration amongst the Deniliquin Small Schools Network and wider DEC Networks.

**Parents/Carers:**
Parents through participation in parent information sessions on school learning programs will have the opportunity to develop their knowledge, skills and understandings to support their children.

**Community Partners:**
Strategic partnerships with other organisations will be developed to facilitate the delivery of innovative programs amongst the Deniliquin Small Schools Network.

### Processes

How do we do it and how will we know?

- Partnerships identified, established and embedded with community organisations and the school, supporting school programs, eg. Local sporting groups, Lions, Rotary and Apex clubs, AECG and the local council to enhance life skills.
- Professional learning activities jointly planned and implemented to create learning opportunities where staff, parents and the wider community can learn together.

### Products and Practices

What is achieved and how do we measure?

Teachers develop teaching techniques to facilitate the best learning outcomes for MPS students. Staff at MPS to be part of a wide community of excellent practice evidenced by improved student outcomes.

**Product:**
The Deniliquin Small Schools Network meeting at least once each term in order to continue to build collegial sharing and support.

Close collaboration between key stakeholders within the MPS Network making strong contributions to cultural understanding and achievement of all students at the school.

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

**Practice:**
Key stakeholders within the MPS Network meet regularly to facilitate professional learning and other opportunities across the school.

Improved parent capacity to support student learning as evidenced by parent surveys, attendance and observed confidence.

**Evaluation Plan**

Regular reporting against milestones by the School improvement Committee.

Feedback from visitors, focus group sessions and staff and student surveys. Surveys of parents and facilitated discussion at P&C meetings.