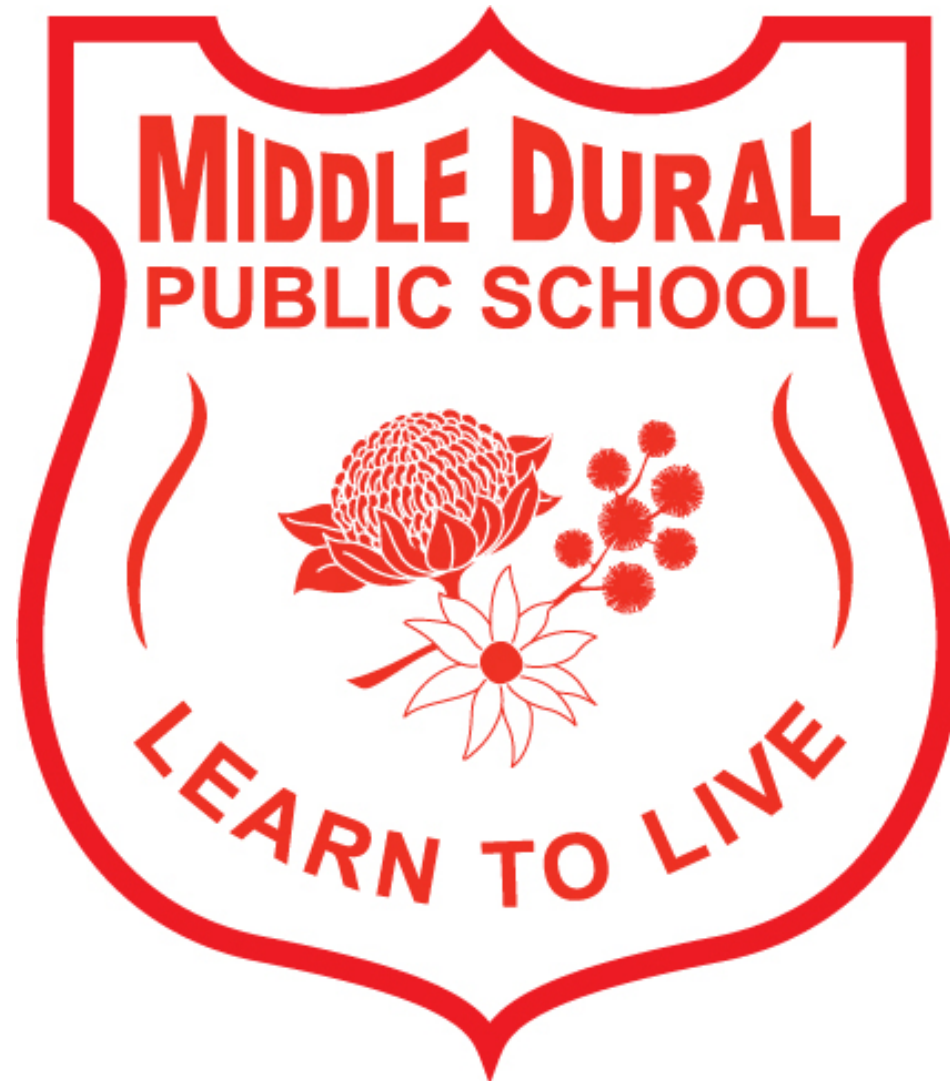


School plan 2018-2020

Middle Dural Public School 2542



School background 2018–2020

School vision statement

Inspiring and promoting a dynamic learning community equipped with 21stCentury skills, while enhancing the well-being of all and instilling the desire and capabilities to seek life-long learning.

School context

Middle Dural Public School is a small school set in the semi-rural area of north-western Sydney that provides a harmonious and inclusive learning environment. Set on hectares of beautiful grounds we are proud to have been delivering quality education for more than 125 years. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 39% of students having a language background other than English.

Open communication and teamwork are evident among students, teachers and parents within this school. Our planning for a whole school focus on selected areas reflects a strong and inclusive ethos, which is nurtured through positive practice and collaborative approaches, and informed through continuous feedback.

Our productive partnerships with the Small Schools' Learning Alliance, as well as our Community group of Schools, provide valued interactions and connections between students through sporting, public speaking, the arts and leadership events. This forum also provides invaluable staff connections through shared professional learning and collegial collaboration.

Our school's successful learning programs are delivered by professional, dedicated teaching staff supported by excellent technological resources. Our teachers are committed to valuing and developing the individual needs of each student.

School planning process

During Term 4 of 2018, Middle Dural Public School community (consisting of all staff, students and parents) participated collaboratively in the school planning process to evaluate aspects of our school and to determine our future directions over the next three years. Through the use of surveys and focus group discussions with each of these parties, feedback was provided. Collation of this feedback, together with further staff and parent discussions, clearly identified areas to be improved, nurtured and modified. Collection and analysis of school based data, Best Start, PLAN and NAPLAN results were also utilized. This information has shaped and determined our three strategic directions. The strategic directions became the focus of further meetings and discussions with parents and staff to determine the impact and indicators of the purpose, people, processes, practices and products within the 5P plan. Our strategic directions articulate the school's priorities over the next three years. The directions are high level and future focused and will drive a whole school culture of educational excellence. They ensure planning is consistent, collaborative and considered as we build capacities of all involved.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Fostering an Inclusive learning culture to promote academic growth and well-being.

Purpose:

To foster a safe, inclusive learning community promoting tolerance, respect and a sense of belonging where students are active participants and are prepared to take considered risks in their learning.

STRATEGIC DIRECTION 2

Delivery of high-standard educational practices across the school.

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to support and accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Strategic Direction 1: Fostering an Inclusive learning culture to promote academic growth and well-being.

Purpose

To foster a safe, inclusive learning community promoting tolerance, respect and a sense of belonging where students are active participants and are prepared to take considered risks in their learning.

Improvement Measures

- The school collects and uses data to monitor and refine a whole school approach to well-being and engagement to improve learning.
- Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school.

People

Students

- build skills to self assess with a focus on resilience, capabilities and competencies.

Staff

- from the small School's Learning Alliance build and sustain the professional learning of all staff members by developing systems for teachers and leaders to learn from each other.
- model a culture of learning within the school setting through self-assessment, goal-setting and collaborative approaches to teaching and planning.

Parents/Carers

- develop an understanding of and value the theories and practices underpinning the school's philosophies.
- demonstrate support for the school's position within the community and with their children, and are active partners in embedding these values into the school culture.

Processes

- **MDPS Mindset Project**– Maintaining and refining a Whole School integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their learning.
- **Inclusive Community Project**– establishing a Small Schools' Community for enrichment in student learning along with increased opportunities in Professional Learning for all staff.

Evaluation Plan

- Feedback from Small School's Learning Alliance Project Leaders/ teachers.
- Focus Groups– Circle time Feedback
- Surveys–student/ parent/staff – effects on student engagement and well-being
- Student behaviour data analysis PBL.
- Survey staff around the culture of teaching/learning systems and processes.
- Feedback from Learning & Support Meetings and staff conferencing.

Practices and Products

Practices

- Evolution of the Small Schools' Learning Alliance providing strong cohesive links between our four local small schools.
- Staff and students value and actively engage in learning opportunities, setting goals and reflecting on progress and future directions.
- Students confidently engage in Circle Time providing shared feedback, giving them an opportunity to voice reflections on school experiences.
- Middle Dural Mindset involves aspects of Building Learning Power, Growth Mindset and Habits of Mind guided by our expected behaviours in PBL.

Products

- The school collects and uses data to monitor and refine a whole school approach to well-being and engagement to improve learning.
- Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school.
- Thinking is valued, visible and actively promoted as part of day to day experiences.

Strategic Direction 2: Delivery of high–standard educational practices across the school.

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to support and accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

- Increase the number of students demonstrating above anticipated individual growth in Literacy/Numeracy K–6.
- Culture of collaborative PL established across the Small Schools' Learning Alliance, to build capacity of all staff focusing on evidence–based practices.

People

Students

- Articulate their learning and understand what they need to learn next to enable continuous improvement.
- Build skills to self–assess utilising rubrics and literacy/ numeracy progressions with a focus on resilience, capabilities and competency.

Staff

- Adopt a collaboratively planned and co–ordinated approach to literacy where the teaching is valued and there is an expectation of improvement in literacy standards across the school.
- Plan and use quality assessment and data tools to inform teaching and learning goals.
- Demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Parents/Carers

- Are provided with an open link between home and school to support student involvement and progression.

Community Partners

- The school links with a Community of Schools as well as the small Schools' Learning Alliance to support Professional Standards for Principals and Teachers as well as promoting a wider sense of community belonging for our students.

Processes

- **Research Informed Pedagogy**– draw on research to develop and implement high quality professional learning with a focus on improved teaching methods in Literacy and Numeracy.
- **Small Schools' Learning Alliance** –Collaborative planning within, as well as across, schools to share expertise, resources and enrich Professional Learning.

Evaluation Plan

- Evaluation of T/L Programs
- Analysis of school–based and external data
- Teacher reflection on PL– Feedback
- Feedback from Small Schools' Learning Alliance project leaders/staff.
- Teacher/Principal conferencing around individual PDPs.

Practices and Products

Practices

- Teachers using data to inform and differentiate their teaching and learning by tracking student progress in literacy/ numeracy.
- Mapped assessment throughout the year to monitor progress across all areas providing explicit and timely formative feedback to students.
- Teachers clearly understand and utilise assessment for, as and of learning in determining teaching directions, school performance levels and effectiveness.
- Schools evaluate professional learning activities to identify and promote the most effective strategies.
- Shared teaching practice to allow for observation and teacher feedback.

Products

- Increase the number of students demonstrating above anticipated individual growth in Literacy/Numeracy.
- Culture of collaborative PL established across the Small Schools' Learning Alliance, to build capacity of all staff focusing on evidence–based practices.
- PDP–All staff develop individual PDPs aligned to Australian Professional Standards. and School Plan.