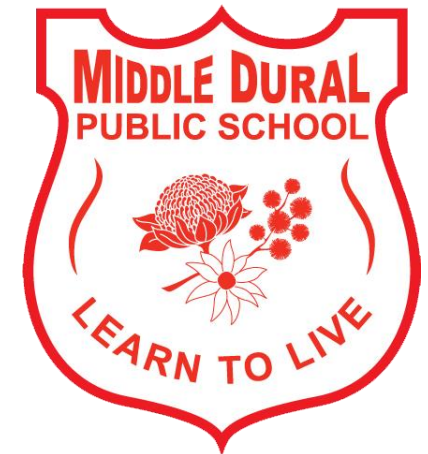
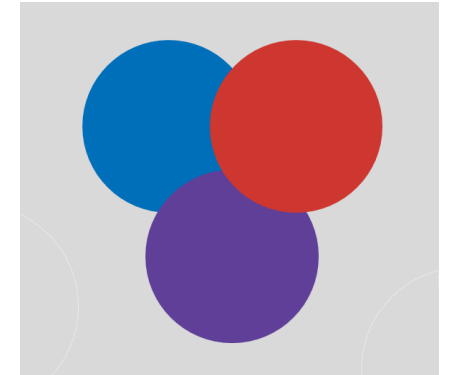


School plan 2015 – 2017

Middle Dural Public School 2542





School vision statement

Inspiring and promoting a dynamic learning community equipped with 21st Century 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 be in our 125th year of education. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 24% 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 2014, 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.



STRATEGIC DIRECTION 1

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

STRATEGIC DIRECTION 2

Delivery of high-standard educational practices across the school.

STRATEGIC DIRECTION 3

Connecting learning in an integrated, dynamic and holistic way.

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.

Purpose:

To ensure the delivery of high quality pedagogies that are explicit, continuous and learner-centred through the engagement of all staff in professional learning, exceptional shared practice and collaborative planning at a whole school level.

Purpose:

To develop 21st Century capabilities, essential for future success through differentiated delivery of Australian Curriculum in a learner-centred, capacity-building approach.

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

- ❖ A whole school approach to Building Learning Power is embedded, providing students with opportunities to connect, succeed and take responsibility for their learning.
- ❖ Student achievement data demonstrates all students are meeting expected levels in Literacy and Numeracy.

People

Teachers model the tolerance, respect and co-operation that we expect of our students.

Teachers will promote positive well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Teachers demonstrate an understanding of the philosophies behind PBEL and Building Learning Power as it is applied in all aspects of the school.

Students understand the importance of taking responsibility for their learning and their behaviour and develop the strategies that help them become better learners through immersion and explicit teaching.

Parents are informed of PBEL and BLP processes through information sessions and newsletters.

Parents understand the importance of students taking responsibility for their learning and their behaviour and will support teachers.

Parents are part of the collaborative decision making process in enhancing the learning environment of the school.

Community partners assist in the enhancement of school learning areas through negotiation, discussion and financial/physical support where appropriate.

Processes

Developing action plan for PBEL (Positive Behaviour for Engaged Learning) 2015 through collaborative staff efforts.

PBEL in operation in all aspects of the school. Students and staff can articulate expected behaviours across the school.

Expectations of behaviours within the different school settings are explicitly taught to students.

Introduction and implementation of the Building Learning Power (BLP) program through Professional Learning for staff, whole school planning and morning meetings within the classrooms.

Enhancement of grounds and specific learning areas to ensure best learning conditions, supporting student and staff well-being.

Evaluation Plan

Evaluation and monitoring using:

- Teacher evaluations/ feedback
- School based assessments
- Observations
- Surveys

Products and Practices

Products:

- A whole school approach to Building Learning Power is embedded, providing students with opportunities to connect, succeed and take responsibility for their learning.
- Student achievement data demonstrates all students are meeting expected levels in Literacy and Numeracy.
- Collaborative activities are embedded into daily learning providing opportunities to build positive relationships.
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Practices:

- Students and staff demonstrate positive, respectful relationships that promote student well-being and ensure good conditions for student learning.
- Students interact with respect, tolerance and care for others.
- Teachers consistently implement strategies to promote positive relationships.
- Students, staff and community understand the behaviours, attitudes and expectations that promote learning and apply them daily.
- Students, staff and parents value and engage in learning opportunities.

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

Purpose

To ensure the delivery of high quality pedagogies that are explicit, continuous and learner-centred through the engagement of all staff in professional learning, exceptional shared practice and collaborative planning at a whole school level.

Improvement Measures

- ❖ Professional Development Plans demonstrate that all staff members have high levels of contemporary content knowledge and teaching practices, and use evidence-based strategies.
- ❖ The school has embedded explicit systems for collaboration and shared teaching practice to drive school-wide improvement.

People

Teachers understand that quality assessment and data are tools for informing teaching and learning goals. Teachers engage in professional learning to build pedagogical practices that highly engage students at all levels. Teachers recognise that high expectations and recognition of success raises aspirations and performance.

Students are provided with opportunities to support and lead through specific class and whole-school groupings across various learning situations. Students are given the capacity to be engaged and successful learners.

Parents are provided with open links between home and school to support student involvement and progression.

The school links with a community of schools as well as a Small Schools Learning Alliance to support Professional standards for Principals and teaching staff as well as promoting a wider sense of community belonging for our students.

Processes

Provision of relevant quality Professional Learning for all staff, together with opportunities for staff to source and share their own professional investigations.

Establishing a Professional Literature Circle to share and discuss new, relevant and interesting insights into current practices.

Staff meetings to plan delivery of, review and evaluate whole school learning activities.

Opportunities for shared teaching practice are planned weekly with follow-up discussion, analysis and evaluation.

Teachers participate in Professional Learning targeted to school priorities and their personal professional needs.

Evaluation Plan:

- Evaluation of Teaching and Learning Programs and student achievement data (PLAN/Best Start, NAPLAN and school based assessment.)
- Evaluation of shared teaching practice and collation of data from feedback sheets.
- Discussion around Individual PDPs

Products and Practices

Products:

- Professional Development Plans demonstrate that all staff members have high levels of contemporary content knowledge and teaching practices, and use evidence-based strategies.
- The school has embedded explicit systems for collaboration and shared teaching practice to drive school-wide improvement.
- The school has a culture of supporting teachers in their attainment of professional learning goals and teaching requirements.

Practices:

- Teachers demonstrate currency of content knowledge and teaching practices, and rely on evidence-based strategies.
- Teachers understand and implement professional standards and curriculum requirements.
- Teachers working beyond their classrooms to contribute to whole-school programs.
- Teachers implement evidence-based research to improve their performance and development.
- Teachers are encouraged and actively engaged in sourcing and planning their own quality Professional Learning to improve performance.
- Shared teaching practice across the school is a regular undertaking.

Strategic Direction 3: Connecting learning in an integrated, dynamic and holistic way.

Purpose

To develop 21st Century capabilities, essential for future success through differentiated delivery of Australian Curriculum in a learner-centred, capacity-building approach.

Improvement Measures

- ❖ Increase in teacher and student confidence in the effective use of ICT to support learning.
- ❖ Curriculum delivery integrates technology, the use of Higher Order Thinking Skills and differentiation of the curriculum.

People

Teachers:

- Familiarise themselves with Australian Curriculum content and purposes.
- develop the capacity to:-
 - embed ICT within Learning Areas.
 - ensure use of higher order thinking skills across all Learning Areas for all students.
 - differentiate learning in all areas.
- Professional Learning delivered in the above teacher processes.

Students are trained in all aspects and expectations of student-centred learning. Students develop capabilities in use of ICT to enhance learning.

Parents are informed of student-centred learning processes and expectations, ICT, differentiation and Australian Curriculum through information sessions, assemblies, newsletters and P&C meetings.

Processes

Targeted Professional Learning in aspects of 21st Century capabilities- information technology, Higher Order Thinking Skills, The Four Cs and differentiated learning.

Collaborative planning in delivery of 21st Century capabilities for effective implementation and differentiation.

Parent information sessions around specific school programs.

Implementation of student-centred learning approach in selected Learning Areas.

Evaluation Plan:

- Student and Teacher observations and surveys/ focus group discussions.
- Monitoring of Teacher programs.
- Checklist of completed tasks and rubrics.

Products and Practices

Product:

- Increase in teacher and student confidence in the effective use of ICT to support learning.
- Curriculum delivery integrates technology, the use of Higher Order Thinking Skills and differentiation of the curriculum.
- Student-centred learning is embedded within select Learning Areas, building high levels of student engagement and responsibility for learning.

Practices:

- Students communicating and collaborating to solve problems and produce high quality work. (4Cs)
- Teachers embed ICT into daily teaching practice to support student learning.
- Students confidently use technology to assist their learning.
- Teachers effectively differentiate learning for students.