School plan 2015 – 2017

Mullumbimby Public School 2665
## School background 2015 - 2017

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<th>School vision statement</th>
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| Mullumbimby Public School is committed to providing all students with a range of diverse learning opportunities within a culture of growth, performance, creativity and well-being. It provides an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment. The school values and celebrates the diversity of its families and local community. It is committed to developing personal excellence, individual strengths, a love of learning and the capacity to achieve. | Mullumbimby Public School is situated on the Far North Coast of NSW and is a member of the Lighthouse Valley Community of Public Schools and BOMB (Bangalow PS, Ocean Shores PS, Mullumbimby PS, Brunswick Heads PS) community of Public Schools. The school currently services 151 families from across the full socio economic spectrum. **At Mullumbimby Public School we:**  
- have an experienced and dedicated staff committed to achieving improved student learning outcomes;  
- aim to provide students with the skills, knowledge and expertise to help them master the multi-dimensional abilities required of them in the 21st century;  
- provide opportunities for all staff to engage in quality professional learning activities aimed at improving outcomes for every student.  
- acknowledge and showcase the academic, sporting, cultural and leadership achievements of our students at every opportunity;  
- are committed to the Positive Behaviour For Learning (PBL) core values of ‘Respect Yourself, Respect Others and Respect the Environment’, and endeavour to instil these core values through explicit teaching and high expectations at all times;  
- embrace the use of technology to enhance the learning programs of students;  
- are strongly supported by a hard working P&C. | The school undertook an extensive planning process to inform the strategic directions for the three year school plan 2015-2017. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process;  
- Staff discussions and written feedback was obtained on school vision, areas of strength and areas of further development.  
- The school community was surveyed in late 2014 and asked to provide feedback on the school’s performance including areas of strength, areas of further development and what values community see as important within a school.  
- The 5P planning approach across all strategic directions was collaboratively developed. The draft plan was shared with all staff and parents to ensure collective understanding.  
- The staff worked together to develop the Milestones section of the plan. |
Purpose:
To enhance leadership and teaching practices through 21st century pedagogy and targeted professional learning. Creating a professional environment that is aligned with the Australian Professional Teaching Standards, where teachers engage professionally and collaboratively to deliver 21st Century learning.

STRATEGIC DIRECTION 1
Quality 21st Century Learning

Purpose:
To improve teaching standards through high quality teaching, innovative 21st century practices, personalised learning and explicit high expectations.

STRATEGIC DIRECTION 2
Quality 21st Century Teaching

Purpose:
To promote positive and respectful relationships with families and community which support an inclusive school culture and collaboratively develops successful learners. Learners who are confident, independent and creative individuals with self- worth, resilience, respect and integrity.

STRATEGIC DIRECTION 3
Building collaborative, active and resilient community partnerships
## Strategic Direction 1: Quality 21st Century Learning

### Purpose

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

To enhance leadership and teaching practices through 21st century pedagogy and targeted professional learning. Creating a professional environment that is aligned with the Australian Professional Teaching Standards, where teachers engage professionally and collaboratively to deliver 21st Century learning.

### People

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

**Students:** Develop capacity for creativity and open ended thinking through engagement in challenging and appropriate learning. Learn to use and apply evolving technology to think critically.

**Staff:** Support students by providing challenging and stimulating learning experiences and opportunities. Staff will implement creative practice and demonstrate evidence of personal skill development and the use of ICT tools and online environments.

**Parents/Carers:** To support the collaborative learning community by working together with teachers and students to foster an environment which facilitates 21st Century learning.

**Community Partners:** Instil the attitudes and values that will support the school community to provide a dynamic education that reflects 21st Century skills and understanding.

**Leaders:** Provide continuing strategic direction about the impact of 21st Century practice on the development of creative, innovative and resourceful learners.

### Processes

How do we do it and how will we know?

Professional Learning sessions to support and enhance staff knowledge and understanding of 21st Century Learning practices, with a focus on technology.

Quality differentiated learning experiences for all students K-6 are carefully and collaboratively planned, explicitly taught and assessed using consistent teacher judgement.

### Products and Practices

What is achieved and how do we measure?

**Product:**

Staff demonstrate quantitative and qualitative evidence of professional growth against the Australian National Teaching Standards.

Teaching programs and practices demonstrate an understanding of pedagogical practices required by 21st Century learners.

Professional learning will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning.

Teachers demonstrating achievement of Australian Professional Teaching Standards.

**Practice:**

Teaching programs and practices demonstrate explicit integration of digital citizenship and innovative practice.

Teaching strategies will engage learners, promote higher order thinking and facilitate creative learners.

The school community will work collaboratively to develop leadership capacity by showing initiative and using their creative abilities.

### Improvement Measures

100% of teachers demonstrate evidenced professional growth against the Australian Teaching Standards.

All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning.
## Strategic Direction 2: Quality 21st Century Teaching

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<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>To improve teaching standards through high quality teaching, innovative 21st century practices, personalised learning and explicit high expectations.</td>
<td>Students: Develop knowledge, skills and understandings of all students.</td>
<td>Professional Learning based on how to create quality programs that utilise data from school and external assessment.</td>
<td>Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices.</td>
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<td>Staff: Develop and maintain knowledge and understanding that enable adherence to whole school scope and sequences. Develop high quality assessment tasks linked to scope and sequences.</td>
<td>Collection and analysis of data from common and consistent approaches to whole school assessment tasks.</td>
<td>Students will have essential skills in literacy and numeracy and are creative and productive users of technology as a foundation for success in all learning areas.</td>
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<td>Parents/Carers: Develop understanding of whole school programs and learning continuums; and how to access and understand whole school data in relation to ongoing growth and performance.</td>
<td>Evaluation Plan</td>
<td>Reports to show student progress along literacy and numeracy continuum using PLAN software.</td>
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<td>Community Partners: Establish learning partnerships and utilise local and external community expertise to develop programs.</td>
<td>Termly monitoring of school based assessment, progress on the continuums, benchmark data, L3 data and analysis of NAPLAN results to track student progress in Literacy and Numeracy. Teachers show evidence of achieving the National Teaching Standards which reflects Quality teaching and learning.</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Improvement Measures</td>
<td>Products and Practices</td>
<td>Practice:</td>
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<td>Quality teaching is reflected across the school demonstrated through differentiated learning and the use of a variety of high quality assessment practices.</td>
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<td>Quality teaching and learning practices across the school demonstrated through differentiated literacy and numeracy lessons and a variety of high quality assessment to improve student achievement.</td>
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<td>Improved NAPLAN performance in literacy and numeracy with greater percentage of students in top two bands across all areas.</td>
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<td>Focus on best evidence based practices and data analysis to result in consistent quality teaching and achievement of National Teaching Standards.</td>
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<td>Targeted Professional Learning to enhance teaching practice across all KLA’s.</td>
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<td>Reflection of teaching practice and assessment at individual, peer, stage, school and BOMB levels.</td>
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Strategic Direction 3: Building collaborative, active and resilient community partnerships

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<td><strong>What is achieved and how do we measure?</strong></td>
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<td>To promote positive and respectful relationships with families and community which support an inclusive school culture and collaboratively develops successful learners. Learners who are confident and creative individuals with self-worth, resilience, respect and integrity.</td>
<td><strong>Students:</strong> Develop capacity to engage in a wide range of cooperative and / or learning opportunities that enhance resilience, creativity and leadership traits.</td>
<td>Promote and encourage student participation in a wide range of diverse and creative learning opportunities. Continuation of shared community celebrations incorporating our diversity and widely involving and recognising our Indigenous community.</td>
<td><strong>Product:</strong> Parents, carers, families, the broader community and students themselves hold high expectations for their educational outcomes. Challenging and stimulating learning experiences and opportunities are provided to develop student capacity to learn and play an active role in their education. Students have a sense of self-worth, self-awareness and personal identity. Students embrace opportunities, make rational and informed decisions and accept responsibility for their own actions. Students develop personal values and attributes such as resilience and respect for themselves, others and the environment.</td>
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<td><strong>Improvement Measures</strong></td>
<td><strong>Staff:</strong> Create capacity for individuals and teams to lead processes with the purpose of achieving milestones.</td>
<td>Engage the school community in our PBL strategy which encompasses the core values of 'Respect Yourself, Respect Others and Respect the Environment'.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td>Surveys reflect high satisfaction amongst teachers, parents and students in achievement of educational outcomes and provision of a quality learning environment. Students show an increased level of respect through our Positive Behaviour For Learning (PBL) strategy.</td>
<td><strong>Parents/Carers:</strong> Parents will collaboratively support the Student Wellbeing policy and programs at the school. Build awareness of the processes involved with partnerships that achieve measurable growth and progress within a positive and inclusive school culture.</td>
<td><strong>Evaluation Plan</strong> Use of student and staff self assessment tools. Data from PBL to demonstrate closer adherence to core values.</td>
<td><strong>Practice:</strong> There is strong positive support for learning and mutual respect among teachers and students and others assisting students’ learning. Cultural and background knowledge are valued to promote respect and facilitate inclusivity to participate in school life through effective and ongoing communication with the whole school community. Students and staff reflect on and regulate their learning, adjusting and personalising learning goals.</td>
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<td><strong>Community Partners:</strong> Establish learning partnerships within and beyond our school to support innovative connected communities. Promote the involvement of Indigenous families, community members and our AECG</td>
<td><strong>Leaders:</strong> School leaders work collaboratively to promote a culture of high expectations and an environment that fosters quality teaching and learning, building students’ capacity to be successful.</td>
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