Moree East Public School

School Plan 2015 – 2017

Quality Teaching and Leadership

School Community
Inclusion, Empowerment and Informed Decision Making

Student Wellbeing, Engagement and Academic Excellence
School background
2015 - 2017

SCHOOL VISION STATEMENT

Moree East Public School inspires excellence in teaching and learning by providing engaging, individualised and culturally relevant programs that foster positive and supportive relationships and resilience.

At Moree East Public School we provide students, at all stages of their learning and development, with a broad range of innovative curriculum opportunities and quality teaching and learning experiences. Our goal is to foster strong and independent learners who have a love of learning, who demonstrate ethical values and social responsibility and are inspired to continue to learn throughout their lives.

At Moree East Public School we are leaders in transformational change and provide high levels of school leadership, teaching and learning, innovation and community involvement. We employ and retain quality teaching staff who are committed to the values of Public Education and engage and consult with community to ensure authentic engagement with community partners reflects community aspirations and priorities, establishing a shared vision.

SCHOOL CONTEXT

Moree East Public School is a P5 Primary School located in the north west of New South Wales and stands proudly on Gomilaroai Country.

Moree East Public School provides a safe and positive environment for students to learn. It has an enrolment of 135 students. The students are predominately from low socio-economic backgrounds and 89% of the student body identify as Aboriginal.

Major infrastructure over 2015 and 2016 will rebuild the school to create tailored learning spaces for students as well as an early childhood centre and a community precinct.

In addition to the major infrastructure the school has a combination of targeted programs that are aligned to support the aspirations, additional needs and learning of students; innovation and quality of staff and; the inclusion of and partnering with community. These include Connected Communities, Early Action for Success and Schools as Community Centres.

The Connected Communities (CC) strategy positions Moree East Public School as a community hub. It broadens the influence of our community and school leadership, to play a role in the delivery of key services and in supporting, inspiring and motivating children from birth through to transition to school and into high school.

The Early Action for Success (EAfS) strategy aims to promote improved performance in the early years of school through high quality leadership that focuses on personalised learning and early intervention to ensure students at risk are identified and provided with additional support.

The Schools as Community Centres (SaCC) program is a proactive early intervention cross agency initiative that supports families with their children from birth to 8 years of age. Under the strategy a number of initiatives operating at Moree East Public School include supported playgroup, transition to school, breakfast club and parent events.

SCHOOL PLANNING PROCESS

In 2014, Moree East Public School undertook a valued and comprehensive consultation process with all key stakeholders to inform planning of the three strategic directions. This included the review of student results, attendance, engagement and feedback from parents, community, interagency and staff.

This intensive process combined with the recent surveys, reports and evaluations allowed an analysis of feedback from all stakeholders to take place which resulted in the establishment of an evidence base of current practices, processes and results of learning in the school.

Recent Surveys, Reports and Evaluations included:

- National Assessment Literacy and Numeracy
- Tell Them From Me Survey
- National Partnerships
- School Reference Group
- School staff
- Moree Aboriginal Education Consultative Group
- School as Community Centres
- Early Action for Success
- Dare to Lead Snapshot
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

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To create authentic opportunities for the parents/carers and identified community/government key stakeholders to be genuine partners in shaping the students learning environment that meets the child’s social, emotional, physical, cultural and academic needs. School and community programs and initiatives will reflect the needs, values and aspirations of all stakeholders, promoting a collective responsibility for positive partnerships.

To inspire excellence in teaching, learning and leadership through focussed professional development that promotes the creation of high quality teaching and learning environments and provides personalised learning and clear expectations, where all students achieve success to become successful, creative, culturally competent and confident life-long learners.

To foster positive and supportive relationships between students, teachers and school community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations, where achievements are acknowledged and celebrated to develop responsible, positive and resilient 21st century citizens and leaders.
## Strategic Direction 1:
### School Community Inclusion, Empowerment and Informed Decision Making

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<td>To create authentic opportunities for parents/carers and identified community/government key stakeholders, to be genuine partners in shaping a learning environment that meets the child’s social, emotional, physical, cultural and academic needs. School and community programs must reflect the needs, values and aspirations of all stakeholders, promoting a collective responsibility for positive partnerships.</td>
<td>Students: Promote learning environments where students are involved in the decision making around their learning which is inclusive of cultural identity ie Personalised Learning Plans. Students are given a platform to voice their opinions about how the school community can better support them in their learning.</td>
<td>More active role of parents to work in collaboration with staff to engage in regular opportunities that promote discussion, feedback and decision making around school governance.</td>
<td>Collaborative planning and agreed strategies and data collection processes in place to measure parent/carers and community inclusivity in Personalised Learning Plan meetings; school community forums; school events; Playgroup; transition programs; home-school communication; school community consultation and feedback contributing to school planning evaluation and future directions.</td>
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<td>Staff: All staff engage in professional learning (PL) to reflect on the opinions, feedback and advice of the wider school community, including Senior Leader, Aboriginal Education Officers (AEO), School Reference Group, Student Representative Council and SaCC, Facilitator. PL on effective communication methods and processes to ensure school programs, activities and student progress are communicated clearly to parents.</td>
<td>Empowering students to take an active part in decision making around their learning through the Student Representative Council (SRC) and their Personalised Learning Plans (PLPs).</td>
<td>School Reference Group (SRG), key stakeholders remain committed to the Connected Communities strategy and are honouring the Terms of Reference and their roles and responsibilities.</td>
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<td>Parents: Establishment of processes where regular opportunities are created for authentic two-way communication with parents and caregivers to ensure transparent and accountable decision making that benefits all stakeholders. Provide opportunities for parents and carers to access accredited courses or services to build their capacity to support their growth in skills and confidence.</td>
<td>Develop and improve modes of communication between home, school, and the wider community through the use of school website, school newsletter and social media such as the Skoolbag app and Facebook.</td>
<td>Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.</td>
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<td>Community partners: Stronger links and communication with the local Aboriginal Education Consultative Group (AECG) and outside agencies that enable collaborative planning and decision making to benefit the school community.</td>
<td>Community involvement at key school transition points co-designing Playgroup; Transition to School; School Orientation; and Primary to High School programs.</td>
<td>Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.</td>
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<td>Tailor SaCC programs that engage and support families through knowledge and skill development.</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>Strengthened partnerships with the local AECG, community agencies and businesses to support the needs of students and their families.</td>
<td>Practices:</td>
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<tr>
<td>IMPROVEMENT MEASURE/S</td>
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<td>Evaluation plan:</td>
<td>• The school plan and future directions are informed by two-way communication and collaborative decision making.</td>
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<td>Collaborative planning and agreed strategies and data collection processes in place to measure parent/carers and community inclusivity in Personalised Learning Plan meetings; school community forums; school events; Playgroup; transition programs; home-school communication; school community consultation and feedback contributing to school planning evaluation and future directions.</td>
<td>• Surveys/feedback from school community consultation.</td>
<td>• A school culture where community works in partnership with the school and resources from the local AECG and outer agencies are valued and embedded in school practice.</td>
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<td>School Reference Group, key stakeholders remain committed to the Connected Communities strategy and are honouring the Terms of Reference and their roles and responsibilities.</td>
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<td>• Data collection- school community program; coordinators, students, SRC, SRG and school evaluations.</td>
<td>• Innovative modes of communication developed to ensure all stakeholders are well informed of school activities.</td>
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<td>Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.</td>
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<td>• Data collection from Social media- increased likes on Facebook and Skoolbag app.</td>
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<td>Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.</td>
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Strategic Direction 2: Quality Teaching and Leadership

PURPOSE

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

To inspire excellence in teaching, learning and leadership through focussed professional development (PD) that promotes the creation of high quality teaching and learning environments and provides personalised learning and clear expectations, where all students achieve success to become successful, creative, culturally competent and confident life-long learners.

IMPROVEMENT MEASURE/S

- Increase the number of students K-6 achieving grade appropriate benchmarks in Literacy and Numeracy by 10%.
- Increase the number of students K-2 achieving grade appropriate benchmarks in Writing and Comprehension by 10%.
- 100% of teachers developing and delivering differentiated learning tasks that are underpinned by formative assessment strategies.
- 100% of staff supported to reach professional learning goals through continuous and differentiated professional learning.
- 100% of staff report that their PL opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class.
- 100% of staff report that their professional learning opportunities build their cultural understandings and connections with the community.
- Staff are culturally competent and cultural diversity is acknowledged, valued and celebrated.
- Local Gommeroi, Language and Culture program is inclusive of the school curriculum.

PEOPLE

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

Students: Promote learning environments where learning intentions and success criteria are clear, and feedback is a two way process that allows students to communicate what they are learning, how they will achieve set goals, and where they need to go next. Cultural identity is embraced and celebrated.

Staff: All staff to engage in PL to apply research and evidence based pedagogy that will support excellence in practice. Staff will be supported with ongoing PL to embed formative assessment in teaching programs that drive high quality programs and support the design of tailored learning and student self-regulation of learning. Staff receive ongoing PL and engage in local opportunities to develop cultural knowledge and skills.

Parents: Communicate learning intentions to parents/carers and provide information and feedback on skills, knowledge and concepts needed at different stages of learning. Provide opportunities for parent/carers to develop their capacity in knowledge, skills and experiences to better support their child in a collaborative, cultural and quality learning process. Parents are inclusive.

Community partners: Promote collective capacity for beneficial change, through the development of school networks, sharing information and resources that support learning. Promoting two-way communication between local LACG community agencies and businesses to support the development of successful and confident life-long learners.

Leaders: Guide all key stakeholders through the Spiral of Enquiry – ‘a collaborative inquiry, resulting in new learning and new action, that educators, learners, their families and involved community members will gain the confidence, the insights and the mindsets required to design new and powerful learning systems.’ (Timperley, Kaser & Halbert 2014). Develop cultural competency of all leaders.

PROCESSES

How do we do it and how will we know?

Professional Learning (PL)
- Lesson Study: Provide differentiated professional learning (PL) with an Instructional Leader (IL) (EALD) to embed current pedagogy that supports the design of high quality learning and teaching programs to improve student outcomes.
- Dedicate, ongoing, whole school PL sessions to enable staff to apply research and evidence based pedagogy that will support excellence in practice.
- Ongoing teacher PL and support by Assistant Principal (AP) Curriculum, IL and the Learning and support team to formulate, articulate and provide feedback on student learning goals in all lessons.
- Ongoing PL and support to build the cultural competencies of all staff.

Assessment
- Whole school PL and implementation of programs that support the use of formative assessment and differentiated learning.
- Whole school (staff and students) PL on the collaborative setting of learning goals and intentions to achieve consistent monitoring of student progress against the continua and student self-regulated learning.

Capacity Building
- Building capacity of teachers and leaders through targeted and differentiated performance and development plans that are based on the National Professional Teaching Standards.
- Collaboration with community of schools and school networks to share and refine best practice and build leadership capacity (Instructional Rounds, Peer Mentoring, Leadership Networks)
- Building cultural competencies of all staff.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:
- Increase the number of students K-6 achieving grade appropriate benchmarks in Literacy and Numeracy by 10%.
- Increase the number of students K-2 achieving grade appropriate benchmarks in Writing and Comprehension by 10%.
- 100% of teachers developing and delivering differentiated learning tasks that are underpinned by formative assessment strategies.
- 100% of staff supported to reach professional learning goals through continuous and differentiated professional learning.
- 100% of staff report that their PL opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class.
- 100% of staff report that their professional learning opportunities build their cultural understandings and connections with the community.
- Staff are culturally competent and cultural diversity is acknowledged, valued and celebrated.
- Local Gommeroi, Language and Culture program is inclusive of the school curriculum.

Practices:
- Teaching excellence is maintained through a consistent and collaborative approach to PL that is school based and responsive to student needs.
- Formative assessment practices enable students to be active in decisions and choices around their learning as they collaborate with teachers and parents/carers to improve their individual learning goals and achieve success.
- Teachers are supported through each stage of their career to achieve their PL goals and reach their full potential.
- Success planning and distributed leadership is promoted to build leadership capacity.
Strategic Direction 3: Student Wellbeing, Engagement and Excellence

**PURPOSE**

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

To foster positive and supportive relationships between students, teachers and school community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations, where achievements are acknowledged and celebrated to develop responsible, positive and resilient 21st century citizens and leaders.

**IMPROVEMENT MEASURE/S**

- 100% of students with additional learning needs have current and active Personalised Learning and Support Plans.
- 100% of staff clearly understand and implement school PBL procedures.
- 100% of staff clearly understand and implement Learning and Support (L&S) procedures.
- 5% increase in the student attendance rate.
- A 10% decrease in suspensions
- All key stakeholders are inclusive of the shaping of the new school learning environment.
- Formalised partnerships, with local community groups and government agencies.
- School service hub is operational and is meeting the needs of the school community.

**PEOPLE**

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

Students: Students are supported to achieve individual goals through personalised learning programs and extra-curricular activities that take into account the learners’ needs and strengths, talents, aspirations and cultural background. All students identified with additional learning needs have access to individual learning programs and specialist support.

Staff: Staff are supported to design teaching and learning programs that develop the skills, knowledge and general capabilities reflected in the new syllabus documents. Staff have a shared understanding of Positive Behaviour for Learning (PBL) principles that are consistently promoted. Learning and Support Teachers work collaboratively with classroom teachers to build capacity in supporting students with learning needs. Staff are supported to acquire knowledge and experiences of understanding and working with the local community to engage their children.

Parents: School expectations are communicated with parents and caregivers to develop shared understanding. The school supports parents and caregivers to access community agencies that address family needs. Parent working in partnership with teachers to support student learning. Sharing of parent’s skills and expertise within the school community.

Community partners: Develop community partnerships that support the delivery of tailored programs for the whole school and individual identified students.

Leaders: Collaborative planning and consulting with professional learning communities externally to build teacher capacity and leadership across schools.

**PROCESSES**

How do we do it and how will we know?

- Implement teaching and learning programs that take into account the students culture, social background, interests and approach to learning.
- Develop processes that identify students with additional learning needs and match them to relevant intervention and support.
- Provide a variety of opportunities for students to participate in extra curricula events to build on students’ strengths and talents, and build confidence in a variety of settings.
- Articulate clear expectations for learning and behaviour to foster positive and supportive relationships between students, teachers and the community. Student achievement is publicly acknowledged.
- Trial new school hours, 8am to 1.15pm, to maximise learning opportunities.
- Learning and Support team will continue to develop, monitor and review the additional learning needs of students.
- Strong presence of Behaviour for Learning Program (PBL) across the school.
- New school buildings will provide improved and comfortable learning spaces.
- Develop and implement a Kindergarten to Year 6 local Culture and Language program.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
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- 5% increase in the student attendance rate.
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- All key stakeholders are inclusive of the shaping of the new school learning environment.
- Formalised partnerships, with local community groups and government agencies.
- School service hub is operational and is meeting the needs of the school community.

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

Practices:
- Consistent and clear expectations of PBL across whole school with positive behaviour regularly acknowledged.
- Teachers implementing highly engaging, differentiated lessons using a variety of technology in all KLA.
- Students are confidently participating in everyday and extra curricula events.
- New school learning environment is vibrant, innovative and equipped with new learning technology that meets the students, staff and community needs.
- The service hub is working efficiently and effectively in meeting the needs of the students and their families, community and staff.