School plan 2015 – 2017

Macdonald Valley Public School 2439
School background 2015 - 2017

School vision statement

At Macdonald Valley Public School we believe:

‘Personalised Learning’ should be embedded into every aspect of teaching and learning to cater for all students’ unique gifts and talents.

‘Collaborative Teaching’ leads to staff sharing their best practice and teaching talents to ensure a holistic educational experience for the students.

‘Empowering Leadership’ systematically built into all levels of the school and community is the best way to prepare for an ever changing and dynamic future.

School context

Macdonald Valley Public School is a remotely located P6 Primary school located in the heart of Macdonald Valley. Visitors from outside the valley need to take a ferry ride to get here. The school currently has 10 students enrolled across grades K-6 with 3 boys, 7 girls and 1 Aboriginal student.

The school prides itself on striving to provide a personalised learning journey for all of our students. A journey which is customised to the unique and individual talents of each of our students.

Technologically the school is well equipped with 2 Interactive whiteboards, 5 laptops, 11 desktops and a Windows 8 tablet. This technology is deeply embedded into the teaching and learning practices to help the students along their learning journeys.

Macdonald Valley PS is fortunate enough to have strong ties with its community and every parent is an active P&C member. The P&C runs many fundraising activities throughout the year with our most successful being the ‘Easter Markets’ on Easter Sunday.

MVPS is working towards a sustainable future. We have 43 solar power panels and 2 solar power converters to provide electricity to the school. The school also runs on tank water and the site currently has 10 water tanks including a firefighting only tank. There is a water filter connected to this tank system to provide drink water for staff and students.

School planning process

At Macdonald Valley PS we are fortunate enough to have all our parents regularly attend P&C meetings. Prior to one of our meetings an email was sent out to members of the P&C describing the school planning process. Parents were asked to come to the following P&C meeting with ideas for the topic ‘Our School, Our Future. Where do we want to go?’

This topic was then used as the driving force behind creating ideas to contribute towards the school vision and the school strategic directions. During the P&C meeting parents and staff participated in a ‘6 Thinking Hats’ activity where school strengths, areas to develop and possible directions for the school were discussed.

Student also participated in a ’6 Thinking Hats’ activity discussing also the school strengths, areas to develop and possible directions for the school.

From these discussions the three strategic directions were drafted and shared with staff and the community via email and staff meetings. All P&C members and staff were given the opportunity to provide feedback on the strategic directions.

School leadership attended several professional learning sessions to help refine the school management plans, school vision statement, directions, 5P’s and milestones.
Purpose: 'Personalised Learning' should be embedded into every aspect of teaching and learning to cater for all students' unique gifts and talents. This will be achieved by empowering learners in a student centred environment where they are able to self-evaluate their own learning needs and reach their academic potential.

Purpose: 'Collaborative Teaching' leads to staff sharing their best practice and their teaching talents to ensure a holistic educational experience for the students. This will be achieved by embedding collaborative, high quality teaching practices and transparent data driven systems into the daily running of the school.

Purpose: 'Empowering Leadership' systematically built into all levels of the school and community is the best way to prepare for an ever changing and dynamic future. This will be achieved by providing purposeful leadership opportunities and further developing leadership capacity within the students, staff and school community.
## Strategic Direction 1: Personalised Learning

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

'Personalised Learning' should be embedded into every aspect of teaching and learning to cater for all students' unique gifts and talents. This will be achieved by empowering learners in a student centred environment where they are able to self-evaluate their own learning needs and reach their academic potential.

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

**Students:**
Develop student capacity to understand to self-evaluate their own learning and have clear picture of where there are and where they are heading in their learning.

**Staff:**
Develop staff capacity to evaluate programs and teaching practices that effectively develop knowledge, understanding and the skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Parents/Carers:**
Further develop parents and carers capacity to work collaboratively with the school to ensure high expectations are achieved, fulfilling their individual potential.

**Community Partners:**
Further develop community member’s capacity to build positive and respectful relationships that help to underpin a productive learning environment, and support students’ development of strong identities as learners.

**Leaders:**
Leaders will ensure 'Personalised Learning' is supported by the effective use of school systems, community expertise and resources through contextual decision-making and planning.

### Processes
How do we do it and how will we know?

**Students:**
All staff to be trained in how to program using multi stage outcomes.

All staff trained in how to register in programs for each lesson and refer to individual student’s growth.

All staff trained in how to use tracking sheets and incorporate them into lessons and updating them regularly.

All students explicit taught how to use continuum tracking sheets to self-evaluate their own learning.

**Parents/Carers:**
Parents to attend information sessions regarding the school wide processes for monitoring individual student growth.

**Leaders:**
Leaders to deliver professional learning for staff in how to track individual student growth.

### Products and Practices
What is achieved and how do we measure?

- All students showing individual growth along the levels and clusters of the literacy and numeracy continuaums.
- All students showing individual growth on school based data including PM benchmark data, phonemes assessments and high frequency word assessments.
- All students showing individual growth in NAPLAN assessments.

**Product:**
100% of programs developed have a multi stage element to them and staff members register personalised comments within these programs.

**Product:**
Students develop with staff and record both social and academic goals in a goal setting book.

### Improvement Measures
- All students showing individual growth along the levels and clusters of the literacy and numeracy continuaums.
- All students showing individual growth on school based data including PM benchmark data, phonemes assessments and high frequency word assessments.
- All students showing individual growth in NAPLAN assessments.

### Evaluation Plan
Student assessment results in both external testing and internal testing will be tracked and student growth evaluated each term.
**Strategic Direction 2: Collaborative Teaching**

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>‘Collaborative Teaching’ leads to staff sharing their best practice and their teaching talents to ensure a holistic educational experience for the students. This will be achieved by embedding collaborative, high quality teaching practices and transparent data driven systems into the daily running of the school.</td>
<td><strong>Students:</strong> Develop student capacity to work with new classroom systems and practices that complement a collaborative teaching approach.</td>
<td><strong>Staff:</strong> Develop staff understanding of systems for feedback using ‘Australian Professional Standards for Teachers’.</td>
<td>❖ All staff regularly complete peer observation forms and provide feedback to each other, based around the ‘Australian Professional Standards for Teachers’ framework. ❖ Greater collaboration across small schools including professional learning, carnivals, camps and gala days.</td>
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<td></td>
<td><strong>Parents/Carers:</strong> Develop parent and carers capacity to complete annual surveys which evaluate the progress of collaborative teaching within the school.</td>
<td><strong>All staff trained in how to use lesson observational feedback sheets that have ‘Australian Professional Standards for Teachers’ embedded into them.</strong></td>
<td><strong>Product:</strong> 100% staff involvement in digital programming and registration. <strong>Product:</strong> All staff actively using MYPL to register professional learning <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>Improvement Measures</td>
<td><strong>Community Partners:</strong> Develop community member’s capacity to work with staff to help provide a holistic and diverse educational experience.</td>
<td><strong>Leaders:</strong> All staff trained in the use of digital programming and collaborating using the same shared program.</td>
<td><strong>Practice:</strong> Staff members are involved in collegial discussions based around the ‘Australian Professional Standards for Teachers’ to help further refine and improve their own teaching practice. <strong>Practice:</strong> Staff members collectively share and pool together their talents across schools to ensure a holistic educational experience for the students.</td>
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<td>❖ All staff regularly complete peer observation forms and provide feedback to each other, based around the ‘Australian Professional Standards for Teachers’ framework. ❖ Greater collaboration across small schools including professional learning, carnivals, camps and gala days.</td>
<td><strong>Leaders:</strong> Develop leader’s capacity to organise and plan regularly occurring strategic systems to evaluate staff progress.</td>
<td><strong>Leaders:</strong> Leaders to allocate money in the school budget to cover casual cost for professional learning, carnivals, camps and gala days.</td>
<td><strong>Evaluation Plan</strong> Each term teachers will receive feedback on their progress in relation to each of the process of the above process as part of their TARS meetings.</td>
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### Strategic Direction 3: Empowering Leadership

#### Purpose

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

‘Empowering Leadership’ systematically built into all levels of the school and community is the best way to prepare for an ever changing and dynamic future. This will be achieved by providing purposeful leadership opportunities and further developing leadership capacity within the student, staff and school community.

#### Improvement Measures

- All staff participate in ‘7 Habits of highly effective People’ Professional learning.
- New school promotion material created and distributed to the community to help raise the schools profile.

#### People

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

**Students:**
Develop student’s leadership capacity through specific leadership training and creating a range of leadership opportunities throughout the school.

**Staff:**
Develop staff’s leadership capacity through specific leadership training and providing staff with leadership roles based on their professional expertise.

**Parents/Carers:**
Develop parents and carers capacity through working collaboratively with the school to support the school’s strategic directions and practices to achieve educational priorities.

**Community Partners:**
Develop community partner’s relationship with the school further to improve leadership opportunities for students.

**Leaders:**
Develop leaders capacity to systematically plan both student and teacher leadership training and evaluate the current school systems to create more leadership opportunities on all levels.

#### Processes

**How do we do it and how will we know?**

- Leaders to create school promotional material and distribute to community.
- All staff to attend leadership training programs.
- Leaders and staff to create student leadership training programs and embed them into the PD program.
- Staff to provided more student leadership opportunities.
- Staff strengths to be identified and KLA budgets will need to be allocated according to these areas of strength.
- All students to actively apply leadership training to support their own learning and the learning of their peers.

**Evaluation Plan**

- Student and staff leadership training programs will be evaluated via regular surveys.
- The raising of the schools profile within the community will be evaluated via regular surveys.

#### Products and Practices

**What is achieved and how do we measure?**

- All staff participate in ‘7 Habits of highly effective People’ Professional learning.
- New school promotion material created and distributed to the community to help raise the schools profile.

**Product:**
- All students participate in ‘7 Habits of Highly Effective Kids’ lessons.

**Product:**
- All staff to oversee and are responsible for budgets according to their areas of strength.

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

**Practice:**
- Staff members use knowledge from leadership professional learning to help guide students learning and the future directions of the school.

**Practice:**
- Staff and community members actively promote the school using the new promotional material in the wider community.