

# School plan 2015 – 2017

## Modanville Public School





## School vision statement

The Modanville Public School community is committed to empowering all students to achieve their full potential at a personal, social and academic level. Strong emphasis on student welfare and personal development will result in confident and successful students displaying positive social interaction and self discipline within a safe, caring and supportive learning environment.

## School context

Modanville Public School is located on a semi-rural plateau approximately 15 minutes north west of Lismore. With an enrolment of 82 students our school strives to live by its motto "Small enough to Care; Big enough to Excel". Our professional teachers are highly committed to their teaching roles and embrace opportunities to establish and maintain a positive partnership between home and school. Quality teaching and learning in Literacy and Numeracy is our core business and underpins a rich and stimulating curriculum that promotes success and caters for the needs and aspirations of all students. Our school community is highly supportive and expect their children to be actively engaged, challenged and successful at school. Modanville Public School has an outstanding record of academic, sporting and creative arts success. Technology is integrated across our curriculum.

Modanville is also a proud member of the Big Scrub Community of Schools and The Rivers P-12 Learning Community. These partnerships provide an extended learning environment that enhances our quality teaching and learning programs while providing a diverse range of learning experiences and opportunities for our students and teachers to contribute to and benefit from.

## School planning process

Modanville Public School's three strategic directions, Unity, Quality and Success, reflect an extensive analysis of and reflection on the future needs of our students as identified by their teachers, their parents and themselves. This consultative process included our annual school survey that asked respondents to identify our school strengths, areas for improvement and possible new initiatives. It also asked parents to rate their level of satisfaction with our school's commitment to helping their child to achieve their personal, social and academic potential.

Staff undertook professional conversations around the success of existing programs and the identification, planning and implementation of new initiatives to enhance our students' development.

Input was also sought from our P & C and Student Representative Council.

Extensive consultation was also held with our Community of Schools to strategically plan enrichment programs for our students and our teachers to enhance their learning opportunities.

A final validation meeting was held for teachers and parents prior to formal publication on our website to ensure our school plan accurately reflected the identified needs and aspirations of all stakeholders.



## STRATEGIC DIRECTION 1

### UNITY

Modanville is part of a collaborative and innovative learning community, connecting small schools as part of a larger community of schools and across the Rivers P-12.

#### **Purpose:**

To meet the continually evolving needs of our students through

- Innovation, excellence and continuous improvement
- Building positive relationships and strong partnerships between parents, students, staff and community, including our Big Scrub and Rivers P-12 Community of Schools
- Providing opportunities and pathways for every student to reach their full potential at a personal, social and academic level

## STRATEGIC DIRECTION 2

### QUALITY

Modanville Public School ensures quality educational teaching learning practices.

#### **Purpose:**

To ensure a quality continuum of learning for our students through

- Outstanding teaching and leadership
- Expectations of high standards and strong values
- Professional learning and shared practice
- Engaging and purposeful learning opportunities
- Innovation, excellence and continuous improvement

## STRATEGIC DIRECTION 3

### SUCCESS

Modanville Public School ensures success for all our students at a personal, social and academic level.

#### **Purpose:**

To develop successful learners, confident well rounded creative individuals with a strong sense of self through

- Orderly, well disciplined, safe and caring environment
- Challenging and future focused learning culture
- A rich and differentiated learning curriculum
- Providing opportunities and pathways within and beyond our school learning environment

# Strategic Direction 1: UNITY —A collaborative ,innovative learning community, as part of a larger community of schools

## Purpose

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

To meet the continually evolving needs of our students through

- Innovation, excellence and continuous improvement
- Building positive relationships and strong partnerships between parents, students, staff and community, including our Big Scrub and Rivers P-12 Community of Schools

Providing opportunities and pathways for every student to reach their full potential at a personal, social and academic level

## Improvement Measures

- ❖ Maximum engagement by all stakeholders in relevant opportunities offered by the CoS
- ❖ Students report success and high satisfaction from engagement in CoS enrichment activities
- ❖ Staff engagement in collegiate meeting is enhanced. Individual leadership of these meetings in developed and evident
- ❖ Survey data indicates high satisfaction in all aspects of school life. TTFM – students, parents, staff

## People

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

#### Students

- Are provided with opportunities to engage with peers at a personal, social and academic level
- Build confidence in leadership through experiencing success via regular and strategically targeted interaction with peers from our Community of Schools

#### Staff

- All staff build leadership capacity through regular and strategically targeted professional interaction with Cos colleagues
- All staff engage in negotiated professional learning that enhance their confidence and competence to provide high quality teaching for all students within the classroom and across our CoS
- Staff accurately reflect on their capabilities an identify their future aspirational directions

#### Parents and Community Partners

- Build their capacity to participate in consultation and decision making processes
- Build on their capacity and confidence to support and enhance students learning outcomes
- Parents from our CoS confidently engage in CoS and appreciate and value that our school is part of a larger network of schools that provides rich opportunities to enhance the personal, social and academic needs of all students

## Processes

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

#### Students

- Planning to provide students with the opportunity to experience success via regular and strategically targeted interaction with peers from our CoS
- Clearly communicate planned opportunities to the community
- Evaluate impact of the opportunities by level of student engagement, success and parental and CoS feed back
- Communication of pathways for all students K-6 to reach their full potential in all aspects of school life

#### Staff

- Will have the opportunity to participate in training to lead professional learning for colleagues via our established collegial groups
- Will plan and lead student enrichment and interest days, including communication and evaluation
- All staff are supported in their accreditation processes
- All staff develop a negotiated PLP that aligns with student needs and the school plan

#### Parents and Community Partners

- Our school community receives increased communication and information about the rich learning opportunities available to our students through our CoS

## Products and Practices

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

#### Student Practices

- Innovative enrichment program is established to meet the diverse needs of all students within the learning community
- Students establish and build relationships and engage successfully in learning activities which empower them to confidently transition to high school
- Students successfully transition to high school

#### Student Products

- All students have the opportunity to successfully engage in enrichment programs.
- Pathways created for all students K-6 to reach their full potential in all aspects of school life
- Students successfully engage in the enrichment pathway
- Students are confident and successful learners

#### Staff Practices

- Professional learning for all staff is provided through regular collegial meetings [Infantry, TOTs, TPs]
- All staff supported in the accreditation process

#### Staff Products

- Student enrichment program provides leadership opportunities for all staff
- TPL leads to enhanced student learning outcomes across CoS as a result of strengthened classroom teaching practice

#### Parent and Community Partners

- Parents value and are able to clearly communicate the role our CoS plays in enhancing the personal, social and academic opportunities for our students
- They confidently engage in opportunities and contribute and collaborate on projects to benefit all students with our CoS

# Strategic Direction 2: QUALITY – Leading, teaching and learning through quality educational teaching practices

## Purpose

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

To ensure a quality continuum of learning for our students through

- Outstanding teaching and leadership
- Expectations of high standards and strong values
- Professional learning and shared practice
- Engaging and purposeful learning opportunities

## Improvement Measures

- ❖ Analysis of lesson observations informs staff professional learning plans
- ❖ Analysis of PLAN data by teachers
- ❖ Analysis of PLAN growth data
- ❖ Reflection on the effectiveness of teaching and learning programs
- ❖ Staff working successfully towards accreditation

## People

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

Students

- Will access high quality teaching and learning programs that are highly engaging and responsive to individual needs
- Will be able to identify where they are on the continuum and where they are heading next

Staff

- Will access Professional Learning (PL) as identified in PL plans. This will build their capabilities as learners, teachers and leaders
- Will engage in regular self/peer reflection and evaluation
- Will regularly monitor student achievement and growth in literacy and numeracy
- Will engage in negotiated professional learning to meet the implementation of new syllabi
- Contemporary technology practices implemented in learning activities

## Processes

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

Students

- Teachers systematically collect record and act on PLAN data K-6. The literacy and numeracy continuum will be used to ensure students learning needs are identified, tracked and ILP developed for individual learning needs
- Students learning outcomes enhanced as measured by continuums and standardised assessment tasks

Staff

- Negotiated processes ensure effective supervision and differentiated professional development within the accreditation process
- Targeted PL exists for teachers, executive and support staff to implement disability standards for education
- Teachers will systematically collect, record and act on PLAN data K-6. The literacy and numeracy continuum will be used to ensure students' learning needs are regularly assessed and tracked and learning plans are developed to cater for individual needs
- Staff will engage in PL to facilitate implementation of new syllabus documents including online modules and working individually and collaboratively to implement new syllabus

## Products and Practices

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

Students

- Successful teaching and learning practices are evident
- Increased individualised and differentiated learning is evident in all classrooms
- Students display enhanced confidence in their learning due to school/ home partnerships

Staff

- A culture of negotiated accountability exists and is measured through T.A.R.S
- Short/ long term professional goals validated by lesson observation via in-school and CoS partnerships
- Professional development leads to more efficient delivery of educational and administrative services
- All teaching programs reflect use of PLAN data to drive programming. Students are placed on Literacy and Numeracy Continuums
- Teachers and leaders are engaged in practices that we purposeful inclusive and optimise success for all

# Strategic Direction 3: SUCCESS – Ensuring success for our students as learners, leaders and citizens

## Purpose

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

To develop successful learners, confident well rounded creative individuals with a strong sense of self through

- Orderly, well disciplined, safe and caring environment
- Challenging and future focused learning culture
- A rich and differentiated learning curriculum
- Providing opportunities and pathways within and beyond our school learning environment

## Improvement Measures

- ❖ Explicit assessment and work samples that provide evidence of improvement and high standards of work
- ❖ Ongoing evaluation of YCDI program
- ❖ Evaluation of P→K and 6→7 transition programs to inform future planning implementation
- ❖ Student survey of CoS enrichment programs
- ❖ Review and analysis of PLP and support plans for students requiring adjustments

## People

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

#### Students

- Will access a safe, caring and well structured environment
- All students are supported through key transition points – P→K and 6→7
- Will access enrichment programs to enhance and extend their learning experiences
- Will receive differentiated curriculum to meet their interests. Learning and support needs

#### Staff

- Will facilitate ongoing implementation of the *You Can Do It* program to build students emotional, social and academic competencies
- Will implement all mandated elements of SAP Finance and SALM to move towards a more efficient delivery to meet students' needs

#### Parents

- Will be strongly encouraged and supported to be active partners in their child's education

## Processes

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

#### Students

- Consistently implement the whole school YCDI program
- In line with the Rivers P-12, co-ordinate CoS transition programs, dates and protocols for students moving from primary to secondary schools. Provide consistent information across CoS
- Strategically implement a rich and diverse range of learning programs across our CoS to maximize engagement
- Use of 'Every Student, Every School' resources to target intervention
- Access and support for curriculum and co-curriculum programs through flexible staffing

#### Staff

- Regular recognition of student achievement via award system leads to high engagement, excellent behaviour and confident, successful students
- Principal and SAM to undergo professional learning to implement SAP Finance and SALM reforms

#### Parents

- Parent/ teacher class meetings each semester
- Parent/teacher/students interviews
- PLAN assessment support material to promote continuous learning
- Written reports each semester
- Education workshops in targeted areas i.e. literacy, numeracy, technology

## Products and Practices

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

#### Students

- High expectations of student behaviour and learning in all settings from all staff
- All students at key transition points will be familiar with their new setting allowing them to confidently achieve and thrive as individuals
- Every student accesses learning that is personalised and focused on their personal, social and academic needs, resulting in successful, confident, self-motivated, life-long learners
- Every student experiences success through engagement in authentic learning experiences that are enhanced through student feedback and self-regulation

#### Staff

- More efficient delivery of education and administrative services

#### Parents

- Parents empowered to support their child's learning
- Strong attendance at all school/parent forums