School plan 2015 – 2017

Moss Vale Public School 2631
## School background 2015 – 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Moss Vale Public School is committed to preparing students to become successful 21st Century learners and active and informed citizens.</td>
<td>Moss Vale Public School is a large semi-rural primary school located in the Southern Highlands of NSW. The school belongs to the Wollondilly Network of Schools and is supported administratively by the Ultimo Area of the NSW Department of Education and Communities.</td>
<td>The school community has engaged in a long term consultation process, responding in part to the Local Schools Local Decisions agenda, but more importantly to plan for the future education provision for our students.</td>
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<td>Our school commits to building an inclusive environment which promotes a sense of belonging, social cohesion and empathy for others.</td>
<td>The school provides for students K – 6 and acts as a host school across the Highlands area for students with a range of disabilities who attend the school’s support units.</td>
<td>Commencing with ‘Forums for the Future’, the school community embarked on an 18 month journey of reflection and collaboration which would led to the development of a plan focusing on the characteristics of a quality school.</td>
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<td>We are committed to guiding students to value a sustainable life at school and in their community.</td>
<td>Moss Vale Public School students benefit from the inclusive and nurturing approach which develops personal growth, respect, tolerance and responsibility. Staff members are committed to educating the whole child to ensure successful learning. High value is placed on the productive partnerships with parents and the community.</td>
<td>The ‘Forums for the Future’ involved staff, parents and students in open focus group discussions about our future goals of learning, incorporating parent aspirations for their children, the voices of the children themselves and the input of the professional staff guiding and implementing change.</td>
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<td></td>
<td></td>
<td>There were further opportunities to develop the school’s strategic plan for 2015 – 2017 through surveys, focus groups and executive staff meetings held during Term 4, 2014 and Term 1, 2015.</td>
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Purpose:
To build the capacity of students to actively engage in the learning experiences of school and beyond and to assume responsibility for their learning success.

Mindscape

Strategic Direction 1

Building a learning culture based on quality teaching, visible learning and community engagement.

Social Handprint

Strategic Direction 2

Supporting students to be respectful and socially responsible citizens of the 21st Century.

Ecological Footprint

Strategic Direction 3

Teaching and learning for a sustainable future.

Purpose:
To strengthen the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive citizens who contribute positively to the life of the school and community.

Purpose:
To prepare and empower students to assume responsibility for creating and valuing a sustainable life at school and in their community.
Strategic Direction 1: Mindscape

Purpose
To build the capacity of students to actively engage in learning experiences of school and beyond and to assume responsibility for their learning success.

Improvement Measures
- Curriculum mapping tools demonstrate learning programs and teaching practices in our school effectively develop the knowledge, understanding and skills of students.
- Students show higher than expected growth on internal school performance measures and the school achieves at or above state average growth (70% in Years 3 – 5 in writing) on external performance measures.
- 50% of students in Years 3 and 5 demonstrate proficiency in writing results in NAPLAN and 70% of students achieve at or above state average growth (Years 3 - 5 in numeracy) in

People

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Students: Develop their ability to set achievable goals, reflect on their achievements and participate in self and peer-assessment activities.</td>
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<td>Increased number of students achieving in the top bands of external measures.</td>
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<tr>
<td>Actively engage in the learning experiences in their classrooms and beyond enabling students to increase their own expectations, capacity and achievements.</td>
<td>Adopt the Visible Learning pedagogy as a focus for professional learning activities incorporating learning in student feedback, quality assessment tasks and high level support from parents.</td>
<td>Evidence exists of increased staff and student use of reflection in assessment and reporting processes as well as feedback on the achievements of their learning goals and learning intentions.</td>
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<tr>
<td>Staff</td>
<td>Strengthen evidence based practice in assessment and reporting to improve student achievement.</td>
<td>Increased representation of Aboriginal students achieving in the top three skill bands in NAPLAN.</td>
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<td>Engage in personalised professional learning of the NSW syllabuses and develop a range of strategies that focus on effective feedback, self-evaluation and sharing professional practice.</td>
<td>Devise teacher professional learning in the development of a variety of authentic and diverse assessment tasks.</td>
<td>High quality teaching practices are demonstrated and supported through quality teaching and learning programs, scope and sequences for curriculum and authentic assessment.</td>
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<td>Engage in professional learning in aspects of visible learning including learning intentions and success criteria and assessment practices (for, as and of learning).</td>
<td>Developing a deep and shared knowledge of quality teaching across the school including a framework for teacher reflection, and goal setting incorporating the professional development framework in line with the Australian Teaching Standards.</td>
<td>Professional learning occurs across stage, curriculum and priority areas leading to innovative quality teaching practices.</td>
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<tr>
<td>Engage in the development of a deeper understanding of quality teaching as it applies to writing,</td>
<td>Provide learning and engagement</td>
<td>Parents are engaged and understand the learning needs of their children and how to effectively support them</td>
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NAPLAN

- 100% of Aboriginal students achieving minimum national standards in literacy results in NAPLAN for Years 3 & 5
- 95% of students in Stage 1 achieving minimum expectations in PLAN data

including purpose, audience, context and critical reflection. Design and implement teaching and learning experiences and authentic assessment that encompasses critical thinking, innovation and creativity.

Parents
Build awareness of opportunities or ways in which they can contribute to or support their child’s learning.

Leaders
Demonstrate instructional leadership, promoting and modelling effective evidence based practice.

Build the collective capacity of staff to clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Leaders are up to date with current research on pedagogy and share this knowledge with the teachers they supervise to ensure that students’ needs are catered for and that they have evidence of student progress.

opportunities for parents to support their child’s learning through enhanced communication processes and fostering a team and partnership approach to the school/home relationship.

to learn.
## Strategic Direction 2: Social Handprint

### Purpose

To strengthen the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive citizens who contribute positively to the life of the school and community.

### Improvement Measures

**People**

#### Students
Develop the skills needed to participate in 21st Century life:
- emotional and social wellbeing
- resilience
- sense of belonging
- connecting with others

#### Staff
Collaboratively build a commitment and capacity to implement a consistent whole school approach to wellbeing which has clearly defined behavioural expectations, supporting students to contribute to a socially just school and community.

School staff understands the importance of mental health and wellbeing, its impact on learning, and the significant contributions schools can make to improving student mental health.

#### Parents
The school community builds a culture of respectful relationships and develops a strong sense of

### Processes

Development of a deeper, shared understanding of the core values including a framework for student behaviour and self-reflection leading to student ownership of behaviours and responsible citizenship.

Effective social and emotional learning (SEL) curriculum for all students is developed through a shared understanding of staff, parents and community.

Students are provided with regular opportunities to practise and adapt their social and emotional skills to new situations in the classroom, school and wider community.

The school provides opportunities for parents and carers to connect with each other, develop support networks as well as actively seek to minimise barriers to participation.

Parent workshops conducted to assist parents/caregivers in

### Products and Practices

School wide wellbeing practices have continuity, consistency and integrity, whilst catering for the differing developmental needs of students.

Flexible programs respond to student wellbeing through appropriate tracking data and allocation of both physical and human resources.

Staff members consistently communicate high expectations of students regarding behaviour and responsible citizenship, as well as respect cultural diversity.

Individual learning is supported by the effective use of school, system and community expertise and resources.

Students demonstrate self-regulation and positively contribute to the wellbeing of others and the wider community.

The school has effective working relationships and clear referral
belonging and inclusion for all school community members.

Leaders
Leaders build capacity of staff to embed quality teaching and professional practice across learning environments.

School leaders create opportunities for students, staff, families and the wider community to be involved in a range of school activities and contribute to school planning.

understanding the core values and ways they can support students in class or at home.

Incorporate a whole school recognition system which is consistently applied with stated success criteria, linked to appropriate student feedback practices.

Reform detention practices and other school punitive measures, replacing them with whole school restorative approaches.

School staff implements strategies to develop collaborative working relationships with parents and carers to promote children’s mental health, wellbeing and learning.

pathways with services, and supports families to access these services
Strategic Direction 3: Ecological Footprint

**Purpose**
To prepare and empower students to assume responsibility for creating and valuing a sustainable life at school and in their community.

**Improvement Measures**
- Evidence exists which indicates that the school has a well-developed culture of sustainability, with actions and outcomes that reflect its established vision and inform future directions.
- This school is a ‘community hub’ for learning for sustainability.
- A whole school approach is taken to evaluating and reporting Ecological Footprint Action achievement. Results are used to inform future curriculum planning.

### People

| **Students** | Develop an understanding of environmental responsibility which will result in an appreciation of, respect and concern for the natural and cultural environments and a commitment to sustainable practices. |
| **Staff** | Engage in professional development focusing on sustainable teaching and learning programs and sharing best practice. |

Incorporate network partners in sustainable action plans including a review of current practice, assistance with program design and evaluative processes.

| **Parents** | Build awareness and understanding for parents to support children’s learning in relation to sustainability. |

### Processes

| **Targeted professional learning** that supports the embedding of sustainable practices across the school and in teaching and learning programs. |
| **Engage school community members and partners in developing detailed plans for the enhancements to the school ‘learnscape’.** |

Developing a team of student leaders across the learning community who lead sustainable practices across the school supported by school staff and network partners.

**Products and Practices**

| Increased community involvement in school a class programs and/or initiatives. |
| Students demonstrate that they are critical thinkers and leaders who actively promote, participate and support sustainable actions across the whole school and wider community. |

A clear and comprehensive framework exists which ensures students, staff, parents and the community are engaged in sustainable action (workshops, information sessions, surveys, working bees, etc.).

100% of staff members have participated in EFA professional learning. Staff, students and the community learn together as they achieve sustainability outcomes.

Evidence exists of students analysing school sustainability issues and
**Leaders**

Develop leadership capabilities to lead the implementation of sustainable practice through revising and evaluating teaching and learning programs using community expertise and knowledge.

Initiate, develop and implement relevant policies and processes to support colleagues, parents, students and the wider community to become critical thinkers and promoters of sustainable action.

managing action, as appropriate.