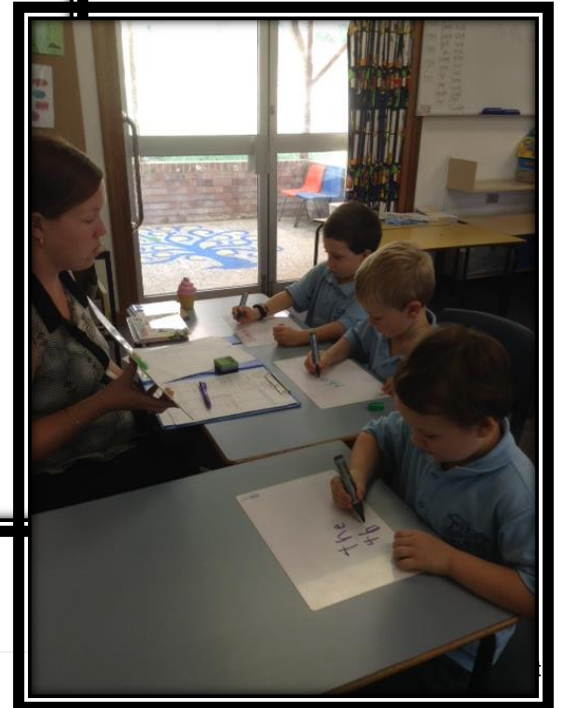


# Central Mangrove Public School (4110)

## School plan 2015 – 2017





## School vision statement

At Central Mangrove Public School we will develop students who are empowered to meet the challenges of education in a safe and engaging learning environment which nurtures creativity and critical thinking skills.

Students will become inquiring, knowledgeable and environmentally conscious individuals who positively and productively contribute to our local and rapidly changing global communities.

## School context

Central Mangrove Public School is situated in a unique setting surrounded by a large expanse of natural bushland and rural farming areas. The small student population is diverse ranging from family members who have lived in the local area for many generations to those who have recently settled.

The teachers are highly dedicated in providing a quality education through a student-centred curriculum, ensuring that every child works to his or her maximum potential.

Our active P & C Association is a body of committed caring people, who meet with the aim of contributing positively to our school community. Families also support the school in providing services in our Kids Kitchen Program as well as volunteering their time to support community events held within the school.

Additional equity funding is received by the school under the new Resource Allocation Model (RAM). This funding assists us to provide quality programs to meet the needs of our students. Such programs include a mentoring process for a beginning teacher, professional learning, support for students with additional needs and location assistance.

Central Mangrove Public School is proudly a focal point for our rural community which strives to foster happy, successful and cultured students.

## School planning process

At Central Mangrove Public School, the school community consisting of students, teachers, non-teachers, parents and carers and community partners were all given the opportunity to be involved in the school's planning process. Consultation occurred via staff meetings with teaching and non-teaching staff, parent and community forums and SRC led student groups. This involved building our school's vision, developing a rich understanding of our context and identifying our three key strategic directions.

Data analysis was also a crucial part of the planning process. Surveys were developed to suit the needs of the individual groups. They targeted students, teachers and non-teachers, current parent and community members as well as new parents to the school in 2015.

Data analysis also occurred through the viewing of our NAPLAN results over the last three years with the school and community members. Examining our trends, gave us a clear indication of what areas of educational needs and improvements needed to occur which is inbuilt into our key improvement measures and formed part of our 5P planning process.



## STRATEGIC DIRECTION 1

### QUALITY STUDENT ENGAGEMENT AND CREATIVITY

#### **Purpose:**

Every student to be actively engaged in meaningful and challenging learning experiences so that they can succeed as critical, creative and ethical thinkers in a constantly changing world.

Consistent with Melbourne Declaration Goal 2  
'Confident and creative individuals'

#### **Elements of the DEC School Excellence Framework:**

- Learning culture
- Curriculum and Learning
- Effective classroom practice
- Student performance measures
- Data skills and use
- Assessment and reporting

## STRATEGIC DIRECTION 2

### INNOVATIVE AND DYNAMIC TEACHING PRACTICE

#### **Purpose:**

Build teaching capacity through pivotal professional learning and development where every staff member is engaged in ongoing learning and practice so that contemporary and vibrant classroom instruction addresses the specific and identified needs of students.

#### **Elements of the DEC School Excellence Framework:**

- Collaborative practice
- Learning and development
- Professional standards
- Leadership

## STRATEGIC DIRECTION 3

### DEVELOPING ACTIVE AND INFORMED CITIZENS

#### **Purpose:**

Support students, across the school community, to explore ways in which they can actively shape their lives and make positive and productive contributions at a local, regional, national and global level.

Consistent with Melbourne Declaration Goal 2  
'Active and informed citizens'

#### **Elements of the DEC School Excellence Framework:**

- Wellbeing
- School resources
- Management practices and processes
- School planning, implementation and reporting



# Strategic Direction 1: QUALITY STUDENT ENGAGEMENT AND CREATIVITY

## Purpose

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

Every student to be actively engaged in meaningful and challenging learning experiences so that they can succeed as critical, creative and ethical thinkers in a constantly changing world.

## Improvement Measures

- ❖ NAPLAN analysis and use of teaching and learning strategies
- ❖ Excel data sheets to track K – 6 student achievement along the Literacy and Numeracy continuum over time
- ❖ RAM funding to support ATSI students to achieve at or above state benchmarks
- ❖ Full participation of all students in Junk Yard Orchestra

## People

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

### Students:

Students understand that challenging learning experiences will enable them to think deeply, creatively and critically.

### Staff:

Staff understand the importance deep thinking, innovation and creativity and will develop skills to design and implement these in teaching and learning experiences and assessment.

### Parents/Carers:

Families will understand the importance of engaging with children's learning and being involved in new and innovative programs.

### Community Partners:

Community partners will develop skills in engaging other research practices and experts to support the implementation and evaluation of pedagogical practice.

LMG schools will have the capacity to participate in joint curriculum projects.

### Leaders:

Will develop highly effective skills in data analysis with capacity to ensure this informs future teaching and learning programs and initiatives

## Processes

How do we do it and how will we know?

### 1. Student Development

- ❖ Students' growth in literacy & numeracy will be monitored against specific benchmarks throughout the year
- ❖ Student engagement in creative learning activities

### 2. Staff Learning

- ❖ Collaborative planning between teachers and specifically skilled/trained teachers/community members to provide more creative and challenging opportunities
- ❖ Staff professional learning in Creative Arts to gain confidence in facilitating a wide range of creative opportunities
- ❖ Staff professional learning in using SMART data

### 3. Community Programs

- ❖ Students will participate in programs such as Musica Viva, Central Coast Choir, GRIP Conference, Dance Festival and debating to develop creativity and critical thinking skills

### Evaluation Plan

Monitoring of student learning each term through pre and post testing

Perception surveys and general feedback from the students, teachers and local community members

Monitoring student achievement by plotting on literacy and numeracy continuums, and interrogating NAPLAN data to form part of the teaching and learning cycle

Regular meetings with teachers to discuss progress and monitor teaching programs

## Products and Practices

What is achieved and how do we measure?

### Products:

- ❖ The percentage of students achieving expected growth in literacy and numeracy in Year 5 and Year 7 will increase to 75% by 2017 (currently 25% all areas)
- ❖ 80% or above of students demonstrating expected growth per semester across DEC Literacy and Numeracy continuums relevant to expected time frames.
- ❖ 100% students tracked from K – 6 on Literacy and Numeracy Continuum
- ❖ 100% of Aboriginal/TSI students achieving at or above state average benchmarks
- ❖ 100% of students participating in creative arts opportunities

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

### Practices:

- ❖ Every student is actively and consistently engaged in learning that is meaningful and challenging
- ❖ Delivery of a range of creative and innovative opportunities and experiences for students K-6
- ❖ Participation in various creative arts programs both within the school, across the local and wider community
- ❖ Increased visibility in Teaching programs which explicitly target the capacity to cater for learner creativity and innovation
- ❖ School timetable shows evidence of increased curriculum opportunities available to students

# Strategic Direction 2: INNOVATIVE AND DYNAMIC TEACHING PRACTICE

## Purpose

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

Build teaching capacity through pivotal professional learning and development where every staff member is engaged in ongoing learning and practice so that contemporary and vibrant classroom instruction addresses the specific and identified needs of students.

## Improvement Measures

- ❖ Completed Professional Development Plans (PDP)
- ❖ National Professional Standards for Teachers is used to recognise current and developing capabilities, professional aspirations and achievements
- ❖ Use of data and classroom observations sheets to show school based observations embedded in the teaching and learning cycle
- ❖ Staff surveys reflecting an increase of teachers working with community partners to develop a range of skills

## People

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

#### Students:

Will be able to actively participate in learning through a variety of curricula and extra-curricular programs to achieve our purpose and have greater access to ICT to improve skills

#### Staff:

All staff will possess a thorough understanding of National teaching standards, with capacity to have this reflected into all classroom programming and practice

Will maintain and enhance their ICT skills and knowledge

#### Parents/Carers:

Develop a clearer understanding of current curriculum and innovative teaching practice by participating in forums and meetings to actively engage with child's learning

#### Community Partners:

Will increase skills in working together to establish meaningful and proactive partnerships to engage our students

#### Leaders:

Will demonstrate instructional leadership, promoting and modelling effective, evidence based practice

Leaders will strengthen skills in contributing to professional networks across the Kariong LMG through the implementation of the PL project

## Processes

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

#### 1. Staff professional Learning

- ❖ Engage in staff training for the National Curriculum implementation and National Professional Standards for Teachers.
- ❖ Develop individualised professional learning plans explicitly targeted at developing teacher capacity
- ❖ Have a program of personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing

#### 2. Community Partnerships

- ❖ Consolidate and develop strategic partnerships that enhance the quality of teaching such as enhancing ICT skills and is research based
- ❖ Develop parent forums to support their understanding of student learning and improvement

#### 3. Classroom Practice

- ❖ Implement GAT (Gifted & Talented) and specific interest group programs
- ❖ Maximising expertise by creating a timetable which caters for contemporary and vibrant classroom instruction
- ❖ Teacher development of a variety of rich and diverse learning and assessment tasks

#### Evaluation Plan

Staff, student and community forums

Evaluation data from MyPL post professional development

End of year staff surveys

## Products and Practices

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

#### Products:

- ❖ 100% of staff developing individualised professional learning plans
- ❖ All staff using the National Professional Standards for Teachers to guide professional learning and practice
- ❖ 100% of staff to provide and receive planned constructive formal feedback from peers, school leaders and students to improve teaching practice
- ❖ 50% increase in staff working with community partners to develop skills in a range of areas such as ICT

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

#### Practices:

- ❖ Improved classroom practice across the board to optimise student engagement in the learning process
- ❖ Staff engaged in professional learning networks that are purposeful and inclusive
- ❖ Teachers committed to high expectations for all students and setting quality targets for learning
- ❖ Meaningful and proactive partnerships which engage more families with the school

# Strategic Direction 3: DEVELOPING ACTIVE AND INFORMED CITIZENS

## Purpose

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

Support students, across the school community, to explore ways in which they can actively shape their lives and make positive and productive contributions at a local, regional, national and global level.

## Improvement Measures

- ❖ School data indicates successful implementation of the Stephanie Alexander Kitchen Garden Project
- ❖ Data collection of the participation in different community programs
- ❖ RAM location loading and socio-economic background funding to support student participation
- ❖ School data indicates all staff use CMPS Values strategies
- ❖ Sentral data shows evidence of a decrease in Planning Room (time out) referrals

## People

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

#### Students:

Develop social skills and understanding of norms and values and engaged in CMPS values

Understand the roles and contributions of various individuals and groups in the community and beyond

#### Staff:

Develop a deeper understanding of civic knowledge and capacity to create sustainability

Demonstrate a capacity to support a consistent approach to reinforcing values and using common language of CMPS Values

#### Parents/Carers:

Develop the skills to support sustainable and civic programs such as CMPS Values within the school, home and wider community

#### Community Partners:

Understand the importance of engaging in a collaborative learning community for the development and wellbeing of students to cultivate a sense of responsible citizenship

#### Leaders:

Support and foster quality programs through coaching and mentoring to best facilitate learning in the areas of natural and social environments

## Processes

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

#### 1. Implementation of SAKGP

- ❖ Implementation of the Stephanie Alexander Kitchen Garden Program

#### 2. School Community

- ❖ Participate in community volunteering programs
- ❖ Participate in school and community events that reinforce citizenship and sustainability
- ❖ Offer a wide range of opportunities such as Artists in Residence, Anzac Van, A-thon, inter-school activities and camps which further develop civic skills and knowledge

#### 3. Values System

- ❖ Reintroduce updated CMPS Values
- ❖ Teaching the whole community to understand and know the school's vision statement and core values

#### Evaluation Plan

Parents, school community and student satisfaction survey

LMG student leadership forum

Evaluation of data from CMPS Values relaunch

End of year teacher and student feedback on the participation in the Stephanie Alexander Kitchen Garden program

## Products and Practices

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

#### Products:

- ❖ 100% participation of Years 2 – 6 students in the Stephanie Alexander Kitchen Garden Project
- ❖ 50% increase in community programs offered to students
- ❖ 100% of staff using 'CMPS Values' strategies across the school
- ❖ Decrease in Planning Room (time out) referrals from 10% to 5%

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

#### Practices:

- ❖ Strengthened school learning community where teachers, students and their families work in partnership with business, industry and the wider community
- ❖ Embedded curriculum that integrates understanding of the environment and an awareness of the importance of sustainability for the world we live in
- ❖ Consistency in behaviour management maintained by classroom teachers using CMPS Values strategies
- ❖ Parents increasingly acknowledge CMPS Values in communication with their students and the school