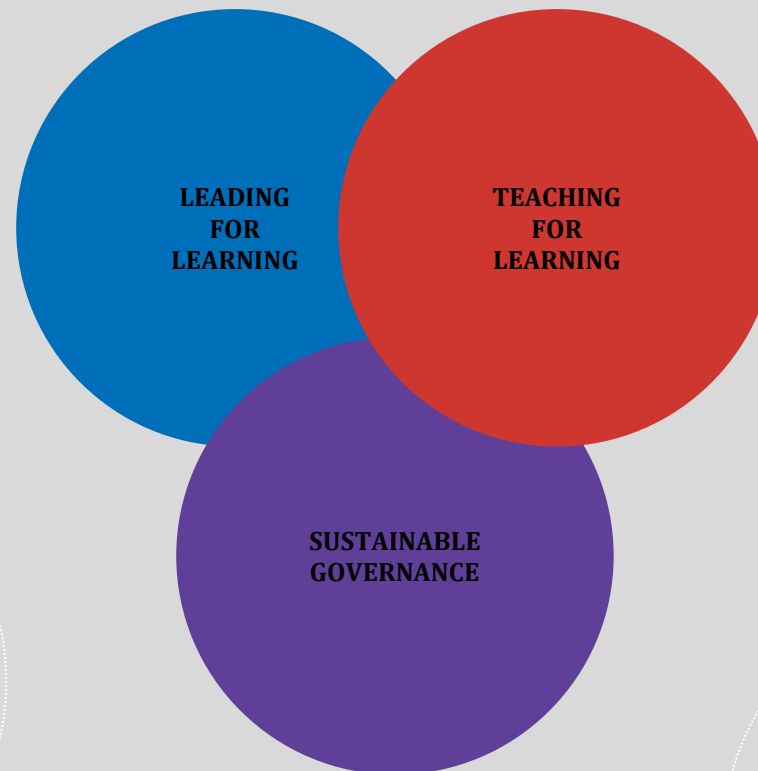


School plan 2015 – 2017

Manilla Central School - 7305





School vision statement

We are a vibrant and innovative learning community committed to delivering excellence within a rich learning environment whose aim is to create self sufficient 21st Century Learners.

School context

Manilla Central School places the highest priorities on student welfare and individual achievement. We are a split site school, which means that our primary and secondary schools are on separate campuses.

As a K to 12 school, Manilla offers students the opportunity to complete all their school education in their local community and guarantees choice from an expansive and inclusive secondary curriculum. Our school goal is to prepare students for the future. The school has a strong tradition of providing a quality educational experience to all students from a diverse rural community.

Manilla is categorised as a Low Socio Economic Status school. We strive to be leaders in the application of new technologies and traditional academic areas of study, and provide a wide range of vocational courses in order to ensure that students are given the best opportunities to reach their potential. Our community has high expectations and we are committed to meet and exceed those expectations.

School ICSEA value		864	
<i>Distribution of students</i> ²			
Bottom quarter	Middle quarters		Top quarter
65%	22%	9%	5%
25%	25%	25%	25%

School planning process

The school community was involved in a consultation process that invited parents, community, students and staff to consider the future direction of our school.

The three strategic directions were formulated by the need to provide targeted professional development for our staff, targeted transparent learning for our students and have a rigorous accountability process in place that ensures sustainable governance of our school.

Our three strategic directions were determined by the DEC priorities and reforms, the National School Improvement Tool and an in-school evaluation process.

The consultation process included:

- Surveys – parents.
- Telephone calls to a focus group.
- Surveys – students.
- Surveys staff.
- Feedback through P&C meetings.

A further opportunity was provided for the wider school community to provide feedback on our three strategic priority areas in our school plan. This ensured the broader opinion of the school was heard and addressed.

As a result of consultation with key stakeholders, the following strategic directions form the focus of school improvement 2015 to 2017.

- * Leading for Learning.
- * Teaching for Learning.
- * Sustainable Governance.



Manilla Central School - 7305

STRATEGIC DIRECTION 1

Leading for
Learning

Purpose:

To embed and implement a school culture of explicit, targeted and engaging professional development and learning and make strong connections within and beyond the school.

STRATEGIC DIRECTION 2

Teaching for
Learning

Purpose:

To support all students to become self regulated learners. Achieved through the development of systematic whole school programs, increasing teacher capacity and engaging students by making learning irresistible with meaningful learning opportunities.

STRATEGIC DIRECTION 3

Sustainable
Governance

Purpose:

To have systems, policies and procedures in place in order to have transparent processes within our school community.

Strategic Direction 1: Leading for Learning

Purpose

To embed and implement a school culture of explicit, targeted and engaging professional development and learning and make strong connections within and beyond the school.

Improvement Measures

- ❖ Student growth 3 to 5; 5 to 7 and 7 to 9 in NAPLAN Literacy and Numeracy is at or above state average.
- ❖ Students (other than those identified with a learning disability) meet or exceed grade cluster in twice quarterly Literacy and Numeracy assessments as measured on the K – 10 Literacy and Numeracy continuums.
- ❖ Our school achieves at the level of 'Sustaining and Growing', within all 'Learning' Elements as described in the School Excellence Framework.
- ❖ Teacher ability to produce self-regulated learners is evidenced through Performance and Development Plans.

People

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

Students:

Our students will regulate their learning via formative and summative self and peer assessment techniques.

Staff:

Our staff will be involved in targeted professional learning focused on visible learning via our Teacher Learning Communities and external courses.

Parents/Carers:

Our parents will be informed of the type of professional learning our staff is undertaking and why they are undertaking it.

Community Partners:

Manilla Central School staff will work with DEC personnel, UNE, Solution Tree, Principal Leadership groups, Central Schools Leadership group and Directors to develop our collective understanding of visible learning, How2Learn and the development of resilient leaders.

Leaders:

Executive and classroom teachers will take a shared responsibility for professional learning in visible learning.

Our leadership team undertake training, workshops and webinars with neighbouring schools.

Processes

* Undertake professional learning in John Hattie's research in Visible Learning.

* Undertake professional learning in Robert Mazarno's Design Questions to assist with the set up of classrooms for learning.

* Undertake professional learning in Dylan Wiliam's research into Formative Assessment.

* Undertake professional learning in Guy Claxton's research in how students learn.

* Teachers appraised / developed through the Accreditation process.

* Teachers appraised / developed through Performance and Development Plans.

* Teachers participate in targeted professional learning in curriculum implementation.

* Our leadership team will undertake training in developing strong resilient leaders through attending Leaders Compass conference (Judy Hatswell and Robert Stones) and follow up workshops and webinars with neighbouring schools.

Products and Practices

What is achieved and how do we measure?

Products

- ❖ Student growth 3 to 5; 5 to 7 and 7 to 9 in NAPLAN Literacy and Numeracy is at or above state average.
- ❖ Students (other than those identified with a learning disability) meet or exceed grade cluster in twice quarterly Literacy and Numeracy assessments as measured on the K – 10 Literacy and Numeracy continuums.
- ❖ Our school achieves at the level of 'Sustaining and Growing', within all 'Learning' Elements as described in the School Excellence Framework.
- ❖ Teachers have a deep understanding of visible learning in order to produce self-regulated learners evidenced staff Performance and Development Plans.
- ❖ Teachers using design questions and classroom appraisal sheets for peers to assess classroom set up and learning practices evidenced through a 75% increase in staff buddies using templates in the Performance and Development Plans classroom observations.

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

Practice:

All teachers use formative and summative assessment to regularly and accurately track student progress along the Literacy and Numeracy continuums.

			<p>Practice: Student progress in Science and History is tracked via the subject continuums.</p> <p>Practice: Teachers provide students with instant authentic feedback about how they are learning. Students conducting peer and self assessment of their learning.</p> <p>Practice: Teachers using Learning Goals, Success Criteria, Meta-language, Activators, Capacity Matrix and Exit Slips in order to make learning visible. Classrooms set up with learning at the front and celebrations at the sides and rear. These practices are observable in the classroom and recorded on peer observation templates.</p> <p>Practice: Teachers use formative assessment techniques in order to make learning visible for students.</p> <p>Practice: Teachers using Learning Goals, Success Criteria, Meta-language, Activators, Capacity Matrix and Exit Slips in order to make learning visible.</p> <p>Practice: Teachers learn about the philosophy behind How2Learn and as a result develop self-regulated learners.</p> <p>Teachers achieve this by embedding the principles of resilience, resourcefulness, reflectiveness and reciprocity into their planning and teaching.</p> <p>Practice: School leaders monitor progress using the School Excellence Framework.</p>
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Strategic Direction 2: Teaching for Learning

Purpose

To support all students to become self regulated learners. Achieved through the development of systematic whole school programs, increasing teacher capacity and engaging students by making learning irresistible with meaningful learning opportunities.

Improvement Measures

- ❖ All teachers meet or exceed level of proficiency as described in the Australian Teaching Standards.
- ❖ Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.
- ❖ Highly effective teaching strategies monitored through Walkthroughs and Learning Walks.
- ❖ Students (other than those identified with a learning disability) achieve Stage Standards.
- ❖ The yearly average of students on task behaviour in lessons is 90 – 100%.

People

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

Students:

Our students will regulate their learning via formative and summative self and peer assessment techniques.

Staff:

To deliver a viable curriculum through targeted learning via our teacher learning communities.

Implement highly effective teaching practices.

Parents/Carers:

Participate in forums and meetings to actively engage with their students' learning.

Community Partners: Participate in the Central Schools' Project 'How2Learn', thus produce resilient, resourceful, reflective, collaborative learners.

Leaders:

To ensure sustainability by entrenching the qualities of delivering a guaranteed curriculum within all teachers.

Processes

How do we do it and how will we know?

- Teachers' Performance and Development in line with Performance and Development Framework and aligned to School Plan priorities and Australian Teaching Standards.
- Ongoing Professional Learning to ensure all teaching staff has deep understanding of current NSW syllabus documents.
- Teachers involved in Teacher Learning Communities in order to learn about highly effective teaching practices and pedagogy.
- K-10 Assessment policy and procedures revised and implemented.
- K-10 Programming and Bookwork policies and procedures revised and implemented.
- Professional development in Walkthroughs and Learning Walks.
- Teachers tracking student progress using teaching / learning cycle and electronic tracking system.
- Teacher buddies measure student on task behaviour.

Products and Practices

What is achieved and how do we measure?

Products:

- ❖ All teachers meet or exceed level of proficiency as described in the Australian Teaching Standards.
- ❖ Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.
- ❖ All teachers implementing 'highly effective teaching practices' embedded in daily instruction and observed through walkthroughs, learning walks and teacher buddy classroom observations.
- ❖ K-10 Assessment, Programming and Bookwork policies adhered to by all teachers and measured through Performance and Development Plans.
- ❖ Teaching is driven by evidenced based formative assessment.
- ❖ Teachers have a deep understanding of highly effective teaching practices and measured through Performance and Development Plans.
- ❖ Formative assessment is used in all classrooms to guide the learning and ensure the academic progress of all students.
- ❖ Students (other than those identified with a learning disability) achieve Stage Standards.
- ❖ The yearly average of students on task behaviour in lessons is 90 – 100%.

			<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practice: Syllabus documents are supported by appropriate scope and sequence policies with clear evidence of teaching and learning of appropriate knowledge and understanding of skills, values and attitudes, which are observable in class programs.</p> <p>Practice: Students are engaged in learning, which is evidenced by on task behaviour.</p> <p>Practice: Self regulated students are responsible for their learning is evidenced by on task behaviour.</p> <p>Practice: Teachers delivering a guaranteed viable curriculum is evidenced through Performance and Development Plans.</p> <p>Practice: 100% of teachers tracking student progress through SENTRAL.</p> <p>Practice: The Learning Support Team identifies students not achieving Stage Standards in Week 2 of each term and provides support.</p> <p>Practice: The Learning Support Team identifies students working above Stage Standards in Week 2 of each term and provides enrichment.</p>
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Strategic Direction 3: Sustainable Governance

Purpose

To develop systems, policies and procedures in place in order to have transparent accountability processes within our school community.

Improvement Measures

- ❖ Programs, policies and procedures are monitored through the Five Year Cyclic Review Plan checklist.
- ❖ Programs are supervised through the Performance and Development Plans.

People

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

Students:

Focus student groups will be consulted about school improvements.

Staff:

Staff will involve themselves in reviews of policies and procedures.

Parents/Carers:

Parents will be consulted about school improvements.

Community Partners:

Manilla Central School staff will work with DEC personnel, Principal Leadership groups PPA and SPC), Central Schools Leadership group and Directors in order to implement sustainable governance

Leaders:

School leaders will take responsibility for the appraisal of policies and practices that have been outlined in the school's Five Year Cyclic Review Plan.

Processes

How do we do it and how will we know?

- The leadership appraises the administration and organisation of the school through the School Excellence Framework
- Executive will be responsible for the review of Management, School Operations, Curriculum and Major Programs.
- Each executive will form an appraisal group for each Strategic Direction from within the staff.
- Policy appraisals will be marked off using the Five Year Cyclic Review Plan.

Evaluation Plan Devises

Parent Surveys
 Student Surveys
 Staff Surveys
 Student Focus Groups
 Community Focus Groups
 School developed Curriculum Based Assessments
 NAPLAN
 School Excellence Framework
 On Task Behaviour Tool
 Teacher Buddy Observations
 Walkthroughs and Learning Walks
 Five Year Cyclic Review Plan

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Programs, policies and procedures are realistic, kept up to date and user friendly.
- ❖ Programs, policies and procedures outlined in the Five Year Cyclic Plan have been reviewed and are implemented.
- ❖ Programs are supervised through the Performance and Development Plans.

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

Practice:

- The school leadership team builds the collective capacity of the staff and school community to use data to inform and validate strategic school improvement
- All leadership team have purposeful leadership roles defined and aligned to school priorities.
- Our school achieves the level of 'sustaining and growing' within all 'Leading' Elements as described in the School Excellence Framework.
- Major operations such as Vocation Education audits, WH&S plans, Finance procedures etc are timetabled and placed on the calendar for action.
- Reviews are timetabled and actioned.