### School background 2015 - 2017

<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
</tr>
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<tbody>
<tr>
<td>For Every Child …</td>
<td>Murringo Public School sits in the foothills of the South West Slopes, 25 kilometres from the larger centres of both Boorowa and Young.</td>
<td>P&amp;C consultation meetings and discussion forums about the hopes and visions for our school into the next decade. These meetings were relatively well attended and other parents used alternative feedback methods to communicate their ideas.</td>
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<td>• The Flight of Imagination</td>
<td>Approximately half of the students come from the village and surrounds of Murringo itself, which has a population of approximately 300 people. Another quarter of the students reside in the nearby village of Bendick Murrell, which no longer has a school of its own. The remaining students travel to Murringo from the larger town of Young, to access the benefits of a small school.</td>
<td>Parent information booklets were sent home with written and visual information about changes that are happening in education around the globe and the reasons for new focus areas. These booklets were discussed at consultation meetings and included links to further information.</td>
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<td>• Exercise for the mind</td>
<td>The district of Young has some concerning AEDI figures, with many starting Kindergarten students already delayed in 2 or more areas. This is also true of Murringo Public School.</td>
<td>We reached out to future parents/students of the school through our village facebook page, seeking their contributions to our school planning process.</td>
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<td>• Tools for the future</td>
<td>Murringo Public School has consistently small class sizes, to ensure maximum teacher-student contact. All classrooms have ‘smartboards’, as well as a bank of iPads, digital cameras and a computer for every child.</td>
<td>Student consultation meetings were held with all children, asking them to think about what they liked best about school and any changes that they would like to see. Their responses were categorised into a 4 part grid, based on whether they would be high or low impact, high or low effort.</td>
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<td>• A Quiet Inner Confidence</td>
<td>Murringo Public School has part of the Young Small Schools Learning Community, with 6 small schools working together to provide a wide curriculum, range of teaching expertise and access to a larger group of peers for students.</td>
<td>Staff and parents ordered the banner statements in our School Vision to determine the highest priorities for our school into the next decade. Any banner statements with a significantly low response were dropped.</td>
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<td>• Eyes opened to the wider world</td>
<td>Murringo Public School works closely with other para-educational organisations, such as the Young Regional School of Music and the Stephanie Alexander Kitchen Garden Foundation, to provide expert tuition in a range of Key Learning Areas.</td>
<td>Staff meetings were held throughout the year, focusing on future directions in education. Staff discussed the challenges that they faced in meeting new curriculum and technology requirements and ways forward. We worked with our colleagues in the Young Small Schools Network to discuss ways forward and we deliberated on all ideas that were put forward by the students and the parent community.</td>
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<td>• A Burning Curiosity</td>
<td>Murringo Public School has a dedicated and close-knit P&amp;C Association, who provide financial support and volunteers to the school on a regular basis. All classrooms have an open-door policy, with parents welcome to visit classrooms to see the education program in action at any time.</td>
<td>Enter details of the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products.</td>
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<td>• And a Joy for Life</td>
<td>Every Child, Every Chance, Every Day</td>
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Our school plan embodies our hopes and dreams for the next 3 years. It is part of a longer term vision, which is embedded in research and current DEC priorities. We have based our plan upon the Melbourne Declaration (SD1), the AITSL Teacher and Principal Standards (SD2), the National School Improvement Tool (SD3), the new NSW curriculum directions, Great Teaching, Inspired Learning and a wealth of research on brain development, creativity and innovation. We believe in continuous improvement and are deeply committed to reaching our goals.

**STRATEGIC DIRECTION 1**
Successful learners across the 7 pillars: 3R’s and the 4C’s
- Reading
- Creativity
- Writing
- Character
- Arithmetic
- Communication
- Critical Thinking

**STRATEGIC DIRECTION 2**
Confident Teachers: modelling lifelong learning, respecting individuality and opening doors for students.

**STRATEGIC DIRECTION 3**
Outstanding school practices and systems: Systematic Curriculum Delivery, Targeted Use of School Resources and An Explicit Improvement Agenda

To read and write and add things up, Are important skills to know.
But we also need to get online And work out how things go.
We want to draw and dance and run To marvel at the sky.
To understand our place in the world And to always wonder why.

Our teachers are always learning too, The world changes every day.
They open doors of knowledge for us, And help us find our own way.
Our teachers know that we all differ, In who we are and how we learn.
They work together to really find out, What makes our inner fire burn.

Lots of people make up our school, They need to work as a team.
To plan and fund, review and assess So that we each fulfil our dream.
Our school is fantastic and a pleasure to be in, With a history, heart and a soul.
But to be outstanding, we need to keep working, Our eyes keenly kept on the goal.
### Strategic direction 1: Successful learners across the 7 pillars: the 3 R’s and the 4 C’s

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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#### Why do we need this particular strategic direction and why is it important?

The students who will walk through these doors over the next 3 years are going to face new challenges and opportunities, have access to new technologies and tools and will be asked to solve problems larger than those of us who have ever come before them. It is our duty to equip them with the skills, temperament and optimism to make a positive contribution to our ever widening global society.

This strategic direction reflects our school’s dedication to achieving Goal 1, and the first section of Goal 2, as set out in the Melbourne Declaration on Educational Goals for Young Australians—that all young Australians:

- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.
- Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines.
- Are motivated to reach their full potential

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

**Students:**

Students will take part in rigorous literacy and numeracy lessons every day, to ensure that they maintain an appropriate position on the literacy and numeracy continuums.

Students will learn how to use new technologies as a way to communicate and to learn, including online GAT courses with other small schools in the Southern Tablelands.

Students will be assessed against a Learner Profile criteria and the capabilities assessed within this will become part of the lexicon of the school.

**Staff:**

Staff take part in iTunes U course on problem-based learning.

Staff take part in iTunes U course on integrating ICT into learning units

Staff will collegially develop integrated units of work with a focus on higher order thinking skills, open-ended problems and multiple ways for students to show what they know.

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

- Daily literacy and numeracy lessons which rely on data to inform programming.
- Individual IEP’s for EVERY student, to ensure that they are situated appropriately on the literacy and numeracy continuums.
- Individual assistance with LST for EVERY student who is not situated appropriately on the literacy and numeracy continuums
- Kinder Start program—with a separate kindergarten class for the first 6 months of every year, for English and Maths lessons.
- TPL in one ICT skill/program each term, with a whole school program for the last week of each term. Students are taught how to use the skill/program and then it is embedded in next term’s teaching programs to cement the skill.
- Digital portfolios established for each child, with examples of their digital collected over their primary years and shared with parents.

#### What is achieved & how do we know?

**Products:**

90% of students above NMS in all aspects of NAPLAN by 2017

Each student has their own digital portfolio, which demonstrates their growing mastery of ICT concepts and skills, as they progress through primary education.

All students successfully take part in a problem solving challenge each term, embedded in the class program, which requires them to draw upon a range of learning areas, skills and attitudes.

An exciting and effective homework system titled Murringo Masterminds, which encourages students to take an active role in their learning and pursue their interests.

All classes study extensive, integrated units of work which require students to achieve higher order thinking skills.

Students are keen to achieve new challenges and understand the importance of education in enhancing their current and future lives.
Strategic direction 1: Successful learners across the 7 pillars: the 3 R’s and the 4 C’s

**IMPROVEMENT MEASURE/S**

- are able to make sense of their world and think about how things have become the way they are.
- Develop their capacity to learn and play an active role in their own learning.
- Are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way, as the result of studying fundamental disciplines.
- Are able to plan activities independently, collaborate, work in teams and communicate ideas.
- Are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed decisions throughout their lives.

**PEOPLE**

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

**Parents:**
Parents will be kept up to date with changes in ICT, with open classrooms, exploration weeks and links to online learning.

Parents will be encouraged to open their children’s worlds with knowledge about other cultures and countries, in order to expand their sphere of reference.

Parents will be encouraged to assist their children in rich problem solving tasks, and higher order thinking skills, through the Murringo Masterminds homework system.

**Community partners:**
The local community will be kept up to date with new initiatives in education at Murringo Public School and will be accessed for specialist instruction or assistance whenever feasible.

**Leaders:**
Our school leader will keep all staff, including themselves, up to date with latest research and monitor class programs against a set of programming guidelines to ensure that we our students have the opportunity to become successful learners.

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

- Teachers work together to create engaging problem solving challenges each term, which reflect the unit of work being studied and draw on different KLA’s and skills.
- Murringo Masterminds homework system is established and evaluated each year. Student feedback sought, along with staff and parent feedback.
- Teachers work together to create integrated units of work which focus on higher order thinking skills and reflecting the growing world consciousness of children through stages.
- Student interviews twice a year with the Principal, to establish goals for that year and for their future and to encourage students to value the importance of education.
- Language assistance program with LST for all language delayed students.

**Evaluation plan:**
Plan is the focus of staff meetings in Week 5 and Week 9 of each school term.

Lit/Num continuum—focus of staff meetings in Wk 3 and Wk 7 of each term.

**PRODUCTS AND PRACTICES**

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

**Practices:**
All students operating below expected outcomes in Lit/Num continuum by the start of Year 2, have individual programs.

A new ICT skill taught as a group in the last week of each term and then embedded into classroom program for following term. A digital portfolio item forms part of that term’s assessment.

Rich problem solving task conducted each term in all classes, as part of integrated units of work which have focused on higher order thinking skills.

A homework system implemented, where students earn badges as they complete ‘challenges’ which relate to in-class learning, or specific interests. There are core badges for literacy/numeracy and interest badges.

Primary students interviewed twice a year about their goals at school and their hopes for further education or employment and can discuss some ways to keep moving towards their goals.

90% of students above NMS in all NAPLAN domains by 2017

Digital Portfolios

Problem Solving Focus

Integrated Units of Work

Murringo Masterminds Program
Strategic direction 2: Confident Teachers: modelling lifelong learning, respecting individuality and opening doors for students

PURPOSE

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

Teachers are being asked to do more than ever before, learning new skills and pedagogical practices at an unprecedented rate. If we are to lead these students through this changing educational paradigm, we must be prepared ourselves.

In a small school setting, confident and competent teachers are all the more important, because they teach the same students for many years. Our teachers must know their students ‘inside out’ and be able to open doors that allow them to pursue their dreams.

This strategic direction reflects our school’s dedication to having all staff achieving higher levels of accreditation in the AITSL Principal Standards and the Teacher Standards Domain of Professional Knowledge, specifically:

2015

Students with diverse linguistic, cultural, religious and socio-economic backgrounds

Understand how students learn

Information & Communication Tech.

Content selection & Organisation

PEOPLE

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

Students:

Students take part in ‘Tell Them From Me’ survey during Term 1 2015. Discussions about giving effective feedback.

Staff:

Staff take part in Quality Teaching iTunes U course and incorporate new ideas into their learning programs

Staff take part in a collegial unit development program, with teachers from our R&R alliance, creating interdisciplinary units that incorporate new curriculum, Quality Teaching, ICT and problem-based learning.

Staff focus on learning one new ICT skill each term, then embed it into the next term’s learning program.

Staff are familiar with the AITSL standards and where they currently sit on the continuum. Their Professional Learning Plan reflects their commitment to moving forward on the continuum.

Staff learn how to use the myStandards app from AITSL, to document their progress along the AITSL Teacher Standards continuum, with supporting evidence.

PROCESSES

How do we do it and how will we know?

- Principal creates an iTunes U course for their class, or certain students in their class, to take part in, which incorporates new curriculum, quality teaching, ICT embedded and problem-based learning, as part of the R&R alliance.

- SDD—Term 2—Collegial Unit Development Session, with follow up activities and review processes, as part of our R&R alliance.

- One sub-strand chosen as a focus area for each term. Initial staff meeting each term focuses on where we stand now and which level we are all individually aiming for, watching illustrations of practice and discussing ways forward and examples of evidence. These meetings also reflect on the previous term’s goals.

- All staff complete the Self-Assessment Tool at the beginning of each year, with the view to sharing their results.

PRODUCTS AND PRACTICES

What is achieved & how do we know?

Products:

- All teaching staff move up at least one level on the AITSL standards, in each of the sub-strands of Standard 1 and 2.

- At least one staff member accredited as Highly Accomplished by the end of 2017.

- 10 new iTunes U courses for students, as part of the R&R alliance.

- Collegially developed Interdisciplinary units of work.

- Increased, and more refined, use of ICT, as evidenced by student digital portfolios.

- Increased student engagement, as evidenced through pre and post survey results.

- Increased engagement with local Aboriginal elders and community, and connections between our ATSI students and those in the rest of the Young Community of Schools.
Strategic direction 2: Confident Teachers: modelling lifelong learning, respecting individuality and opening doors for students

**IMPROVEMENT MEASURE/S**

**2016**
- Physical, social & intellectual development and characteristics of students
- Strategies to support full participation of students with a disability
- Content and teaching strategies of the teaching area
- Curriculum, Assessment & Reporting

**2017**
- Strategies for teaching ATSI students
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- Understand & respect ATSI people to promote reconciliation between indigenous and non indigenous Australians
- Literacy & Numeracy strategies

**PEOPLE**

- **How do we develop capabilities of our people to bring about transformation?**
  - **Parents:**
    - Parents are aware of the AITSL Teacher Standards and their importance, and which are being focused on each term.
  - **Community partners:**
    - All staff work closely with our learning partners: Young Small Schools Network and the Small Schools—Southern Tablelands Network, to support each other on our progress through the AITSL standards, using our Facebook and Edmodo groups for online support.
  - **Leaders:**
    - Are engaged in both the AITSL Teacher and Principal Standards, acting as the Leading Learner in the school community and providing a supportive environment, which allows for constructive criticism and deep reflection on pedagogical practice.

**PROCESSES**

- **How do we do it and how will we know?**
  - Establish a connection with local ATSI groups, to increase their involvement with the school.
  - Celebrate teacher successes publicly, through awards and newsletter congratulations.

**PRODUCTS AND PRACTICES**

- **Evaluation plan:**
  - Plan is the focus of staff meetings in Week 5 and Week 9 of each school term.
  - AITSL Teacher Standards the focus of Week 1 staff meeting each term.

- **What are our newly embedded practices and how are they integrated and in sync with our purpose?**
  - **Practices:**
    - All teachers download the myStandards app, and keep records of their evidence via this service.
    - At the start of each term, teachers self-assess against the sub-strand being addressed that term. The sub-strand is the focus of Staff Meeting in Week 1 of each term.
    - All teachers develop Professional Learning Plans each term, focused on improving their practice in that particular sub-strand
    - Communication with the local ATSI community, at least once a term, to ask for their input into that term’s teaching programs.
    - ATSI students work with other ATSI students and local elders to prepare Welcome to Country celebrations for Cherry Jam.
**Strategic direction 3:** Systematic Curriculum Delivery, Targeted Use of School Resources & an Explicit Improvement Agenda

**PURPOSE**

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

With new syllabus documents being developed and implemented, a focus on 21st century education and the added challenges of multi-stage classes, systematic curriculum delivery is essential to ensuring a well rounded and aligned curriculum.

As a member of the Empowering Local Schools initiative, we have increased control over our school resources, which requires a systematic and thoughtful use of personnel and physical resources to meet the learning needs of all of our students and maximise their educational success.

Without a goal in mind, a school can flounder or stagnate. We need specific goals for students, staff and the school as a learning community, which are aspirational and relevant to our setting, and which are pursued with unrelenting determination.

**PEOPLE**

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

Students:
Students develop a genuine lexicon associated with the literacy and numeracy continuum, LAC areas, ICT skills and Learner Profile domains.

Students need to be aware of, and understand, the clearly defined goals of the school, the class and themselves, each year or term. They need to be able to reflect on their own progress.

Staff:
Staff complete iTunes U course on New Curriculum with R&R alliance.

All staff are trained in the use of Literacy, Numeracy, ICT and Learner Profile continuums on Sentral.

Staff discuss planning with Blooms Taxonomy and what Rich Tasks and Big Ideas are, at Week 5 staff meeting each term.

Training in setting IEP goals.

Staff are integral in developing the explicit improvement agenda and it is the focus of professional discussions and drives learning programs.

**PROCESSES**

How do we do it and how will we know?

Prior to each staff meeting, staff are asked to review the KLA or domain being sequenced. They are to decide upon the key skills, big ideas and understandings which need to be revisited each year and the content, which is to be sequenced across the years, in inter-disciplinary units. At each staff meeting, a KLA, Integrated Unit or domain is planned.

All teachers plan learning programs which include tasks on all levels of Blooms Taxonomy, Rich Tasks and ‘Big Ideas’. A planning checklist is followed by all staff. These learning programs are discussed with the Principal during Week 2 of each term and reviewed during Week 10.

Learner Profile, ICT and Big Ideas continuums are established on Sentral.

Students are assessed on the Literacy and Numeracy, ICT and Learner Profile continuums each term and these are discussed during Week 3 and 7 staff meetings. (Wk 3—Literacy & ICT) (Wk 7—Numeracy, Learner Profile & Big Ideas)

Visits between Stage 3 and Stage 4 teachers at YHS, focused on academic alignment in English (2015), Science (2016) and Mathematics (2017).

**PRODUCTS AND PRACTICES**

What is achieved & how do we know?

Products:
K-6 Scope & Sequences reviewed and developed for all KLA’s, Integrated Units, LAC areas, ICT skills and Learner Profile domains.

All learning units incorporate Blooms Taxonomy, Rich Tasks and ‘Big Ideas’ to ensure rigour in the curriculum, deep knowledge and local relevance.

All students mapped on the following continuums: Literacy, Numeracy, ICT, and Learner Profile.

IEP for every student, discussed each term at staff meetings.

Posters and local promotional material developed, outlining the school’s clear goals and aims for each year.

School is assessed at Outstanding, in the National School Improvement Tool domain which is being focused on that year.

Strong community, staff and student commitment to school improvement goals.
Strategic direction 3: Systematic Curriculum Delivery, Targeted Use of School Resources & an Explicit Improvement Agenda

This strategic direction reflects our school's dedication to pursuing 'Outstanding' classifications in the National School Improvement Tool domains:

- Systematic Curriculum Delivery
- Targeted Use of School Resources
- An Explicit Improvement Agenda

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

Parents:
- Parents are aware of the school curriculum plan and their child's progress through it.
- Parents are offered information sessions on how to interpret continuum reports.
- P&C, website, Facebook and newsletter updates about progress on school goals.

Community partners:
- Partnership with YHS established, with professional visits and dialogue between Stage 3 and Stage 4 teachers, to ensure smooth academic transitions and Consistent Teacher Judgement.
- Partnership with Small Schools Southern Tablelands Network: GAT online courses.

Leaders:
- Prepare TPL courses on iTunes U, focused on New Curriculum, Quality Teaching, Integrating ICT and Problem-Based Learning, to be delivered to SSST network.
- Learn how to create specialised continuums on Sentral

How do we do it and how will we know?

EVERY student has a IEP and are all discussed at each Week 3 and 7 staff meeting, to ensure appropriate progress on the continuums.

Individual assistance with LST for EVERY student who is not situated appropriately on the literacy and numeracy continuums—Reading Recovery, Multi-Lit, intensive maths assistance, speech program.

All student records are kept digitally on Sentral, including Running Records, continuums, meeting minutes.

GAT students are enrolled in online courses within the Small Schools Southern Tablelands network.

Data is collected about student performance, using the school Assessment Schedule and continuums each semester.

Data is collated by Principal and assessed according to goals. This is communicated to entire school community, along with school reports.

Evaluation plan:
- Plan is the focus of staff meetings in Week 5 and Week 9 of each school term.
- Progress on goals assessed at Week 9 staff meeting Term 2 and 4.

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

Practices:
- Scope and Sequencing is part of each staff meeting—with one KLA or other domain the focus of each meeting.
- Parents are provided with continuum reports each semester, as part of the school reporting system.
- Regular meetings with Stage 4 teachers at YHS, once a term, discussing Stage 3/4 academic programs and CTJ.

All students have an IEP, discussed at Week 9 staff meeting each term.

All students a year or more behind on the continuum attract LST time.

Communication of data, against goals, along with school reports each semester.

All students assessed, according to the school Assessment Program, each semester.

A chosen student or staff member highlighted each week in the newsletter, who has shown improvement in an area of focus for the school.