|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Manifold Public School** 2015 – 2017 | | | |
|  | | |  |  |
| **Active and resilient community partnerships focussed on leading school improvement.**  **Collaborative and professional teachers nurturing successful 21st century learners.**  **Personalised learning environments developing the whole child.** | | | | |
|  | | |  |  |
|  | | Manifold Public School | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School background 2015 - 2017 | | | | | | | | | | | | | | | | | | |
|  | |  |  | | | | | | |  |  | | | | | | | |
| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| Manifold Public School (MPS) is a leader in the delivery of **inclusive 21st Century Education**. It is a **vibrant** school that features strong leadership within a variety of **active, collaborative communities.** Staff commit to ongoing engagement with world class professional learning to develop 21st century citizens. | | | |  | Manifold Public School is a growing organisation, experiencing enrolment growth over the last 4 years. The school’s 2015 RAM report identifies the school’s FOIE 2013/14 average of 94 and a reduction of $7500 on 2014 funding. The school is forward thinking as shown by a successful application for a Rural and Remote Grant with a Tweed Alliance of “like”P5 schools. Students are included in a number of sporting, cultural and social activities with a network of Casino small schools. Year 5/6 students are encouraged to participate in transition to Year 7 programs offered by Casino and Richmond River High Schools. | | | | | | |  | **Term 3 2014**  3 Staff Meetings  What do we want to look like in 2017?  School Community Meeting  PMI of school performance.  What do we want to look like in 2017?  School Community Engagement Survey  **Term 4 2014/Term 1 2015**  School Focus Group  Annual review  2012-2014 NAPLAN results, Vision statement, What is 21st century skills? Is this what we want?  3 strategic directions drafted.  5 Staff Meetings  Review 3 strategic directions (draft).  Expression of Interest for teaching positions advertised.  2015 milestones finalised.  Review of the School Excellence Framework in line with the 2015-17 School Plan. | | | | | |
| School strategic directions 2015 – 2017 | | | | | | | | | | | | | | | | | | |
|  | |  |  | | | | | | |  |  | | | | | | | |
|  | | | | | | | | | | | | | | L:\10. Design\10.1 Job Bag\WIP_2014\12566_School Planning Template 2015-2017\5.0 LINKS\12566_School_Planning_Icon_v2_Small.png | | | | |
|  | | | | | | | | | | | | | | | | | | |
|  | | | |  |  | | | | | | |  |  | | | | | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  | | | | | | | | | | | | | | | | | | |
| PURPOSE  Teachers encourage the development of student ownership of learning through negotiated goal setting and celebration of student successTo provide opportunities for all students to take responsibility and excel with their learning in core academic subjects.  Ongoing development of positive and respectful teaching and learning environments featuring intrinsic student motivation.  Further development of our inclusive culture where school experiences support the cognitive, emotional, social, physical and spiritual wellbeing of all students. | | | |  | PURPOSE  Build capacity for leadership development of all staff.  Create greater opportunities to strengthen parental engagement through face to face and digital experiences.  To create effective management systems to maximise the impact of the school’s vision and strategic direction.  Effective monitoring, evaluation and review processes of strategic directions with key stake holders. | | | | | | |  | PURPOSE  Planned teacher evaluations of core academic subjects using internal & external student data utilised to engage the school community in the teaching learning cycle.  To provide opportunities for teachers to develop professional partnerships with “like” schools to ensure consistency of teacher judgement and consistency of curriculum.  Teachers utilise a range of effective 21st Century assessment practices to help monitor student learning progress.  Teachers’ ongoing involvement with planned professional learning experiences will be based on evidence based research that improves their performance and development. | | | | | |
| Strategic direction 1: **Personalised learning environments developing the whole child.** | | | | | | | | | | | | | | | | | | |
|  |  |  | | | |  | |  | | | | | | |  | |  | |
| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
|  |  |  | | | | |  | |  | | | | | | |  | |  |
| All MPS students will be supported with self-directed English and Maths learning across all settings.  Learning will feature student development of personal and interpersonal skills through planned experiences creating positive and respectful environments.  Strengthen school and parent strategic involvement of the emotional, social, physical and spiritual wellbeing of all MPS students. |  | How do we develop capabilities of our people to bring about transformation?  Students:  Engagement with planned and unplanned core academic activities promoting self-directive learning of the “whole child.”  Staff  Strong understanding of personal and interpersonal skills of the 21st Century learner to promote the cognitive, emotional, social, physical and spiritual wellbeing of all students.  Parents  Clear understanding of their child’s ongoing growth and performance in relation to 21st century skills and core academic knowledge.  Community partners  Tweed Alliance  CLASS  Leaders  Principal. | | | | |  | | How do we do it and how will we know?  Students:  Participation in strategic planned sessions developing their use of specific self-directive strategies and quality reflections.  emotional, social, physical and spiritual wellbeing  Staff  Completion of all planned learning and wellbeing initiatives in ongoing consultation with students, interested parents and significant community partners.  Parents  Full participation in planned student-parent-teacher sessions involving the negotiations of personalised learning.  Leaders  Ensure engagement of all school community in the development of respectful and positive learning environments.  Ongoing monitoring of teacher-parent sessions.  Evaluation plan  See Strategic 1 Milestone Evaluations. | | | | | | |  | | What is achieved and how do we know?  **Product**  Students:  All students using visible learning strategies to set personal learning goals and independently reflect on their new learning in Maths and English.  Staff/Parents/Community partners  Successful planning, implementation and evaluation of all school processes and policies that foster the development of every MPS student.  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Practices  Students:  Independent goal setting in selected content areas and quality self-reflective behaviours.  Staff/Parents/Community partners  All members sharing common language about the development of the whole child.  . |
|  |
| **IMPROVEMENT MEASURE/S** |
| Students achieve expected or above Numeracy and Literacy growth based on PLAN and NAPLAN data.  Greater than 75% positive responses to appropriate questions on Student/Parent survey. |
| Strategic direction 2: **Active and resilient community partnerships focussed on leading school improvement.** | | | | | | | | | | | | | | | | | | |
|  |  |  | | | |  | |  | | | | | | |  | |  | |
| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
|  |  |  | | | | |  | |  | | | | | | |  | |  |
| To strengthen partnerships within various communities to develop resilience. Strengthening partnerships will involve creating opportunities for MPS students to authentically connect with a variety of peers to develop understanding of others outside the school boundary. Creating opportunities for parents to be involved with genuine planning, implementation and evaluative school processes of the 2015-17 School Plan. |  | How do we develop capabilities of our people to bring about transformation?  Students:  Actively engaged with planning and evaluating experiences designed to develop student leadership.  Staff  Confident in their ability to develop and interpret a range of quality data to inform school improvement processes.  Parents  Knowledgeable about the range of evidence and data used by schools to measure improvement in student learning.  Community partners  CLASS  Tweed Alliance  Bentley Community Preschool  P12 Rivers | | | | |  | | How do we do it and how will we know?  Students:  Ongoing active participation in all school, out of school and virtual activities with peers from their home, partner schools and wider communities.  Staff  Provide ongoing open and transparent data to the school community of the progress of the school’s strategic directions.  Parents  Increased participation in planned meetings related to informing, monitoring and evaluating school strategic directions.  Leaders  Lead the development, support and supervision of all staff.  Evaluation plan  See Strategic 2 Milestone Evaluations. | | | | | | |  | | What is achieved and how do we know?  Product  Students:  Stage 3 students engaged with a variety of peer groups as school leaders.  Full ES1-S2 student participation with planned community of schools’ activities.  Staff  Confident leaders of ongoing school improvement.  Parents  Actively partnering with school staff to ensure ongoing school improvement.  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Practices  Student/Staff/Parents  Engaged and empowered participants in ongoing school improvement. |
|  |
| **IMPROVEMENT MEASURE/S** |
| School Attendance data.  Year 7 and 9 NAPLAN data and other relevant evidence. |
|  |
| Strategic direction 3: **Collaborative and professional teachers nurturing successful 21st century learners.** | | | | | | | | | | | | | | | | | | |
|  |  |  | | | |  | |  | | | | | | |  | |  | |
| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
|  |  |  | | | | |  | |  | | | | | | |  | |  |
| MPS will develop 21st century learners possessing a mastery of core academic subjects at their appropriate level and explicit development of personal and interpersonal skills. Collaboration with community of schools will be a feature of teacher development focussed on improving student outcomes through thorough evaluation processes of core academic teaching.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about transformation?  Students:  Active and engaged partners in future focussed learning experiences characterised by quality learning and teaching.  Staff  Leading and participating in a broad range of strategic professional learning opportunities within the school and communities of schools.  Parents  Clear understanding of their child’s ongoing growth and performance in relation to 21st century skills and core academic knowledge.  Community partners  Tweed Alliance  P-12 Rivers  CLASS  Principal and Teachers. | | | | |  | | How do we do it and how will we know?  Students:  Systematic whole school scope and sequences guide the ongoing development of 21st century knowledge, understanding and skills.  Staff  Professional learning and planned collaborative experiences to guide teacher engagement with quality evaluations of Maths and English Teaching.  Parents  Provide a variety of opportunities for parents to be involved with informed discussions about quality teaching practices.  Leaders  Strong school community involvement with networks developing 21st learning environments.  Evaluation Plan  See Strategic 3 Milestone Evaluations. | | | | | | |  | | What is achieved and how do we know?  Product  Students:  Students achieving expected or above Numeracy and Literacy growth based on PLAN and NAPLAN data.  Staff  Teachers effectively implementing quality 21st century teaching practices in English and Maths.  Practices  Students  Use of 21st century learning skills in core academic subjects to produce future focussed learners.  Staff  Actively engaged with formal mentoring and coaching to improve English and Maths teaching practices.  Parents  Ongoing engagement with school initiatives to build understanding of quality teaching practices. |
|  |
| **IMPROVEMENT MEASURE/S** |
| NAPLAN/PLAN data.  Identifiable growth in pre and post “coding” of selected QT elements in teaching practice & assessment tasks. |
|  |
|  |
|  |
|  |
|  |