**School background 2015 - 2017**

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<th><strong>SCHOOL VISION STATEMENT</strong></th>
<th><strong>SCHOOL CONTEXT</strong></th>
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| For the staff, students and community to work together in creating a stimulating learning environment that caters for individual needs, interests and abilities. | **School context:** Maimuru Public School is a PP5 school located 14 kilometres from the major regional town of Young. The school is a close knit community with a strong commitment to the education and welfare of its students. Maimuru Public School is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6. Current enrolments total 18 students. There are two students with backgrounds other than English. Staff at Maimuru Public School are dedicated, experienced and have high levels of commitment to continuous improvement in the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment. The school is a proud member of the Young Small Schools Learning Community (YSSLC) and is heavily involved with academic, sporting and cultural activities organised between the schools. The school community is committed to improved student outcomes. This commitment, combined with the strong support from the parents and wider community enables the school to successfully work towards its objectives. Students from the school are involved in many extra curricula activities including gifted and talented programs, leadership programs, fitness programs and artistic programs and a strong peer support program. | In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community for future planning. This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2015-2017 school plan. The process included:  
- Training around the new School Management Model for staff and school community  
- A parent/guardian survey  
- Focus group discussions with senior students (Years 5 and 6)  
- Focus group discussions with parents, former students  
- Focus group discussions, training and planning with the Young Small Schools Learning Community (YSSLC)  
- Focus group training, discussion and planning with the Cootamundra Alliance of Schools (CAS)  
As a result, three key strategic directions were identified as a basis for development. The Maimuru School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan. |
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1

STUDENT LEARNING is dynamic, personalised and connected in a purposeful way.

To deliver learning that is personalised for each student within a connected approach. It is linked with real world learning and encourages students to: take ownership of and risks in their learning; challenge them in new ways; and move beyond ‘the known’ toward higher order literacy, numeracy and critical and creative skill development.

All students become: successful learners, confident and creative individuals and active and informed citizens (Melbourne Declaration Goal 2).

Quality teaching and learning programs that are relevant, rigorous and provide opportunities for students to demonstrate high levels of achievement utilising 21st century technologies.

STRATEGIC DIRECTION 2

STAFF AND LEADER LEARNING creating a high performing school through school improvement.

To improve student learning outcomes through the development and delivery of high quality evidenced-based educational practices driven by assessment evidence and shared professional practice. Build professional knowledge, professional practice and professional engagement (Australian Professional Standards for Teachers) and embed the Standards for Principals (National Professional Standards for Principals) into school practice.

STRATEGIC DIRECTION 3

ENGAGE THE LEARNING COMMUNITY in continuous learning using innovative strategic support to build a quality improvement culture and develop active 21st century citizens.

To build stronger relationships as an educational community to promote equity and excellence (Melbourne Declaration Goal 1) by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.
Strategic direction 1: STUDENT LEARNING is dynamic, personalised and connected in a purposeful way.

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<td>To deliver learning that is personalised for each student within a connected approach. It is linked with real world learning and encourages students to: take ownership of and risks in their learning; challenge them in new ways; and move beyond ‘the known’ toward higher order literacy, numeracy and critical and creative skill development. All students become: successful learners, confident and creative individuals and active and informed citizens (Melbourne Declaration Goal 2). Quality teaching and learning programs that are relevant, rigorous and provide opportunities for students to demonstrate high levels of achievement utilising 21st century technologies.</td>
<td>Students: Will acquire the skills necessary to participate as successful 21st Century citizens through the development of their emotional and social well-being; self-direction; goal-setting; understand, select and use higher order thinking and learning tools. <strong>Staff:</strong> Engage in professional learning around the HOW2Learn strategy. Develop their ability through professional learning to implement 21st century technologies into classroom practice to support the implementation of 21st century pedagogy. Participate in professional learning around the Working Mathematically outcomes. <strong>Parents/Carers:</strong> Support their children to develop and achieve their learning goals. Support their children by engaging in learning about new practices and programs.</td>
<td>Students: Be provided with structured lessons around HOW2Learn. Set personal learning goals. <strong>Staff:</strong> Learning outcomes in relation to HOW2Learn will be reported on in student reports and parent/teacher interviews. School award system will reflect HOW2Learn philosophy. <strong>Leaders:</strong> Enable professional learning around the HOW2Learn strategy. Develop staff capabilities by implementing and sustaining quality school-wide systems and organisational structures. Actively encourage parental participation in school professional learning to build community educational capacities. <strong>Parents:</strong> Take an increasingly active role in establishing their child’s learning goals by consulting with teachers and their child at parent/teacher interviews Terms 1 and 3. <strong>Evaluation Plan:</strong> Staff meetings have a focus on HOW2Learn strategies. Staff participate in technology training through the Curriculum Innovation Project each term. Staff meetings have a focus on collaborative program evaluation.</td>
<td>Practices: Students have an understanding of how they learn and will demonstrate characteristics of 21st Century learners. <strong>Product:</strong> Teacher programs will demonstrate the teaching, and incorporation, of 21st Century thinking skills and technologies into curriculum areas. <strong>Practices:</strong> Regular evaluation and reflection on own performance and determining the next steps in their learning journeys. <strong>Product:</strong> Student learning goals established in consultation with students, staff and parents/carers. <strong>Product:</strong> Working Mathematically outcomes will be clearly stated in teaching programs. <strong>Product:</strong> Students will show improved communicating, problem solving, reasoning, understanding and fluency in mathematics (real world experiences). <strong>Practices:</strong> Working Mathematically practices will be embedded in daily mathematics lessons.</td>
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IMPROVEMENT MEASURE/S

All students and staff have clearly identified learning goals that are recorded and evaluated.

Increase the percentage of students achieving the Working Mathematically syllabus outcomes by 10%.
Strategic direction 2: STAFF AND LEADER LEARNING creating a high performing school through school improvement.

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| To improve student learning outcomes through the development and delivery of high quality evidenced-based educational practices driven by assessment evidence and shared professional practice. Build professional knowledge, professional practice and professional engagement (Australian Professional Standards for Teachers) and embed the Standards for Principals (National Professional Standards for Principals) into school practice. | **Students:** Provide leadership opportunities for students.  
**Staff:** Commitment to professional learning around high quality, evidence-based literacy and numeracy programs.  
**Assessment driven programing, planning and preparation, implementation and reflective practice.**  
**Leaders:** Leaders will develop staff capabilities by implementing and sustaining quality school-wide systems and organisational structures.  
**Parents:** Parents will engage in school presentations around literacy and numeracy building their capacity to support student learning.  
**Community partners:** Maintain existing and establish proactive learning alliances with other schools and community members for the delivery of innovative literacy and numeracy projects. | **Students:** Set at least one literacy and one numeracy learning goal in their personal learning goals.  
Senior students involved in explicit leadership training eg. GRIP Leadership Program and Premier’s Sporting Challenge - Learn to Lead Program.  
**Staff:** Investigate a whole school scope and sequence for literacy incorporating a connected KLA approach.  
Engage in professional learning around the Australian Professional Standards for Teachers and Principals.  
Gather evidence and complete requirements of the Professional Standards for Teachers and Principals.  
Develop a Professional Learning Plan that meets Performance and Development Framework and AITSL Standards.  
**Leaders:** Build staff capacity to collaboratively plan and differentiate programming by providing professional learning in Literacy, Language and Learning (L3), Focus on Reading (FoR), Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN). School budget provides two days each term for collaborative planning.  
**Evaluation Plan:** Teachers update PLAN data once per term. | **Product:** Highly effective programming, clearly showing differentiations, adjustments and effective learning strategies in literacy and numeracy. Programs will reflect the use of PLAN data outcomes.  
**Product:** 75% of students will achieve expected rates of growth as measured by internal and external validation data in literacy and numeracy.  
**Practices:** Learning intentions/outcomes and success criteria are explicitly communicated to students.  
**Practices:** Senior students have increased input into the peer support program by working with a teacher to plan activities for at least one peer support lesson per term.  
**Practices:** Senior students lead peer support groups differentiating activities to meet the needs of students in their group.  
**Product:** Students will demonstrate capacity to lead, inspire, motivate and communicate effectively.  
**Practices:** Teachers develop Professional Learning Plan and evaluate with principal twice yearly. Staff reflecting and reporting on the achievement of their own learning goals.  
**Product:** All teachers and principal accredited under the Teacher and Principal Standards – AITSL. |
Strategic direction 3: Engage the community in continuous learning using innovative strategic support to build a quality improvement culture and develop active 21st century citizens.

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| To build stronger relationships as an educational community to promote equity and excellence (Melbourne Declaration Goal 1) by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. | **Students:** Develop 21st Century citizenship skills.  
**Staff:** Commitment to providing informative, relevant and engaging parent training sessions.  
Access current and new learning alliances to provide opportunities for students that will break down the barriers of isolation and scaffold their participation to achieve excellence within their learning.  
**Leaders:** Support sustainable and effective partnerships between all members of the school community, including teachers, families and students. To build a culture of welcome.  
**Parents:** Support a positive attitude to learning; increase their understanding of new educational practices and support their children as they develop their active 21st Century citizenship skills.  
Value diversity and use their resources to build partnerships.  
**Community Partners:** Maintain existing and establish proactive learning alliances with other schools and community members to the delivery of educationally innovation projects. | **Students:** Participate in learning opportunities within the school and within a variety of learning environments.  
**Staff:** Establish and maintain new learning alliances within and beyond our school to support our educational programs.  
Provide community learning sessions on 21st Century learning, literacy, numeracy and new NSW syllabus documents.  
**Leaders:** Leaders will seek contact with child care centres and pre-schools and provide stimulating activities for current students and pre-school children.  
**Parents:** Parents will actively participate in school learning opportunities.  
Parents will actively promote the school within the community.  
**Evaluation Plan:** Record attendance at parent training sessions.  
Monitor student enrolments. | **Practices:** Collaborate with current and new learning alliances to develop and enhance professional learning opportunities through the sharing of resources, training and development opportunities.  
**Product:** Maintain existing and establish proactive learning alliances with other schools and community members to support the delivery of educationally innovative projects.  
**Practices:** Teachers provide targeted learning opportunities for parents/carers once per term.  
**Product:** Increased number of training sessions for parents regarding student learning/ new curriculum.  
**Product:** Increased percentage of parents attending training sessions.  
**Practices:** An effective school-community group responsible for creating a higher school profile within the community.  
**Practices:** Strengthen relationships with child care centres and pre-schools by providing an annual Open Day including a bus ride to the school.  
**Product:** Increased student enrolments to sustain PP5 classification. |

IMPROVEMENT MEASURE/S

- Teachers provide targeted learning opportunities for parents/carers once per term.
- Increased parent attendance at training sessions over the 2015-2017 period.