**SCHOOL VISION STATEMENT**

At Moonbi PS we support our students, staff, parents and wider community:
- By providing diverse, engaging and challenging learning, in a caring, safe and sustainable environment so that our students can achieve to their best.

We support every member of our school community achieve success and happiness by becoming life long, responsible learners.

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**SCHOOL CONTEXT**

Moonbi Public School is a small school [PP5], located in a village on the New England Highway, to the north of Tamworth. It serves a small but diverse community.

**Enrolment** in 2015 is 57 split into 3 multigrade classes. The school’s enrolment trend is gradually increasing and the school remains the first choice for local families. Enrolment and mobility rates fluctuate, e.g. 2010=35; 2011=38; 2012=44; 2013=53; 2014=57. The mobility rate is moderate with about 6 new students enrolling in Years 1-6 and about the same leaving each year.

**Grade variations** in student performance are consistent with clusters of students with special needs, behavioural problems and welfare needs.

The school’s ICSEA at 910 (ACARA website) shows a below average socio-educational spread with 53% in the lowest quartile and 2% in the highest quartile. The NSW DEC measure of family occupation and education index (FOEI) is 137, which is relatively disadvantaged compared to other local small schools.

Our general NAPLAN performance is unremarkable with no significant trends and we consistently achieve better results in reading in Year 3 & 5 then similarly profiled schools in regional and rural NSW. The school’s NAPLAN numeracy performance lags the literacy performance. Literacy performance is average with language (in particular, reading) performance being at or below average but writing performance usually below average. Reading performance meets or exceeds the national average and benchmarks of RRB for end of Kindergarten, 16 for end of Year 1 and 26 for end of Year 2 are met by 80% of students.

**Aboriginal enrolments** are 12% in 2014 and indigenous student performance varies from excellent to average on national testing, value added and attendance measures. An ATSIC consultative group has recently been established and is actively working to support student learning in our school.

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**SCHOOL PLANNING PROCESS**

In 2014, a planning process was undertaken across the whole school community and our small schools network to review current practices and to collect evidence from staff, students and the community.

Executive attended the local schools’ introductory session on the 5P school plan, followed by a number of staff planning meetings before further meetings with our local small schools network.

Data collection and analysis of school based assessments gather for the National Partnerships program were used to inform curriculum planning. Staff attended PL on the interpretation of SMART and other data to inform the School Plan. We looked at the data and identified several priority areas for our 2015-2017 school plan. This was achieved through small focus groups, small schools network meetings as well as staff meetings.

MPS community expectations were catered for through focus groups which included community and parent reps in focus meetings and P&C meetings.

Staff, parents and students were surveyed regarding the educational programs they would like in the future at MPS and also on expectations of students at completion of Year 6, focusing on the skills, attitudes and values they would have.

Our strategic directions articulate the school’s priorities over the next three years. The directions are high level and future focused and will drive a whole school culture of educational and organisational excellence. These directions aim to ensure Moonbi Public School’s planning is collaborative, considered and consistent approach to delivering curriculum.

These directions articulate the school’s priorities over the next three years and into the future planning for quality teaching and learning for teachers and students, quality relationships and quality systems for our school community.
SCHOOL CONTEXT continued…

The school has a sizeable proportion of students with moderate to high support needs. Learning support is catered for with Staff Learning Support Meetings held weekly to track targeted student progress and Learning Support Team Meetings including School Counsellor and parents are held once a term. A learning support teacher Learning support officer are employed 3 mornings a week to support identified at-risk students.

The school is now a registered KidsMatter school – part of an Australia-wide primary school’s mental health initiative.

The school is accredited Sunsafe and operates the Live Life Well @ School initiative.

Teacher turnover is and leave is consistent with a balance of new and experienced staff members.

Parents are generally supportive. The rate of voluntary contribution is nil but the rate of purchase for Resource Packs and major excursions is higher.

The school reputation in the community is reportedly "very good" and surveyed parents indicate a high promoter rate (70% in 2013).

Student participation in sport is enthusiastic and the school participates in the Premier’s Sporting Challenge as well as solid performance in PSSA Swimming, Cross Country and Athletics. PSSA team sport is becoming more popular. Obesity rates in students are relatively low.

Student participation and performance in CAPA (musicals, drama and visual arts) is limited. Music and dance remain areas for further development.

Environmental education initiatives are improving strongly. Since 2012 the school now has established a vegetable garden and operates Stephanie Alexander Kitchen Garden initiative.

The Lone Pine Anzac Memorial Garden is a school and community commemorative memorial learning space based around our ‘Lone Pine’ tree.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Provide Literacy Skills for Successful 21st Century Learners

To improve student achievement through the delivery of high quality teaching and learning programs and equip students with the necessary literacy skills to be successful 21st century learners that think both creatively and critically, problem-solve and work collaboratively.

Students will be productive and ethical users of technology equipped with skills of the 21st Century learner.

Our students need to be assured that their teachers are world class educators to ensure all students become successful learners, confident individuals, active and informed citizens.

Our teachers need to have a clear focus on improving their teaching as a powerful means of improving student outcomes.

In particular, teachers need access to high quality support to improve their practice and to know what is expected of them and receive frequent and useful feedback on their teaching. In this way they will better positioned to deliver student learning that is relevant, challenging and engaging for each child that they teach and every child that they influence.

STRATEGIC DIRECTION 2
Curriculum, Assessment and Pedagogy

STRATEGIC DIRECTION 3
Strong Partnerships

To build inclusive, collaborative teams and school networks, through quality community partnerships which contribute to students' engagement, learning and wellbeing as a central focus.

Engage parents and the wider community as partners in the educational process through school based initiatives and activities.

To focus on encouraging and promoting participation, recognition, quality and timely feedback and evaluation between students, staff, parents, carers and the wider community.
# Strategic direction 1: Provide Literacy Skills for Successful 21st Century Learners

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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<tbody>
<tr>
<td>To improve student achievement through the delivery of high quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st century learners that think both creatively and critically, problem-solve and work collaboratively. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner.</td>
<td>Students: understand the content, learning goals and expectations required to increase literacy achievement through explicit coaching and instruction by staff. They endeavour to learn the necessary skills and abilities required of a successful 21st century learner; to think both creatively and critically, problem-solve and work collaboratively.</td>
<td>Develop, implement and monitor a whole school scope and sequence and assessment register to provide exemplary learning programs and inform teaching through assessment.</td>
<td>Products:</td>
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<tr>
<td>IMPROVEMENT MEASURE/S</td>
<td>Staff: To create, implement, assess and monitor teaching programs in-line with the strategic direction. Participating in professional development opportunities to reinforce capabilities in 21st Century Learning and Literacy</td>
<td>Consistently track student achievement using DEC Literacy Continuum tracking tool (Whole School)</td>
<td>75% of Year 5 students achieve at or above minimum standards in all strands of Literacy</td>
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<td>• Increased student achievement in Literacy to be at or beyond Stage standard on MPS Standards Guide and semester reports using a suite of school-based and external assessments.</td>
<td>Parents: Working together with teachers and students as collaborative learning community partners to foster an environment that facilitates 21st Century learning.</td>
<td>Deliver high quality professional development opportunities in Literacy and 21st Century Learning, with a focus on technology.</td>
<td>75% of Year 3 students achieve at or above minimum standards in all strands of Literacy</td>
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<td>• Tracking student achievement in Literacy on the Literacy continuum K-6 using a suite of school-based and external assessments.</td>
<td>Community partners: Participation in literacy initiatives delivered at the school and support the school community to provide a dynamic education that reflects 21st Century skills and understanding.</td>
<td>Deliver parent and community initiatives to clearly communicate plan, outline strategies and extrapolate content, skills and processes involved.</td>
<td>100% of students recorded on Literacy Continuum tracking sheet.</td>
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<td>• All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning as shown in PL meetings.</td>
<td>Leaders: Lead and foster collaboration and the provision of professional learning opportunities to attain the strategic direction for the school community. Facilitate deeper knowledge and understanding about the impact of 21st Century practice on the development of creative, innovative and resourceful learners.</td>
<td>Reflective practice by staff as self and collaborative activity</td>
<td>Staff demonstrate quantitative and qualitative evidence of professional growth against the Australian National Teaching Standards.</td>
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<td></td>
<td>Evaluation plan:</td>
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<td>Professional learning journals will be used to record, evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning.</td>
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<td></td>
<td>The school planning committee will meet during in week 5 and week 10 of each term to complete progress monitoring. This will determine if the plan is: Off Track, Implementation Delayed or On Track.</td>
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<td>Practices:</td>
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<td>Teacher Performance and Development Framework Annual review and self-assessment along with PL meeting notes</td>
<td>Teacher Performance and Development Framework Annual review and self-assessment along with PL meeting notes demonstrate teacher reflection and implementation of current research and practices.</td>
<td>Teaching programs and practices demonstrate explicit integration of ICT, digital citizenship and innovative practice.</td>
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<td>Teaching strategies will engage learners, promote higher order thinking and facilitate creative learners.</td>
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<td>Evidence of new technology learning in each classroom.</td>
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Strategic direction 2: Curriculum, Assessment and Pedagogy

**PURPOSE**

Our children deserve the best teachers so that they can be the best that they can be!

Our teachers need to improve academic and wider achievement through sustained attention to 21st century learning skills, lesson design, development of whole school programs boosting teacher capacity, assessment and tracking on the K-12 continuums to ensure students can meet their potential.

**IMPROVEMENT MEASURE/S**

An increased number of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient and higher levels.

Teacher satisfaction survey results.

Documentation of teacher understanding and support of the annual performance and development cycle.

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standard.

**PEOPLE**

Students: Students will be:
- engaged with teaching and learning programs that are purposeful and engaging.
- assessed and track along the K-12 continuum.
- encourage to take an active role and responsibility in their learning.

Staff: Teachers will be supported to:
- enhance their capacity to collect and reflect on evidence that provides insight into the effectiveness of their practice and informs growth.
- access to high quality professional learning.
- develop understanding and ability to recognise indicators for learning difficulties.

Parents: Opportunities to inform and develop parent knowledge and understanding of school programs and new syllabus expectations will be made available.

Community partners: Opportunities to inform and develop community knowledge and understanding of school programs and new syllabus expectations will be made available.

Leaders: Develop staff workforce capabilities by implementing and sustaining school wide systems and organisational structures.

**PROCESSES**

Curriculum
- Increased professional learning about Australian Curriculum, differentiated learning, quality learning improvement.
- Whole school focus on targeted programs.
- Provision of parent education workshops on new curriculum and targeted programs.
- Teachers assisted to identify and provide for students with specific learning difficulties, e.g. dyslexia.

Assessment
- Increased professional learning about consistent teacher judgement, feedback, formative assessment and K-12 Continuums.
- School wide organisational structures put in place to collect, track and monitor student achievements.

Pedagogy
- Increased professional learning about student engagement, self-regulation and student direction.
- Provide structures for teachers to collaborate more, to observe professional practice and to align their professional learning planning.
- Technology and Brain Research training incorporated into professional learning.

Evaluation plan:
- Milestone tracking in week 5 and week 10 of each term to complete progress monitoring. This will determine if the plan is: Off Track, Implementation Delayed or On Track.


**PRODUCTS AND PRACTICES**

Products:
- Increased percentage of teachers transferring knowledge from professional learning into practice.
- Tracking system is developed and located centrally within the school.
- Students will have essential skills in literacy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.
- Deep knowledge and deep understanding will promote sustained literacy growth, which will be demonstrated across all in school and external standardised assessments.

Practices:
- Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices.
- Utilisation of data to inform and guide literacy teaching practice to meet the needs of students and achieve curriculum outcomes.
- Parents and community members attend workshops relating to learning.
- Classroom programs indicate attention to teaching of literacy across all KLA’s.
- Early identification of students requiring learning support.
Strategic direction 3: Strong Partnerships

PURPOSE
To build inclusive, collaborative teams and school networks, through quality community partnerships which contribute to students' engagement, learning and wellbeing as a central focus.

Engage parents and the wider community as partners in the educational process through school based initiatives and activities.

IMPROVEMENT MEASURE/S
Surveys reflect high satisfaction amongst teachers, parents and students in achievement of educational outcomes and provision of a quality learning environment.

Sustained high levels of positive student, staff, and parent satisfaction levels with the school's learning culture, communication and environment.

A measurable increase in the sustained attendance at P&C meetings throughout the year.

Inclusion of parents from varying socioeconomic backgrounds is represented in the organisation and implementation of school programs.

PEOPLE
Students:
Accept opportunities to be involved in the sporting, cultural and community opportunities provided particularly in areas of personal interest and/or talent.
Demonstrate deepening commitment to active citizenship.

Staff:
Coordinate and facilitate community volunteers to coach teams in sporting competitions and educational challenges.
Contribute to building positive relationships between the school and wider community.
Welcome and encourage parent /carer and community involvement in class/school activities.

Parents:
Further promote parents and carers as educational partners in their child’s learning. Parents will collaboratively support Learning and Student Wellbeing program.

Community partners:
Establish effective learning alliances with other schools and community members and organisations to deliver innovative, educational programs.

Leaders:
Continually evaluate and refine communication avenues between school, parents and community.
Create opportunities for collaboration and involvement.
Seek input into educational decision making.
Demonstrate to parents and community that input is valued.

PROCESSES
- Offer community access to library and computer room.
- Community sponsorship of school events and recognition strategies is sought. Funding enables a range of awards including: citizenship awards and end of year class awards.
- Teachers facilitate student participation in: Premiers Spelling, University Challenges, debating and public speaking.
- Volunteer teachers coordinate team participation and arrange community volunteer coaching in PSSA Competitions. Four sports chosen each year.
- Participation in CAPERS and Eisteddfod in alternate years.
- External music lessons offered from school facilities.
- At least two visiting performances chosen and offered to our small schools network each year.
- Life Education Van visit arranged each year. P & C sponsors student attendance.
- P & C run a healthy canteen open 1 day per week.
- School maintains School & Community Kitchen Garden which all students actively involved in maintaining our garden.
- Building the Lone Pine Anzac Memorial Garden a school and community commemorative memorial learning space.
- Transition programs and inter-school linkages reviewed annually and opportunities actively sought to strengthen ties between Pre-school, local small schools and feeder High Schools.

PRODUCTS AND PRACTICES
Products:
- Monitoring of student involvement in sporting, cultural, community and visiting performance activities shows ongoing high levels of participation.
- Parent data from a range of sources shows satisfaction with communication and consultation between home and school.
- Student involvement and achievement are showcased and celebrated in a broad range of forums.
- High parent and community involvement in a range of school activities.

Practices:
- There is strong positive support for learning and mutual respect among teachers and students and others assisting students’ learning.
- Cultural and background knowledge are valued to promote respect and facilitate inclusivity to participate in school life through effective and ongoing communication with the whole school community.

Evaluation plan:
The school planning committee will meet during in week 5 and week 10 of each term to complete progress monitoring. This will determine if the plan is: Off Track, Implementation Delayed or On Track.