<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inspire students to achieve their potential in a supportive learning environment.</td>
<td>Moama Public School is located along the banks of the Murray River and our Preschool takes advantage of this incredible habitat. All students are taught from an early age to care for the environment and commit to a sustainable future. Our Preschool implements the Early Years Learning Framework, supported by a play based curriculum. Our school is renowned for its high student welfare, its dedicated teaching staff and its caring community. Our teaching and learning programs focus on: Higher Order Ways 2 Learn, L3, technology K-6, successful Numeracy and Literacy programs and specialised extra-curricular activities such as Japanese and Sport to encourage opportunities for individual success. Our teachers are experts in their field and maintain high professional standards through ongoing professional development. Every classroom has an interactive whiteboard to enhance a quality e-learning environment. Our school has a well-resourced library, multi-purpose room for community use and specialised computer lab.</td>
<td>This school plan has been developed through consultation with staff, students and the broader school community. This has included the use of surveys of parents and discussions with the P&amp;C. Staff have had the opportunity to contribute at the executive and whole school staff level. One on one meetings with parents and specific groups of parents have been facilitated to take part in discussions around what they want from our school and their child’s education. Parents with children at the Preschool and the P&amp;C have taken part in review of the Preschool Philosophy. Our school plan was developed with consideration of key DEC reforms including Great Teaching Inspired Learning; Local School Local Decisions; Every School Every Students; Rural and Remote Blueprint; LMBR and the Melbourne Declaration.</td>
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</table>
School strategic directions 2015 - 2017

**Purpose:**
To build deeper relationships as an educational community by leading and inspiring a culture of collaboration, respectful communication and dynamic leadership.

**STRATEGIC DIRECTION 1**
Relationships
Inclusive and collaborative interactions

**Purpose:**
To develop students and staff to be innovative, resourceful and reflective learners who are socially, environmentally and culturally aware.

**STRATEGIC DIRECTION 2**
Identity and Wellbeing
Confident, secure and empathic individuals

**Purpose:**
To create learning experiences that result in the improvement of students’ ability to think critically and creatively to enable them to effectively contribute to society (to be life long learners).

School staff display high expectations of learning for all to foster sustained school improvement.

**STRATEGIC DIRECTION 3**
Learning culture
Resourceful, connected and reflective learners
## Strategic Direction 1: Relationships

### Purpose
To build deeper relationships as an educational community by leading and inspiring a culture of collaboration, respectful communication and dynamic leadership.

### People

#### Students:
Develop students ability to collaborate and respect the learning needs of others. Develop students reciprocity through greater understanding of social intelligence and increased empathy towards others.

#### Staff:
Participate in leadership opportunities across the school. Collaborate to increase quality teaching practice through the implementation of the NSW Syllabus for the Australian Curriculum.

#### Parents/Carers:
Assist parents with their understanding of school programs and inclusivity.

### Processes

- **Leadership**
  Supervisors monitor staff professional learning goals for focus on student achievement.

- **Curriculum**
  Professional learning for teachers, including collegial sharing and mentoring by supervisors.

- **Relationships**
  Students will engage in explicit teaching and learning of the school values.

### Products and Practices

#### Product
There is a school wide collective responsibility for student achievement with high levels of student, staff and community engagement.

#### Practice
Students, staff and community are engaged in collaborative planning. All staff have professional learning goals focussed on enhancing student achievement.

#### Product
Positive and respectful relationships across the school community underpin a productive learning environment.

#### Practice
All students engaged and enthusiastic at school. Staff unity is evident through collaborative participation.

### Improvement Measures
- An increased amount of community and staff involvement in school planning and decision making around student learning.
- All professional learning plans will show direct links to student learning.
- Student School Life surveys demonstrate students are engaged at school.
Strategic Direction 2: Identity

Purpose
To develop students and staff to be innovative, resourceful and reflective learners who are socially, environmentally and culturally aware.

People

Students: Participate in the explicit teaching of the learning strategies that accelerate growth and collaborative learning.

Staff: Engage in professional learning supported reflective practices to ensure the effective implementation of 21st learning strategies evident in the NSW syllabuses for the Australian Curriculum.

Parents/Carers: Highlight the importance of participating in school partnership opportunities, which result in a sharing of expertise and community knowledge.

Community Partners: Establish effective links with support services based in NSW and Victoria for families in need.

Processes

• Professional Learning
  Professional learning for staff in PBL classroom practices.

• Support Structures
  Positive Behaviour for Learning team support staff and students.

• Teacher Quality
  Teachers are provided reflective practice time with colleagues to embed quality teaching practices.

Evaluation Plan
  PBL team monitor the recording of data around classroom and playground behaviour and welfare.

  The Executive monitor the implementation of curriculum across classrooms.

Products and Practices

Product
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery.

Practice
  Teachers record the progress of students in PLAN software. Students utilise reflection journals in learning.
  Staff trained in L3 Stage 1.

Product
Students demonstrate increased resilience and respect for others.

Practice
  Explicit teaching of PBL strategies for the classroom and playground settings.

Improvement Measures

- An increased level of achievement across literacy and numeracy as measured by the continuums in PLAN software.
- Reduced number of students recorded for negative behaviour through PBL data.
## Strategic Direction 3: Learning Culture

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</table>
| To create learning experiences that result in the improvement of students’ ability to think critically and creatively to enable them to effectively contribute to society (to be lifelong learners). | **Students:** Develop the mindset and capability to analyse their individual learning progress and plan successful strategies to succeed.  
**Staff:** Apply professional learning supported by coaching and collaboration processes to design targeted learning for use in classroom practice which improves student outcomes. Will identify specific areas for professional learning in the context of the Performance and Development Framework.  
**Parents/Carers:** Engage in school life to contribute actively to student learning. |  
- **Professional Learning**  
Teachers engage in structured professional learning and link personal professional learning plans to the school plan.  
- **Collaborative Practice**  
Teachers engage in collaboration across stages to ensure consistency of curriculum delivery.  
- **Leadership**  
The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.  
**Evaluation Plan**  
Educational Leader reviews Preschool Quality Improvement Plan with Preschool team. The Executive monitor the implementation of curriculum and HOW2Learn across classrooms. | **Product**  
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.  
**Practice**  
All teachers to take part in professional development in HOW2Learn.  
**Product**  
Well developed and current policies, programs and processes identify, address and monitor student learning needs.  
**Practice**  
All teaching and learning programs will meet NSW syllabus requirements for implementation of the Australian Curriculum. |

### Improvement Measures

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Moama Public School 2584  
Page 6

Planning template – V2.0
- Implementation of the HOW2Learn habits and dispositions in all classrooms.
- Growth in Literacy and Numeracy from Year 3 to Year 5 are either at or above state average.
- Staff Professional learning plans show links to the Performance and Development Framework.