**Merriwa Central School 2528**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Merriwa Central School is a small rural school serving a low socio-economic community. Our focus on quality teaching aims to ensure all students can achieve their true potential.  Our banner statement “Valuing individual potential – achieving personal best” embodies this vision. |  | Merriwa Central School is a K-12 school (270 students including 55 Aboriginal students) located within a supportive community in the Upper Hunter. It caters to students from the local town and villages servicing a largely rural community. It is one of the oldest schools in the State and was one of the first National Schools established in 1850.  Merriwa Central School is unique in several respects. Firstly it is the only central school in the Hunter Central Coast region, and secondly it is one of four central schools in the State with a separate primary and secondary campus. The primary enrolment of 132 students is divided into 6 classes, the majority of which are multigrade. Some classes are also across stage.  The secondary enrolment of 138 is divided into classes of the same year or stage group. In some cases the class may consist of the entire enrolment for that year group. Students are taught a wide variety of subjects delivered by classroom teachers, through video conference, by distance education and at TAFE on the Muswellbrook Campus.  The Upper Hunter Trade Training Centre is a joint facility in collaboration with Scone High School, Muswellbrook High School and Scone Grammar School. The Merriwa Campus enables students to complete Certificate ll in Hospitality, as well as Certificate ll in Metal and Engineering.  The Early Action for Success (EAfS) initiative aims to improve students’ performance through a targeted approach in the early years K-2.  Geographic, cultural and socioeconomic disadvantage are issues for our students in a region which is dominated by the coal and electricity generation industries. |  | Consultation took place involving all stakeholders - students, teachers, parents, employer groups and the broader community.  A range of strategies were used to develop the school plan including focus groups, staff meetings, consultation at P&C meetings, Tell Them From Me student surveys, Yarn-Up workshops with Aboriginal parents, and feedback from local businesses and employer organisations.  Merriwa Central School enjoys a strong relationship with our local community. |
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| **Purpose:**  Quality teaching and learning ensures every student is actively engaged in meaningful and challenging learning experiences to achieve and thrive as learners, leaders and community members.  Teachers are supported in a collaborative environment to systematically and strategically review their progress based on evidence, self-reflection and feedback. |  | **Purpose:**  The wellbeing of every student is a priority. A whole school focus on wellbeing will enhance student engagement and reinvigorate staff.  A collegial work environment supports staff to provide a range of rich learning experiences to students whilst maintaining an appropriate work life balance. |  | **Purpose:**  The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and it’s students.  The school is embraced by the community with a shared vision and advocacy. |

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| Strategic Direction 1: Quality teaching with an emphasis on high expectations and student engagement | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  Quality teaching and learning ensures every student is actively engaged in meaningful, and challenging learning experiences to achieve and thrive as learners, leaders and community members.  Teachers are supported in a collaborative environment to systematically and strategically review their progress based on evidence, self-reflection and feedback. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students will be able to understand teacher expectations and track their own achievement from K-12.  **Staff:** Teaching and support staff will oversee the delivery of curriculum, learning activities and assessment. Staff will undertake professional development around the Australian Teaching Standards and reflect on Quality Teaching practices.  **Executive Staff:** Assistant Principals and Head Teachers will be responsible for professional learning and development of staff. Executive are responsible for the implementation, monitoring, evaluation and reporting of curriculum, assessment and student performance in each area they supervise.  **Parents/Carers:** Parents will be encouraged to engage with the school in understanding their own child’s learning and progress.  **Leaders:** The Principal and school executive will lead staff and aspiring leaders through the new professional standards. |  | **How do we do it and how will we know?**   * Programming quality scope and sequences, programs, lessons, assessment and feedback K-12 which reflect Quality Teaching model. * Teachers model common scaffolding of text areas and evaluate and code the quality of assessment tasks * Subject specific development of skills for learning focused on literacy, numeracy, creative thinking and higher order problem solving. * Provide time for mentoring, reflection and monitoring of personal learning plans for evidence of AITSL * Instructional Leader collaborates with teachers to model and improve teaching and assessment skills to build capacity to improve student outcomes in literacy and numeracy   **Evaluation Plan**  Teachers systematically review their classroom practice in a collegial environment with their peers and supervisor. Consistency of teacher judgment is supported through mentoring, peer assessment, supervisor feedback and ongoing professional development. |  | **What is achieved and how do we measure?**   * Improved levels of student engagement reflected in Tell Them From Me (TTFM) surveys. * Teaching programs and assessment embed extension opportunities for students and reflect Quality Teaching practices. * At or above 90% secondary assessment tasks completed on time.   **Product:**   * Students are actively engaged in learning and are supported to complete quality assessment tasks.   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Literacy, numeracy and creative thinking strategies are in place, and regularly demonstrated by staff for professional leaning. * Explicitly assessing the learning needs of student with ongoing assessment to plan, teach, and personalise learning and monitor student progress. * Teaching and learning programs embed Quality Teaching principles and reflect a collegial approach to professional development. * Staff use AITSL Classroom Practice Continuum and Professional Teaching Standards to reflect on own practice. |
| **Improvement Measures** |  |
| * Improved levels of student engagement reflected in Tell Them From Me (TTFM) surveys * Teaching programs and assessment embed extension opportunities for students and reflect Quality Teaching practices * At or above 90% secondary assessment tasks completed on time |  |
| Strategic Direction 2: A focus on the wellbeing of students and staff | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  The wellbeing of every student is a priority. A whole school focus on wellbeing will enhance student engagement and success in learning.  A collegial work environment supports staff to provide a range of rich learning experiences to students whilst maintaining an appropriate work life balance. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Students will identify their own strengths and weaknesses and develop strategies to enhance their own wellbeing, and that of other students.  Staff: Staff will be encouraged to identify their own positive and negative stress factors, and supported by strategies to address them.  **Staff:** Professional learning will build capacity of assistant principals, head teachers, learning support team members, year advisers, careers adviser and school counsellor to support, develop and deliver specific programs.  **Parents/Carers:** Families will engage with staff and support agencies to support their child’s learning.  **Community Partners:** External agencies will be engaged to support students and their families.  **Leaders:** Principal, Deputy Principal, Health and Safety Representative (HSR) will lead and coordinate programs, resources and agencies to enhance student and staff wellbeing. |  | **How do we do it and how will we know?**   * Enhance the role of the learning support team, its members, roles and responsibilities and programs delivered for students * Personalised learning plans are developed for targeted students which involve all stakeholders * Targeted programs will support students ”at risk” , and may be supported by Upper Hunter Youth Workers. * Survey data from Tell Them From Me (TTFM) results indicate improvements in student wellbeing. * Subject based and vocational enrichment programs engage students and parents in post-school options. * HSR to provide support to staff on lifestyle, work life balance and strategies for managing stress.   **Evaluation Plan**  Learning Support Team to monitor student data, referrals and programs to support students. Executive to develop new performance and development processes where teachers receive feedback and support. HSR to monitor workplace injuries reported to WHS Hotline. |  | **What is achieved and how do we measure?**   * Students feel supported at school and have someone who consistently provides encouragement and who they can turn to for advice (TTFM survey data). * Professional dialogue indicates teachers are supported in their professional learning and emotional wellbeing by a clearly established and collaborative performance and development process.   **Product:**   * There is evidence that students show improvement on measures of academic and social progress including attendance, participation, and behaviour.   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Daily teacher focus on pastoral care and monitoring student wellbeing. * Student data reviewed to guide classroom practice, and whole school programs. * Improved tracking of support for students at risk by classroom teachers, year advisers, learning and support teachers and school counsellor. * A supportive collegial environment which promotes professional dialogue, reflection and staff wellbeing. |
| **Improvement Measures** |  |
| * Students feel supported at school and have someone who consistently provides encouragement and who they can turn to for advice (TTFM survey data). * Professional dialogue indicates teachers are supported in their professional learning and emotional wellbeing by a clearly established and collaborative performance and development process. |  |
| Strategic Direction 3: Enhanced Community Partnerships | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and it’s students.  The school is embraced by the community with a shared vision and advocacy. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students and the student body are supported to engage with teachers, parents and the broader community.  **Staff:** Staff will engage in a meaningful way with parents, and initiate more meaningful contact and inclusion of the broader school community. Staff will be supported to enhance communication methods with parents, and incorporate the use of the schools social media strategy.  **Parents/Carers:** Parents will have a range of ways to be involved with the school beyond supporting their own children.  **Community Partners:** Business and community organisations interact regularly with the school and its students.  **Leaders:** Principal, Deputy Principal, and school executive lead processes which engage with parents and community members on a daily, weekly, and monthly basis. |  | **How do we do it and how will we know?**   * Parents engaged in exploring academic and vocational opportunities for their children. * Survey parents to identify the types of assistance required to support their children. School will then provide workshops in these areas for parents. * Enhance communication with parents through traditional formats and greater use of social media strategies. * Enhance student voice and leadership opportunities within the school, particularly with formal and special assemblies. * Drawing on and engaging community skills and expertise within the learning environment. * Little Sprouts Community Reading day involves all local schools and a cross section of community organisations.   **Evaluation Plan**  Executive to monitor parent attendance and engagement, and gather feedback through focus groups. Staff to complete qualitative analysis using reflection and planning matrix. Database of community contacts to be updated. |  | **What is achieved and how do we measure?**   * The *School Community Partnerships Reflection and Planning Matrix* shows an improvement by one level in the strands:   1. Parents helping their children to learn (from Level 2 to Level 3).  2. Working with the community (from Level 2 to Level 3).  **Product:**   * Effective two way communication between school, parents and the broader community. * The school has deeply embedded strategic partnerships with the wider educational, business, and local community.   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Parents and caregivers are able to engage with the school at a level that suits their personal family circumstances. * Regular meaningful communication between parents and teachers enhances learning opportunities for students. * Community members are involved in learning opportunities and experiences for students, and as adult learners. |
| **Improvement Measures** |  |
| * The *School Community Partnerships Reflection and Planning Matrix* shows an improvement by one level in the strands:   1.Parents helping their children to learn (from Level 2 to Level 3).  2.Working with the community (from Level 2 to Level 3). |  |