

Australian Business Excellence Awards Application 2012

Section 2: Organisational Summary

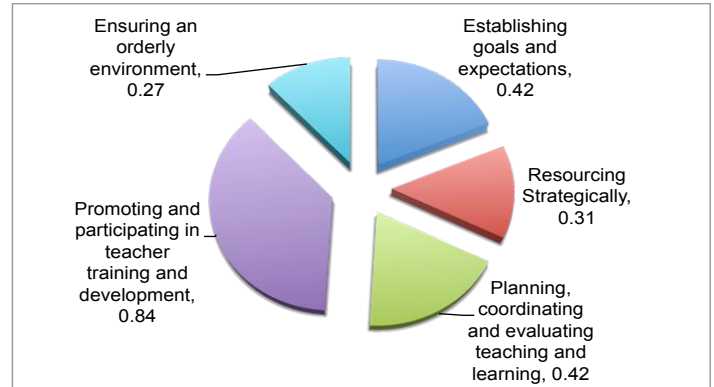
1. Organisational strategy for sustained business improvement.

Leadership of an organisation plays a critical role in improvement processes. Mypolonga Primary School has a culture of shared leadership giving all stakeholders capabilities and opportunities to lead, including staff, parents and students. The research of Professor Viviane Robinson, identifies 5 dimensions of leadership, and their effect size, which contribute successful leadership of a school.

The more leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes.

The overriding ethos at Mypolonga Primary School is the improvement of student learning outcomes. It is at the heart of all planning, implementation and review.

Viviane Robinson: 5 dimensions of Leadership



Mypolonga Primary School is committed to a process of continuous improvement and successfully engaged in a validation process in 2009. This process used the **DECS** (then Department of Education and Children's Services, now Department of Education and Child Development) **Improvement and Accountability Framework** (DIAf) to identify, plan and implement strategies for improvement.

DIAf has 9 principles, which are closely linked to the categories of the Australian Business Excellence Framework (ABEF). Alignment between ABEF and DIAf appears on page 5 of this submission. A self – review rubric (called Level 4 rubric) has been developed for each of the 9 principles.

Each rubric has 5 levels of attainment

1. Undeveloped
2. Developed
3. Functioning
4. Strategic
5. Embedded

At Mypolonga Primary School, a collaborative process to determine the current state using the rubric is initially undertaken. Rich conversations occur when deciding the current state. Staff then look at the next level on the rubric; for example, if staff identify the current state for Focus on Learning: High Expectations for all Learners is at a strategic level, the next level 'Embedded' is unpacked and used to develop action plans for each principle.

When all 9 principles are brought together and overlaid, the barriers to improvement are identified. These occur consistently across the principles. Data sets collected and analysed for each principle are documented on page 15. A plan identifying the actions necessary to move to the next level is written. Some actions require significant planning, integration and implementation over time, such as the development of a whole – site literacy plan, whereas others, such as the documentation of roles and responsibilities of key stakeholder groups, require less time and are more stand alone actions.

This cyclical process (diagram page 5) is ongoing. A focus on reading was undertaken from 2008 -9. Professional development around the Big 6 ideas in reading; early literacy experiences, phonological awareness, phonics, fluency, vocabulary and comprehension occurred. It became clear that early literacy experiences and phonological awareness were what children came to school with, so it was important to be pro- active and support parents to develop literate experiences for their children from birth, and therefore a whole of community literacy plan was developed and implemented. (diagram page 14). As structures to improve reading achievement became embedded into the school's processes, the literacy plan expanded to include non - fiction writing.

Research by Douglas Reeves has shown historically that there has been an overemphasis on

narrative writing, and when the focus changes to non – fiction writing, improvement occurs in all learning areas. The principal visited Courtenay Gardens Primary School a high performing, low socio – economic school in Victoria which has had a focus on non - fiction writing. This data was used to develop a whole school non – fiction writing plan. Data analysis also showed that while reading had improved significantly, comprehension was still an issue. A whole school comprehension plan was implemented with a focus on explicitly teaching comprehension strategies to raise achievement.

2. Significant Achievements

In 2011 Mypolonga Primary School was recognised by the OECD as an Innovative Learning Environment, based around the learning programs and the way school community partnerships are used to improve student - learning outcomes. The school has an enterprising culture which is evidenced across the whole school. The flagship program ‘The Mypolonga Primary School Shop’ a craft shop, run by students, selling crafts on consignment has run for 16 years and has resulted in high numeracy results. Every week tourists from a Paddle Steamer visit the Shop. A focus on authentic learning gives classes opportunities to make lunches based on the Healthy Eating Guidelines. Profit from these enterprises gives classes financial flexibility to fund programs. Upper Primary Students complete a Certificate of Hospitality where they are supported by parents to cater for community functions. The community sees the school’s values in action. A sense that we are all leaders and learners together and that learning occurs everywhere is culturally evident.

In 2011 the school was also awarded a DECD Public Teaching Award (\$20 000) for Innovative Engagement with Business and the Community. In 2009 the school was awarded a NAB ‘Schools First’ Award for school / community partnerships. (\$50 000). A culture of accessing funding to develop programs from a variety of sources exists.

The school is well regarded by the wider community, and currently 50% of students come from other places, but mainly Murray Bridge, 20 kms away. The school has a waiting list with families from outside of the Mypolonga zone now enrolling children at birth.

Student achievement is above what would be expected from a school with a similar index of disadvantage. While small cohorts make generalised data analysis unreliable, cohort tracking shows significant improvement over time.

Student leadership and ownership of the school – students participate at every level of decision making and contribute actions to make decisions effective. There are few behaviour management issues and problems are addressed using restorative processes.

The school is constantly told by tourists, visitors, the community and parents about how friendly, respectful and confident the students are. Garry Costello, DECD Head of Schools visited recently and his feedback was as follows: ‘I found the visit enlightening and uplifting as Mypolonga represents public education at its best. The school’s culture is remarkable in that it is so connected to the community, sets high standards for staff and students and provides high level leadership opportunities which adults and young people are thriving on.’

3. Business Environment and Major Issues and how they are being addressed

Mypolonga Primary School is a school in South Australia approximately 100 kms from Adelaide. There are 120 students in 5 classes. There are 7 teachers and 5 School Service Officers. Mypolonga was in the past a horticultural and dairying settlement, but the downturn in both of these industries has seen significant change in the community demographic. Younger family members are choosing not to return to the family property.

With so many families coming from other places there was a danger that the school would lose its cultural identity. The school decided that there was a need to revisit their values to identify what it meant to be from Mypolonga and develop a language that was inclusive regardless of where a student lived. School colours are black and gold and the local sporting teams are the Tigers. The values of Teamwork, Integrity, Generosity of Spirit, Excellence and Respect exemplify the Mypolonga community. The development of these values has seen closer relationships between families and a greater sense of connectivity to the school and the community.

Another issue that is currently being explored is the notion of size. Parents articulate the importance to them of the school remaining small to retain the intimacy and closeness that comes from people knowing each other and sharing common goals and understandings. The enrolment policy has alleviated some of this disquiet, but opportunities need to be explored and reflected upon.

Section 3 Organisational Response to Criteria

Category 1: Leadership

Item 1.1 Leadership and Governance throughout the Organisation.

Item 1.2 Leading the Organisational Culture

Item 1.3 Society, Community and Environmental Responsibility.



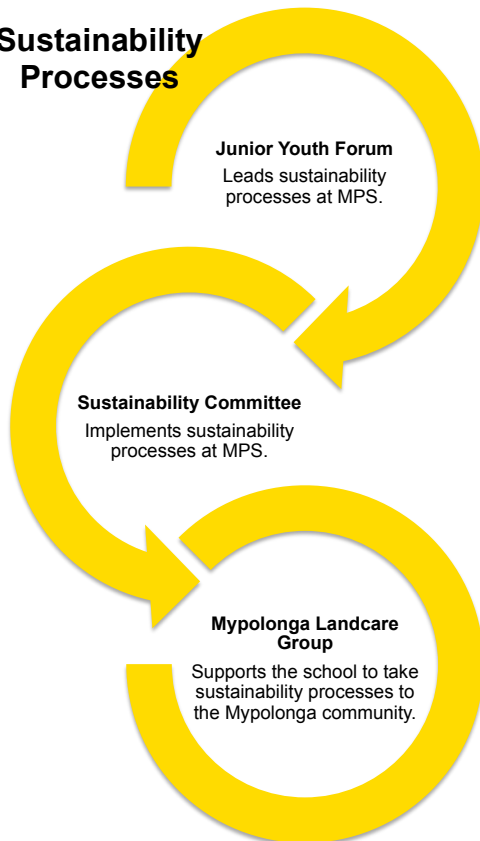
Approach

- The school's vision and values define the leadership and management philosophy and decision making processes, engaging others to develop a challenging, supportive and effective educational environment.
- Leadership model based on well – informed research, with a high degree of self – efficacy and commitment. High quality relationships based on openness, trust and mutual respect among stakeholders support the leadership model
- The school's decision - making policy articulates the relationship between all decision making groups, with all committees making recommendations to Governing Council for endorsement. (decision – making policy)

TIGER Values



Sustainability Processes



- There is a belief that effective leadership is shared. Staff, parents, caregivers and students all have representation on committees and an equal voice. (Decision making diagram)
- For optimal learning to occur, students need to own their learning and feel empowered to lead their learning environment.
- PD is provided to extend leadership capacity and support individuals in their leadership.
- Leaders work collaboratively to ensure all staff share the responsibility for continuously improving the quality of teaching and learning. (Site Improvement Plan)
- Staff share management of budget lines and learning areas. (Budget – line map)
- Principal performance is assessed through staff, student and parent opinion surveys.
- Mypolonga has an enterprising culture, which is not only reflected in programs, but in teacher attitude and the school environment. Creative and innovative thinking is encouraged. The belief that 'a child educated only at school is an uneducated child' is a premise for all learning. School boundaries are mental barriers to authentic learning. Students need to be a part of the community and the community needs to be a part of the school. Learning activities outside of normal classroom timetables need to be acknowledged and supported by the school. (Certificate of Hospitality, School Shop Assessment Book, Enterprise orders)

- Leaders continually develop their expertise through their own learning, sharing, aligning practices and responding to feedback. They lead by example as teacher – leaders.
- Holistic, values - driven learning incorporating society, community and environmental responsibility embedded in curriculum.
- Sustainability curriculum contextualised to allow students to think globally but act locally. (minutes of meetings, sustainability action plan)
- Sustainability ethos part of the decision making process.
- A belief that 'when the water rises all the boats rise' pervades the school's approach. Learning begins at birth so the school needs to engage with its community before children start school.
- Research has shown (Fuller) that the most significant protective factor in developing adolescent resilience is connection to the community. The school is the heart of the community and provides a conduit for community connectivity. It makes or takes advantage of opportunities as they arise.

Deployment

- Vision and Values are apparent in school literature, the school environment and the wider community. (newsletter, photos). The language of the school is the language of its values.
- A new logo was created based upon the school's values. The logo was created by a student and designed by a parent.
- Student assessment against school values embedded in reporting processes across the whole school..

TIGER Values Rubric



Term 1
Class -
Name -

	4	3	2	1	Teacher	Peer	Self
Teamwork	Always works well with others. Encourages and supports others to do their best, displaying excellent leadership skills	Usually works well with others. Can be supportive and encourage others	Sometimes works well in groups. At times will support and encourage others	Rarely works very well in a team. Doesn't often help or support others			
Integrity	Always honest with self and others	Usually honest with self and others	Sometimes honest with self and others	Rarely honest with self and others			
Generosity of Spirit	Always kind, thoughtful, helpful and aware of others needs.	Usually kind, thoughtful, helpful and aware of others needs	Sometimes thinks of others and their needs	Rarely thinks of others and their needs			
Excellence	Always works to the best of their ability and is keen to improve work at all times	Usually works to the best of their ability and tries hard to improve	Sometimes works to the best of their ability	Rarely works to the best of their ability and does not put extra effort in to improve			
Respect	Always shows respect to others, their learning and the environment	Usually respectful of others, their learning and the environment	Sometimes respectful of others, their learning and the environment	Rarely respectful of others, their learning and the environment			
TOTAL:							

- Governing Council elected and committees established – Finance Advisory Committee, Improvement Committee, Parents and Friends (sub committee Community and Service), Sustainability Committee.
- Role and Responsibility statements have been documented and published for all committees. (Role and Responsibility documents)
- Succession plan implemented for committee leadership. Mentoring of leadership of Community and Service Committee in place. (P and F minutes)
- Community members identified for membership of school committees.
- Committee structure has significant student membership. (Student leadership map)
- Allocation of staff leadership roles shared evenly. All funds spent must be authorised by budget line manager.
- Student Representative Council elected. (SRC process map)
- The school counsellor has a pro – active role in the school – manages the SRC.
- Programs such as the Mypolonga School Shop, a student – run business selling community made crafts have contextualised learning for students.

Results

- The school's values have been adopted by the wider community eg Sporting Clubs, Scouts. The theme for the school float in the Murray Bridge Christmas Pageant was TIGER values.
- Values used to elect student leaders. (SRC – Student Representative Council)
- Job and person specification for House Captains aligned to values and used to assess student performance.
- 100% of all Upper Primary students have membership of at least one committee.
- Mypolonga Primary School has been recognised by the Organisation for Economic Cooperation and Development) as an 'Innovative Learning Environment' one of 6 in South Australia.

Improvement (measured using DIAf Level 4 rubrics)

U – Undeveloped
D – Developed
F - Functioning
S - Strategic
E - Embedded

ABEF: Leadership		
DIAf: Share Leadership	2009	2012
Clear direction and supportive leadership	E	E
Leadership is shared	F	E
Leaders lead the learning and manage the change	E	E

Category 2: Strategy and Planning

Item 2.1 Strategic Direction

Item 2.2 The Planning Process

The DECD Improvement and Accountability framework is used for Improvement Planning by DECD. It aligns well with ABEF.

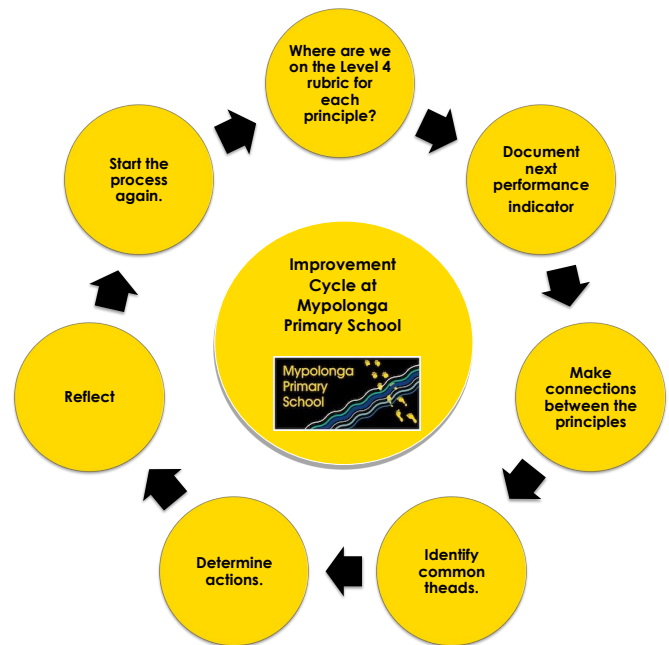
Alignment ABEF to DECD Improvement and Accountability Framework	
Leadership	Share Leadership
Strategy and Planning	Set Direction
Information and Knowledge	Make Data Count
People	Focus on Learning Attend to Culture
Customers and Stakeholders	Listen and Respond
Process Management, improvement and Innovation	Think Systemically Target Resources
Results and Sustainable Performance	Continuously Improve

Approach

DIaf level 4 rubrics use the performance indicators: undeveloped, developing, functioning, strategic, and embedded to determine a school's current performance over the 9 principles. Mypolonga's improvement process is to self review and then use the rubric to determine future actions (Level 4 rubrics and action plans)

Action Plan using Level 4 Rubric

DIaf : Make Data Count: Where next?		
Functioning Data Management Processes	Actions	Data / Evidence
Data management processes are known by staff, who are aware of what, when, why and how data are being collected. Reliable data are stored in a number of information systems that can be used and access by staff.	<ul style="list-style-type: none"> Data storage systems need to be worked on, both hard copy and electronic. Customization of SAS software Outcome data – development of scope and sequence 	Data sets – hard copy and electronic
<p>Strategic Multiple Measures of Data</p> <p>Leaders and teachers are routinely engaged in collecting and analysing a comprehensive range of data. Demographic, achievement and perception data are analysed over time to understand the site's culture, planning needs and areas for improving standards of learning, teaching and leadership. Process data on teaching, learning and assessment strategies are collected and used to accurately describe site practices and pedagogy.</p>	<ul style="list-style-type: none"> Document all data sets collected. We need to look at data over the long term Process data on teaching, learning and assessment needs to be developed. Parent opinion survey response is generally low – what other data can we collect to give us evidence? 	Process - timetable for data collection and analysis Process – all parents to be given parent opinion survey
<p>Strategic Data informs Decisions and Directions</p> <p>Data are analysed and used by leaders and staff to identify strengths and address challenges and planning implications at the class and site level. Data analysis is used to target intervention and support strategies. Inform directions and priorities, determine growth and evaluate the effectiveness of programs and strategies in achieving standards and targets at site and classroom levels. Staff use data to provide specific targeted feedback that supports learners to assess and improve their learning.</p>	<ul style="list-style-type: none"> Consistency of teacher judgement – opportunities to develop this eg using the NAPLAN rubric. IBMYP – moderation processes Go through John Hattie research with staff Long term data collection and analysis will help to track student improvement. Small cohorts of students mean that comparison of data sets can be dangerous. Use ESL scales to determine 'next small step' 	Targetted student data – analysed and aggregated Literacy plan processes RAP processes Processes – data feedback at 3 way interviews Attendance data at 3 way interviews
<p>Strategic Data informs learning and targeted improvement.</p> <p>Leaders and staff engage in collaborative and rigorous site self review using data to identify areas for improving outcomes for learners. Gaps and common issues in teaching, learning and site operations are identified and analysed to determine root causes. This results in learning and knowledge that informs strategies to drive improvement of site and class processes and deal effectively with special cause variations.</p>	<ul style="list-style-type: none"> Review literacy plan after data is collected in Week 6 Maths data is not rigorous outside of NAPLAN. Does it need to be given excellent NAPLAN results? (PAT Maths?) Budget – Torch test and PAT Maths Continue to use DIaf structure to work through site review. 	NAPLAN review processes School screening review processes Literacy plan review processes



- Systems map identifies key stakeholders, suppliers, clients, inputs and outputs and performance indicators. (Systems map)
- Whole site engagement with the process leads to effective change.
- SMART (Specific and student focussed, Measurable, Achievable and Ambitious, Relevant, and has a time frame and is time efficient) targets measure improvement. (SIP)
- Improvement planning owned by staff, students and parents.
- Plans reviewed regularly as part of improvement cycle. (SIP, Annual Report)
- Visits to sites to gather data and observe successful implementation of site priorities.
- Processes for long term financial planning (eg construction of school shop on site) established. Site budget reflects priorities of SIP. (Financial Systems map)

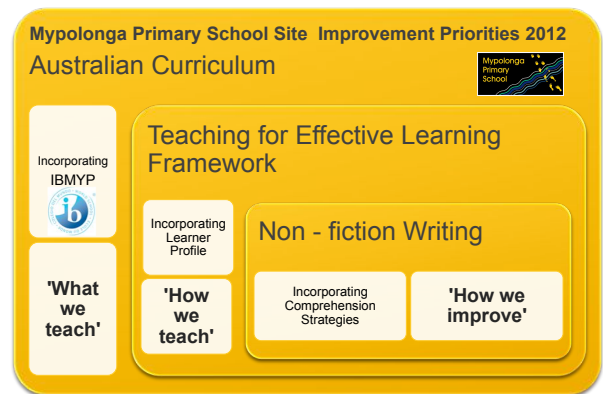
Deployment

- Staff worked collaboratively using the DIaf level 4 rubrics to determine the school's current performance and then, using the next performance indicator, determined what actions needed to occur for improvement.
- Common threads woven through the principles made improvement processes clear.
- A three - year plan put in place as part of the Site Improvement Plan.
- Each year SIP broken down into one year operational plans.
- Directions for SIP developed with staff, Improvement Committee and Governing Council.
- Planning communicated to parents on website and in newsletter. Priorities visible around the school in displays and reporting processes. (newsletters, website, displays)

Deployment (cont):

- Partnerships with key stakeholders considered: -
 - Proud Australia Holidays, Friendship Force, local craftspeople, (School Shop program)
 - local community groups: Football and Cricket Clubs, RSL (Certificate of Hospitality)
 - Rural City of Murray Bridge. (Imagine Mypolonga 2020)
 - Mypolonga Landcare Group
 - Playgroup
 - Cluster partnerships with International Baccalaureate schools.
 Purpose and outcomes clearly articulated in curriculum statements. (assessment booklets, minutes)
- Contingency planning reflected in site budget. Enterprising culture is opportunistic and embraces change.

- Accountability towards external priorities:
 - Federal: Australian Curriculum
 - State (DECD): Teaching for Effective Learning Framework (TfEL)
 - Regional and Site: Non Fiction Writing
- Site Improvement Plan developed reflecting external and site priorities and contextual influences.
- Current research (John Hattie, Douglas Reeves, Deslea Konza) informs SIP. (SIP)



- Development of whole – school robust processes as part of operational plan: genre timetable, comprehension programme, home reading. Review and reflection embedded in process to anticipate change as expertise grows. (SIP Implementation documents)
- Timelines developed with regular review and feedback about the process.
- Teacher goal setting and performance planning reflects Site Improvement Plan. Teacher professional development needs identified and accessed. (Performance plans, PD calendar)
- School budget reflects site priorities. (Budget)

Results

- High degree of engagement of staff with SIP. It is a working document and used at Staff meetings. Staff reflect in writing on implementation of plan in staff meetings.
- SIP being used to inform performance planning and management.
- Principal's performance plan aligned to SIP and given to staff for feedback.
- Whole – school staff curriculum processes established and staff are confident to implement them.
- Home reading data and engagement with literacy has improved on all measures. (student portfolios)
- Improvement planning now embedded in school processes.

Improvement (measured using DIAf Level 4 rubrics)

U – Undeveloped
 D – Developed
 F – Functioning
 S – Strategic
 E - Embedded

ABEF: Strategy and Planning		
Set Direction	2009	2012
Values Vision and Purpose	F	E
Direction and Planning Processes	F	E
Communicating, monitoring and evaluation	S	E

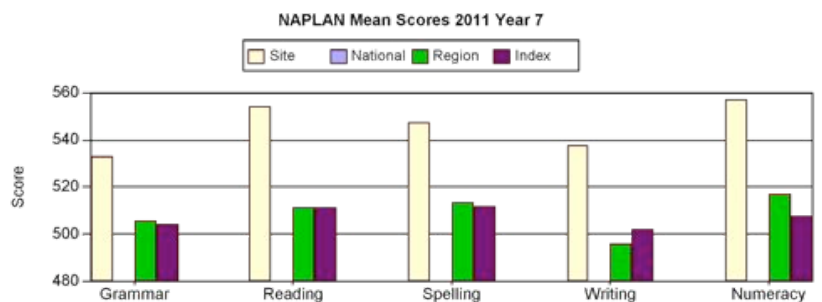
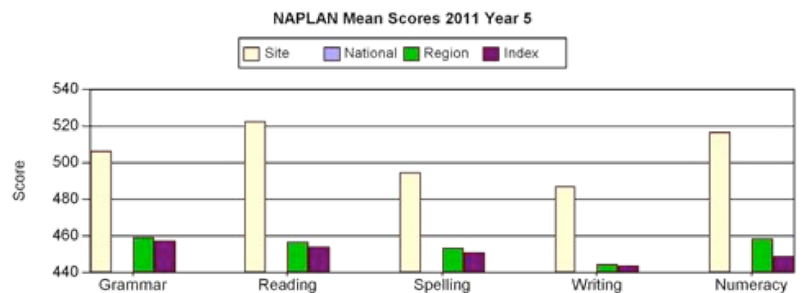
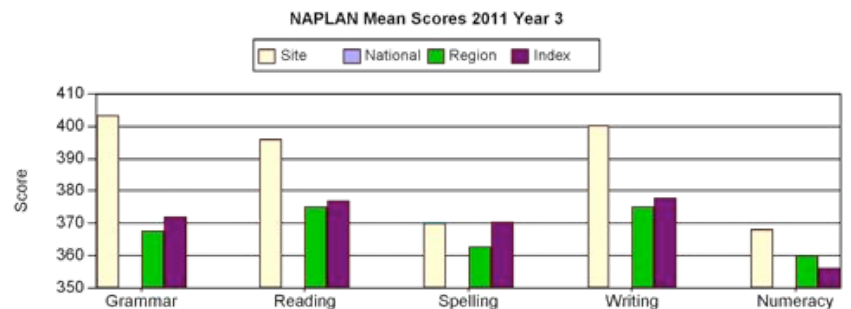
Category 3: Information and Knowledge

Item 3.1 Generating, collecting and analysing the right data to inform decision - making.

Item 3.2 Creating value through applying knowledge

Approach

- Routine, collaborative interrogation using Victoria Bernhardt's multiple measures (Achievement, Demographic, Process and Perception data) occurs with all staff and key stakeholder groups and used to plan for improvement and measure success.
- Effective data management processes provide diagnostic, comparable and presentable data at the site, targeted group, cohort and learning area and individual class level.
- Data routinely accessed by staff, parents and learners to strategically evaluate and improve teaching practices. Analysis of data included in Annual Report.
- Norm referenced and criterion referenced data sets analysed.
- Deep analysis of data provides the learning to inform decisions for development and innovation to meet future needs.
- Improvement of the same cohort over time produces more reliable data.
- Data stored in multiple places in multiple forms and is accessible to all.
- Learners value data and focussed teacher feedback to extend the quality of their work and their learning capabilities.
- TfEL Quality Tests gather data in teacher effectiveness and student engagement.
- Teachers are positively engaged in gathering feedback about their own performance from peers, learners and parents.
- The on – going learning and collaborative interpretation of special cause variations and root causes of issues enable sustainable changes to be made to improve processes, programs and policies of the systems at all levels.



NAPLAN data 2011

Data Sets Analysed to Develop Literacy Plan		
Literacy Plan Element	Inquiry	Intersecting data sets
Explicitly Teaching Literacy	How can we explicitly teach literacy like we teach numeracy?	Achievement and Process data
Valuing Literacy	How can we raise the profile of literacy in the community? In a sporting culture literacy is seen as 'feminine' while numeracy is 'masculine.'	Perception, Demographic, Achievement and Process data
Building Community Capacity	How can we support our community to be confident to support their children to achieve higher literacy outcomes?	Demographic and Achievement data
Literacy at Work	How can we use enterprise programs such as the School Shop to improve literacy outcomes, as they do numeracy.	Process and Achievement data.

Deployment

Using data as Assessment for Learning to Develop the Site Improvement Plan

- Achievement data routinely analysed to identify site issues around learning. (eg numeracy results are generally higher than literacy results)
- Demographic data analysed to identify cultural issues. (eg the community values numeracy as it is about money. Sport plays a big part in the community culture, so the school transferred the culture of sport into the literacy cup.)
- Process data analysed to identify issues around programs and processes. (eg library borrowing – as students got older they borrowed less books)
- Perception data analysed to determine values and attitudes (eg literacy was seen as effeminate; a focus on non fiction reading and writing masculinised literacy.)

This led to development of the 4 elements of the school's literacy plan above.

- Processes to develop consistency of teacher judgement, such as collaborative assessment practices in place.
- Constructive feedback embedded into assessment processes so students are clear about how they can improve.
- Due to small cohorts of students, data from the same cohort of students is tracked in years 3, 5 and 7. Comparing different cohorts can cause variations as one student can have a significant impact on the data/

Using data as Assessment of Learning

- Standardised and criterion based data collected and analysed.
- Long - term tracking processes of individual students in place to measure improvement and identify needs of students and intervention programs.
- Data sets inform reporting to parents.
- Data informs performance conversations with teachers.
- Data gives evidence necessary for referrals of students with disabilities.

Percentage Improvement from Yrs 5 - 7								
	2008		2009		2010		2011	
	Rdg	Num	Rdg	Num	Rdg	Num	Rdg	Num
Lower	17	0	14	0	11	0	9	0
Middle	50	50	71	43	22	38	55	55
Upper	33	50	14	57	67	62	36	45

No student has made low progress in numeracy from Year 5 - 7 in NAPLaN in the last 4 years.

Results

- Data collection processes ensure there are now multiple measures of data stored and accessible to all in a variety of areas.
- Multiple measures data collection timetable has given qualitative and quantitative evidence to measure improvement.
- Data analysis is timetabled. Data to inform improvement in Site Improvement Plan targets identified, collected and analysed by whole staff.
- Achievement data shows Mypolonga Primary School consistently achieves at a higher level than would be expected from its index of disadvantage. This has been a major reason for the increase in student enrolment from outside of the district.
- Improvement in achievement from Year 3 – Year 5 and from Year 5 – Year 7 increases as students move through the school.
- Very high numeracy achievement in Year 7 (above Year 9 national average in 2009) is evidence of the success of the School Shop program.

Improvement (measured by DIAF Level 4 rubrics)

U – undeveloped
 D – Developed
 F – Functioning
 S – Strategic
 E - Embedded

ABEF: Information and Knowledge		
DIAf: Make Data Count	2009	2012
Data Management Processes	D	S
Multiple Measures of Data	F	S
Data Informs Directions and Decisions	F	E
Data informs learning and Improvement	F	E

Category 4: People

Item 4.1: A great place to work

Item 4.2: Building organisational capability through people.

Approach

- Integrity and respect are two of the school's values and embody the way relationships are conducted. A culture of trusting, respectful relationships with and between staff, learners and community is promoted and celebrated.
- 'Professional Standards for Teachers' documents a code of conduct for teachers. Staff are enthusiastic and committed to extending expectations for learners, each other and the community.
- Shared leadership and collaborative processes are used to manage tasks and responsibilities. Innovative ways of 'sharing the load' and teamwork create a high performing and supporting environment. ([leadership map](#))
- Open and honest communication processes are facilitated using a variety of structures in a variety of forums. Learners interact positively and openly with staff and peers to achieve high standards.
- DECD Healthy Eating Guidelines Policy embedded in school curriculum, school practices and modelled by staff. Parents and community members are active partners in the daily life of the site.
- School Counsellor leads wellbeing processes and practices for staff and families. ([newsletter](#))



Deployment

- All staff have input into the development of the SIP. Staff use the plan to identify learning goals both collaboratively and at an individual level. Conversations with colleagues and then the principal fine-tune each teacher's performance plan. Feedback is a critical part of the process.
- The development of whole school programs (reading, comprehension, non-fiction writing) with structured implementation processes support staff to build capacity to work more effectively. A whole school assessment design process ensures assessment practices have continuity and rigour. ([Action plans](#))
- Experienced teachers mentor less experienced teachers. ([Step 9 Performance plans](#))
- Implementation of TfEL is a significant part of the Site Improvement Plan. A site process has been developed to implement the strategy including staff observations and feedback processes.
- The newsletter and assembly are effective vehicles to publicly acknowledge contributions and good practice of staff and the whole school community. ([newsletter](#))
- Contributions can also be acknowledged by personal notes or positive comments.
- Prize money from awards such as the NAB Schools First Award (\$50 000) were used to increase SSO time in early years' classrooms to meet the targets of our literacy plan.

School Vision

- **Enhance** learning and relationships by working together in a safe, supportive learning environment.
 - **Encourage** responsibility and citizenship in a rapidly changing society.
 - **Excel** in developing knowledge, skills and dispositions for sustainable futures.
- Good practice is identified, acknowledged and shared with others.
 - The Teaching for Effective Learning Framework (TfEL) is an 'internal compass' to guide teacher's professional work. It is a map of what constitutes effective teaching. ([SIP, Performance Plans](#))
 - Performance management practices involve all staff in providing feedback and recognition to support colleagues' professional growth. Working with trusted colleagues affirms what teachers do while identifying any 'blind spots.' The feedback process builds capacity by informing the teacher being observed and the observer. ([TfEL Quality tests](#))
 - Performance management processes, aligned to the SIP occur formally and informally. Staff challenge assumptions and understandings to improve performance and raise standards of teaching and learning. The 'Step 9' process for experienced teachers has an element of mentoring less experienced teachers and taking leadership roles within the school.
 - While principals do not have autonomy in staffing there can be some manipulation of the process.
 - Accessing financial resources to support teachers (either with SSO or extra teacher support) through grants, projects and awards moves the school forward.

Deployment (cont)

- School vision, values and Teacher Professional Standards are embedded in the performance management process.
- The importance of effective feedback has been interrogated through the work of John Hattie by staff. Feedback on all levels is critical for improvement. (Feedback policy)
- Staff journals are a process to identify issues for discussion. (Journals)
- Professional conversations occur formally and informally.
- A 'problem – solving' process allows staff to determine the way forward. An example of this was around the implementation of a whole school Reading Comprehension program. A number of strategies were discussed before it became clear how the program should be implemented. (SIP)
- 'Business Manager' used to identify and manage OHSW issues. OHSW on agenda at every Staff meeting. (Business Manager)
- Staff wellbeing is highly valued. In 2011 staff participated in the "Shining Light' Program – a corporate well being program focussing on healthy eating and physical activity.



- In 2012 staff have embarked on a 'Curves' fitness program.
- A culture of acknowledging effort exists. The School Shop's motto "OK isn't Excellent" while originally intended to encourage and reward excellent service has been broadened to include all school practices. Professional Development opportunities are identified and disseminated to appropriate staff to enhance skills. (PD calendar)

9
9

Results

- Mypolonga Primary School is 'a great place to work' evidenced by few staff absences due to illness, high teacher productivity, high morale and energy and enthusiasm.
- The School Shop opens every Friday during school holidays and public holidays. Most, if not all staff members come in voluntarily on these occasions to meet our commitments to the Proud Mary.
- Staff are acknowledged regularly by families and the community.
- There is a high degree of volunteerism to support staff to provide effective learning opportunities.
- Staff support each other. Two staff members are battling breast cancer. The whole staff participated in the 'City – Bay fun – Run' to support breast cancer.
- Feedback from staff during formal and informal performance meetings is very positive.

Improvement

Improvement is measured using DIAf Level 4 rubrics.

U – Undeveloped
D – Developed
F – Functioning
S – Strategic
E - Embedded

ABEF: People		
DIAf: Focus on Learning	2009	2012
Learner Achievement and well – being needs	S	E
High Expectations for all learners	F	E
Shared beliefs and understandings	F	E
DIAf: Attend to Culture	2009	2012
Learning and Workplace Culture	S	E
Professional Development and Performance Management	F	S
Process to build culture and morale.	F	E

Category 5: Customers and Stakeholders

Item 5.1: Gaining and Using Knowledge of Customers and other Stakeholders.

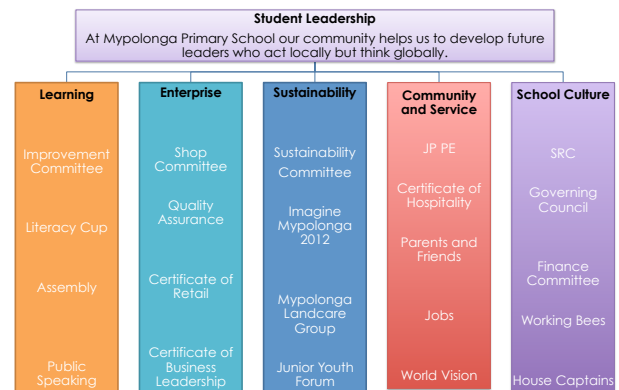
Item 5.2: Effective Management of Customers and other Stakeholder Relationships.

Item 5.3: Customers and other Stakeholders Perception of Value.

Approach

- Customers are students and their families. The school community has changed in the recent past, as currently 50% of the school community has chosen to send their children to Mypolonga Primary School from schools outside of the Mypolonga district. New parents report that the reputation of the school and the value – added programs such as the School Shop are significant reasons for the decision to change. They want the cultural connectivity that is embedded in learning programs at Mypolonga Primary School to connect them to the school.
- As the school community changes, processes to welcome new families to the school and to meet and build relationships with each other are critical. Feedback processes from staff, parents and students are part of the planning process.
- Reporting processes to parents and caregivers are timely, informative and inclusive. They meet national reporting requirements. Parent Information evenings, especially around the International Baccalaureate, are part of school processes. (Student reports)

Value – added programs developing student leadership.



- The enrolment policy was reviewed with the Regional Office to allow the school to limit enrolments once classes reached a certain size. Students living in Mypolonga have automatic entry, but students who live outside of the area are placed on a waiting list if classes are full. (enrolment policy)
- Parent and community support of, and involvement in, school programs is critical for effective learning to take place. 'Living Legends' are community members who have no children at the school, but provide support by working with individual or small groups of students. (school magazine)
- The enterprising culture of the school community led to the development of the Mypolonga School Shop in 1996; run by students, selling community made crafts. While originally selling crafts to the community, the focus of the program changed in 1997 when a bus tour from the Proud Mary Paddle Steamer added the Shop to its itinerary. The program has evolved into an award winning program and 16 years later is an integral part of the Proud Mary experience. The school realised that for the program to be successful it needed to be indispensable to the tour. The Friendship Force of Murray Bridge has now added the School Shop to its program for visiting overseas tourists. (DVD on website)
- The community is another significant stakeholder. The school Community and Service Committee has catered for community events as a fundraiser for many years. Students are now included as part of this process and choose one function per year to meet the outcomes of a Certificate of Hospitality. Parents are clear that holistic learning, which produces good citizens with strong values, should be the priority of the school. (school magazine, community and service documents)
- The Rural City of Murray Bridge is a champion of the school and its programs. 'Imagine Mypolonga 2020' is a re-visioning process conducted by the Council and run out of the school. It provides the community (including students) with a forum to express their views on future directions for Mypolonga. The decline in both the dairying and horticultural industries has had a significant impact on the community demographic. (minutes)
- Mypolonga Landcare Group helps the school to develop authentic sustainability processes and outcomes and has seen some major revegetation and long – term community projects implemented. (minutes)
- DECD is a major stakeholder. The state's Strategic Plan is implemented through the Regional Office to meet state targets at the school level. Identification and support for students with disabilities, or those with learning or well being issues ensures optimal learning opportunities occur.

Deployment

- The Improvement Committee analyses the data provided by staff, student and parent opinion surveys to plan for improvement. Class meetings are conducted with issues discussed at Student Representative Council. SRC President attends Governing Council and provides a report.
- In 2012 a Family Fun Night and barbecue was held at the river instead of the normal Acquaintance Night. The purpose was for families to meet each other and to meet their children's friends' families to build relationships, as well as meeting the staff. Grandparents' Day is held cyclically to build strong community relationships.
- Reporting to parent processes are currently under review for timeliness. Parent teacher interviews, written reports and student portfolios give parents and students significant feedback. All reports reviewed by principal before they are sent home.
- Communication processes valued
 - fortnightly newsletter is comprehensive and highlights successes and acknowledges effort. Community calendar gives parents prior warning of upcoming events.
 - School website becoming more interactive.
 - School magazine containing principal's annual report is produced by students and summarises the year's events.
 - Parent information booklet updated yearly.
- The School Shop program is still running successfully after 16 years. The School Shop opens every Friday, with student, staff and parent volunteers operating the shop in school and public holidays to ensure the program meets the needs of Proud Australia. (see Shop Video on www.mypolongps.sa.edu.au) The Shop turns over \$16 000 per year and students are responsible for financial record keeping.
- Processes for referral of students with learning or well being needs established.
- All value – added programs have clear outcomes, which are assessed. Once students have achieved 'Quality Assurance' status in the School Shop they are able to complete a Certificate of Retail or Certificate of Business Leadership based around employability skills.
- Parental involvement in working bees is high. They believe that "Creating an Orderly Environment' (Leadership Dimensions – Vivianne Robibson) is a critical in creating a strong learning culture. They are proud of their school.

Results

- Customer satisfaction based on opinion data is very high. Enrolment trends show a significant proportion of families leaving the private (Murray Bridge) and entering the public (Mypolonga) education system, the reversal of state and national trends. (opinion data)
- 200 people came to the Family Fun Night at the River. Excellent feedback was received and it will become an annual event. (photos)
- 92% of families attended the Upper Primary Information evening.
- Anne Martin (Upper Primary teacher) named Mypolonga Citizen of the Year.
- School crossing built and school oval extended as part of 'Imagine Mypolonga' process. Rural City of Murray Bridge engaged a public relations firm to film a story about the School Shop for the national news. It is available on the school website. (www.mypolongps.sa.edu.au)
- Community Involvement Awards;
 - Women's Weekly Parents and Citizens Awards 2008 – State winners, third nationally
 - NAB School's First Award \$50 000
 - Australia Day Award 2009 – Community Involvement
 - DECS Innovative Engagement with Business and the Community 2011 \$20 000
- Financial awards have given the school the ability to be more flexible with budgeting and shop profits have given students real power to make decisions about how profits are spent to improve the school's resources.

ABEF: Customers and Other Stakeholders		
DIAf: Listen and Respond	2009	2012
Quality home – site- community partnerships	S	E
Governance and Decision - making	S	E
Service culture and Responsiveness	F	E

Improvement (using DIAf Level 4 rubrics)

U – Undeveloped
 D – Developed
 F – Functioning
 S – Strategic
 E - Embedded

Category 6

Item 6.1: Identification and Management of Processes

Item 6.2: Process Improvement and Innovation

Approach

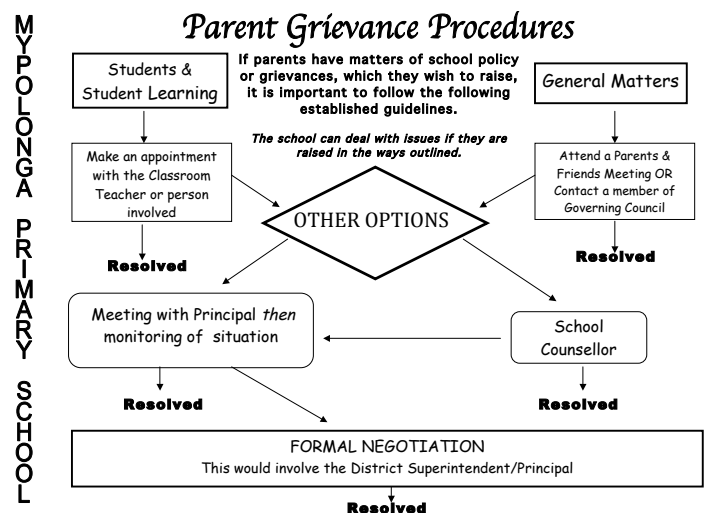
DECD Improvement and Accountability Framework (DIAf) used to identify and manage processes.

- Known and regular processes are used to monitor present and future needs of learners and their families to inform practices, planning and reporting processes.
- Known and effective improvement approaches operate coherently across the site.
- Quality internal management processes ensure smooth site and achievement of priorities.
- All documentation is current and accessible and used to induct or inform stakeholders.
- The consistent focus on common cause issues created improvement in processes across the site and minimal special cause issues arise.
- Performance management practices involve all staff in providing feedback and recognition to support colleagues professional growth.
- PD strategically links site and individual priorities to build commitment to directions and extend knowledge and practices.
- Directions and planning processes work to achieve the vision, build staff capacity and expertise and foster successful outcomes for all learners.
- Site priorities are evident in staff daily practices policies and site operations.
- Well known and documented monitoring and review processes identify emerging needs and fine – tune targets to ensure actions support learners.
- Staff are committed to effective, improvement processes
- Rigorous, regular self review processes involve leaders, staff, governing council and other stakeholder representatives.
- Context is used
- Self review and data analysis processes lead to targeted improvement through effective planning.

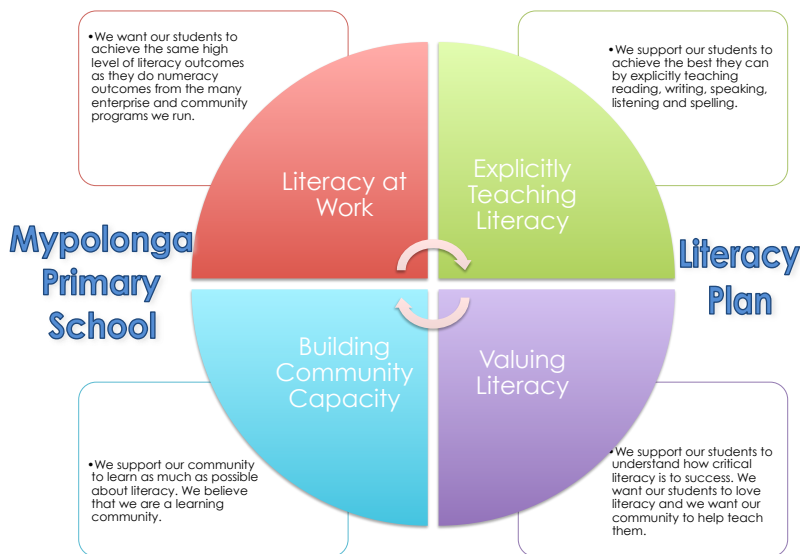
(documented processes, policies and policy review timetable)

Deployment

- Committees manage the design, review, and revision of processes and policies. Students have significant input and ownership. (minutes)
- Role and Responsibility statements for all committees published and public. (statements)
- All committees and staff report to Governing Council to ensure cross functional and end – to – end processes. (reports)
- Curriculum implementation recorded in scope and sequence documents.
- Whole - school consistent editing and assessment processes developed. (rubrics, checklists, posters)
- Whole - school comprehension process in place. Data used to place students at their appropriate level. Community members trained to support delivery of curriculum. (SIP)
- Policy review timetable developed. Federal and state mandated policy requirements (eg anti bullying policy) implemented. (policy review timetable)
- Performance processes established timetabled and documented. Performance processes include performance meetings, peer observation and feedback, professional conversations and analysis of opinion data. (timetable)



Deployment (Cont)



Processes in place to implement Literacy Plan

- New births in the community identified and sent a copy of Mem Fox's 'Reading Magic' with a covering letter explaining the importance of early literacy experiences.
 - Staff plan with Playgroup parents to develop quality learning experiences.
 - Literacy Cup – home reading recorded and points allocated to house teams. Points contribute towards a Literacy Cup awarded at the end of the year.
 - Data collection and analysis processes in place to measure improvement against the 4 elements of the plan.
 - Processes in place to report to parents on improvement of students.
 - Whole school timetables established to explicitly teach, plan, draft, edit, revise and publish and display writing.
 - Processes in place to identify, and refer students with disabilities. SSO support determined against eligibility criteria and reflected in time tables.
 - Targeted intervention processes in place.
- Financial processes in place to identify and purchase resources. Budgeting processes to plan for the purchase of assets over time (new School Shop, ICT, photocopier, playground) in place. Student centred funding model allows flexibility in planning for staffing.
 - Trialling new processes (eg comprehension plan), and reviewing after time ensures involvement and ownership of the process.
 - Annual Report (target audience: parents) informs community of successful processes.
 - The school has implemented some processes established at Courtenay Gardens Primary School, a high performing school in Victoria. The principal visited the school and worked with staff to customise Courtenay Gardens processes to meet the needs of Mypolonga Primary School. ([literacy plan documents](#))

Results

- Staff peer observation process established. Feedback from staff is very positive.
- Non fiction writing process has been identified by regional office as best practice and many teachers have visited the school to learn and observe.
- Staff wellbeing data is excellent. Retention rate 100% and attendance 98%. Staff report, in performance conversations and in written feedback that they feel supported by clear processes (such as behaviour management processes).
- Processes around the School Shop have been recognised nationally and internationally as best practice.
- The school is well resourced and in a strong financial position, with a .7 salary saved in this year's budget for next year.

Improvement (using DIAf Level 4 rubrics)

U – Undeveloped
 D – Developed
 F – Functioning
 S – Strategic
 E - Embedded

ABEF: Process Management, Improvement and Innovation		
DIAf: Think Systemically	2009	2012
Contextual and system issues	F	E
Improvement approaches	D	E
Internal Management processes	E	E
Effective partnerships	S	E
DIAf: Target Resources	2009	2012
Resource management systems	E	E
Resources are targeted	F	E
Risk management and compliance	D	S

Category 7: Results and Sustainable Performance

Item 1: Measuring and Communicating Organisational Performance

Item 2: Achieving Sustainable Performance

Approach

- Staff are committed to effective, improvement processes.
- Agreed whole site teaching approaches support planning and achieve quality outcomes for all learners.
- Staff, learners, parents and community collaborate to build commitment to site goals and continuously improve outcomes.
- Effective improvement processes are shared with other sites.
- Rigorous, regular self review processes involve leaders, staff, governing council and stakeholder representatives who evaluate site plans, strategies and actions to determine their effectiveness, monitor outcomes and evaluate progress to determine future directions or actions.
- The purpose and vision drives planning, connects DECD and emerging priorities in a coherent framework to support people in their daily work.
- Processes exist to identify, agree on and develop areas of strength, fine – tune actions, improve practices and target current and future actions. (DIAf planning documents)
- Sustainable management practices enable quality program maintenance, strategies improvement and innovation.
- Known and effective processes ensure the site is very well organised and presented, with all stakeholders exhibiting levels of pride and connection with the site.
- Resource allocation processes engage a range of stakeholders, to ensure equitable, effective and strategic approaches occur.
- Effective staff well - being strategies ensure a safe healthy workplace with early intervention and support strategies that minimise and promptly manage workplace issues and injuries. (ED155 data)
- Effective, known processes operate to routinely monitor and evaluate resource needs, implications and sustainability.
- Financial management processes are DECD compliant and create no short or long term risks.
- Innovative strategies operate to sustain or create reserves for current and future needs. (prize money, grants)

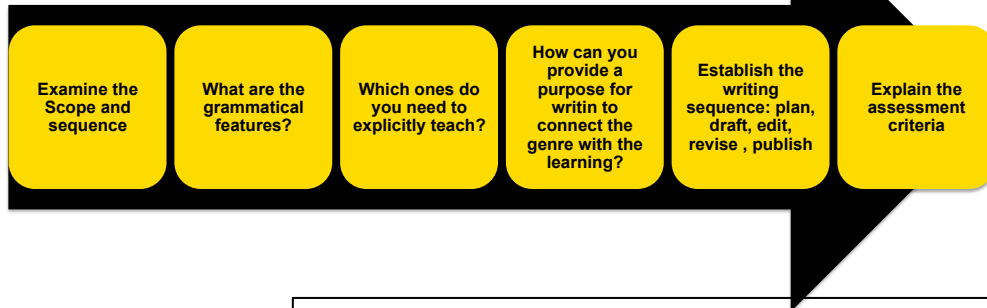
Data Sets Collected:

Focus on Learning	Think Systemically	Share Leadership
<ul style="list-style-type: none"> • School screening data (Westwood Spelling, Weddingtons and Burt Reading, Running Records ESL scales, Comprehension "Box" data, Thomson Numeracy Assessment kit) • NAPLAN • Outcomes data • SLP • Student wellbeing data • Staff wellbeing data • Performance feedback • ILPs for all targeted students • AEDI data • IBMYP Scope and sequence • Criterion based assessment data (IBMYP) 	<ul style="list-style-type: none"> • Survey data re partnerships between school and community • Documentation of relationships between school and community • Involvement in DECS projects eg Financial and Consumer Literacy Project and New Media Awards • Referral and Service Provider data 	<ul style="list-style-type: none"> • Documentation of leadership opportunities: staff, students and community (Leadership map) • Student voice on all committees • Parent participation in school programs
Attend to Culture	Listen and Respond	Make Data Count
<ul style="list-style-type: none"> • Document community groups involved in the school and frequency of involvement • Award data eg Women's Weekly • Performance feedback • Parent complaint data • Feedback eg school shop data • Visitors' Book data • Feedback from events: eg Grandparents' Day, Sport's Day • Student reflections • Yard survey • Invitations to other community events 	<ul style="list-style-type: none"> • Customer satisfaction survey • Election of and attendance at Governing Council meetings and Community events • Attendance at school events eg assembly • Development of Playgroup policy • Playgroup attendance • Playgroup feedback • Community participation in literacy program • Annual Report • Enrolment data • Enrolment interview data • Parent Information booklet completed 	<ul style="list-style-type: none"> • Data base established • Data analysis process established and documented • Multiple Measures – demographic, achievement, perception, process data • New births in district
Set Direction	Target Resources	Continuously Improve
<ul style="list-style-type: none"> • School screening data • NAPLAN • Outcomes data • Engagement and wellbeing data 	<ul style="list-style-type: none"> • Budget reflects SLP priorities • Decision making policy reviewed 	<ul style="list-style-type: none"> • Data collection and analysis processes reviewed and ongoing • IBMYP authorisation • Policy review plan

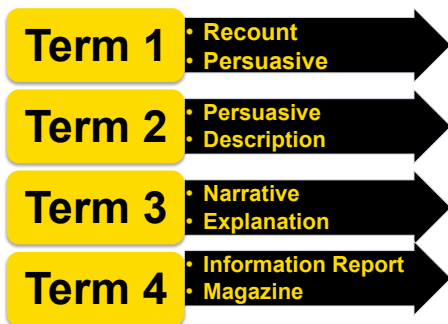
Deployment:

- A number of data sets are key measures collected and analysed as part of the improvement process.
- Multiple measures ensure data is interrogated deeply and is contextually relevant. (data sets)
- School Committees collect data and present to Governing Council eg Finance Advisory Committee sets the budget, based on site priorities, oversees income and expenditure, plans for purchase of large items, including human resources, and supervises auditing processes. The Governing Council then discusses and ratifies the budget.
- DECD Improvement and Accountability Framework is used to measure site effectiveness in a holistic way. (2009 – 2012 improvement chart)

Agreed process to introduce genre at Myplongga Primary School



Myplongga Primary School Genre Timetable



Deployment (cont)

Agreed whole – site processes support the achievement of sustainable performance.

Targets are established and used to measure the success of these initiatives. Targets may include the development of processes to implement priorities such as ‘100% of teachers will use the genre time table to explicitly teach genre. Every teacher will present students’ writing in a visually appealing way for the community to see.’

This target is communicated visually for the community to see. (non fiction writing documents)

- Conservative financial management ensures that risks are minimised. Rapid technological change has seen new technologies such as Smart Boards and l pads enter the school environment. When planning for technological change, teacher professional development, the ability and resources to maintain the system and the purpose of the technology must all be considerations, which have an impact on decision – making.

Results

- Whole school agreements in place and successfully implemented. Priorities are clearly visible around the school.
- Every staff member has embraced site priorities.
- The school is in a strong financial position
- Long term planning for human and physical resources in place
- Very little time is spent by the principal managing behaviour, which allows the focus to be on learning. As a values – driven organisation respectful relationships are part of the culture of the school.
- Site self – review processes have successfully demonstrated improvement in all principles of DECD Improvement and Accountability Framework.

Improvement (using DIAf Level 4 rubrics)

- U – Undeveloped
- D – Developing
- F – Functioning
- S – Strategic
- E - Embedded

ABEF: Results and Sustainable Performance		
DIAf: Continuously Improve	2009	2012
Effective known processes	D	E
Rigorous, regular self - review	F	E
Sustainable and systemic approaches	S	E