

School plan 2015 – 2017

Mount Pritchard East Public School 4210



STRATEGIC
DIRECTION 1

High levels of
Student
Engagement and
Achievement

STRATEGIC
DIRECTION 2

Excellence in
Quality Teaching
and Leadership

STRATEGIC
DIRECTION 3

Authentic
Partnerships and
Learning Alliances



School vision statement

The educators at MPE believe that it is our collective responsibility to ensure every student will:-

- Achieve personal success
- Be reflective purposeful, engaged and motivated learners
- Be able to transfer/apply their skills and knowledge
- Develop positive authentic relationships with the community, their peers and teachers
- Value cultural differences
- Be given opportunities to experience success and celebrate their strength and differences.

We will empower our students by:-

- Ⓞ Providing dedicated staff
- Ⓞ Maintaining highly visible, dynamic and collaborative leadership
- Ⓞ Delivering explicit, systematic, balanced & integrated teaching and learning programs
- Ⓞ Implementing research based pedagogies
- Ⓞ Using formative assessment strategies and data to provide relevant, differentiated teaching and learning experiences
- Ⓞ Maintaining collaborative partnerships and collegial networks with the wider community
- Ⓞ Providing our teachers with professional learning to ensure that they are always/at all times at the cutting edge of education
- Ⓞ Using 21st Century learning spaces that encourage students to create, collaborate, communicate, connect, think critically and take risks with their learning.

School context

Mount Pritchard East is a primary school established in 1962 and situated in south-west Sydney. The school's population comprises of approximately 230 students from diverse cultural, religious and socio-economic backgrounds. There is a 73% LBOTE (Language Background other than English) population with the majority of students coming from Vietnamese, Arabic, Samoan, Serbian, Khmer backgrounds. The school has 25 ATSI (Aboriginal and Torres Strait Islander) students.

The school NSW FOEI (family occupation and employment index) for 2014 is 143, which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 921, indicating significant socioeconomic disadvantage.

The school's student wellbeing, curriculum, teaching and learning and parent programs recognise and actively address the diverse needs of our school community. Parents maintain high expectation for their children's success. Classrooms have evolved into active 21st Century learning spaces with a focus on student directed learning and formative assessment. Technology is embedded to support learning and high levels of student engagement.

The staff are dedicated and proactive professional, continuously working collaboratively to promote the wellbeing of the 'Whole Child'.

Mount Pritchard East is identified as an Early Action for Success school and as a result we are provided with an Instructional Leader.

We are also actively involved in several 'Community of School (COS) groups.

- **Early Action for Success (EAFS)** - Lurnea,

School planning process

Our 2015-2017 School Plan was developed

Those involved

- Acting Principal – Kerrie Foord
- Assistant Principal – Rebecca Urry
- Instructional Leader – Cathy Alfaro
- Class Teachers
- Support staff – (LaST, ESL)

Student Focus Group

- Stage 3

Community

- Parent Group – weekly meeting
- Parent Focus Group – reflection on current and future school practices
- Meet The Teacher Shopfronts – School Vision

EAFS Community of Schools

- 1). Consultation Meeting with key stakeholders:
 - Principals
 - Executives
 - Instructional Leaders
 - Class teachers
 - Directors
- 2). Assistant Principals met to refine 5P planning process.
- 3). Consultation with Director – Pat Mahony & a representative from High Performance Unit.
- 4). Ongoing meeting with EAFS Principals and Instructional Leaders.



Busby and Miller – Network Meetings, Staff Development days, collegial cross school initiatives.

- **Ashcroft High School** – Middle School initiative.
- **Ashcroft High School** – Child Wellbeing – Clinical Coordinator.
- **Liverpool Girls** – Middle School initiative.
- **Liverpool Community of schools (LC2)** – Marsden Road, Warwick Farm, Liverpool Public, Liverpool Boys High, Liverpool Girls High and Lawrence Hargraves – Aboriginal Education focus.
- **Empowering Local Schools (ELS)** – Hoxton Park, Bonnyrigg Heights, Hinchinbrook, Glenwood, and Busby West – 229 schools.

5). Follow up meetings with Principals and Instructional Leaders in 2015 with a focus on milestones.

6). Ongoing consultation with staff at a school level.



STRATEGIC DIRECTION 1

High levels of Student Engagement and Achievement

Purpose:

To ensure the success and wellbeing of every learner through a relentless commitment to high expectations.

To ensure learning for students promotes engagement and opportunities for students to achieve through quality, contextual, flexible curriculum design and evidence-based pedagogies.

To enable students to be creative, innovative, collaborative and critical 21st Century learners and thinkers.

STRATEGIC DIRECTION 2

Excellence in Quality Teaching and Leadership

Purpose:

Teachers and leaders will build a strong culture through system leadership that has a growth mindset, collective efficacy and moral purpose.

We will provide opportunities for future-focused, differentiated professional learning to drive flexible curriculum design and evidence-based pedagogies to improve student learning outcomes.

STRATEGIC DIRECTION 3

Authentic Partnerships and Learning Alliances

Purpose:

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, system leadership and organisational practices for staff, students and the community.

To ensure strong community partnerships underpinned by practices that are innovative, authentic, equitable and consistent to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Strategic Direction 1: High levels of Student Engagement and Achievement

Purpose

Why do we need this particular strategic direction and why is it important?

To ensure the success and wellbeing of every learner through a relentless commitment to high expectations.

To ensure learning for students promotes engagement and opportunities for students to achieve through quality, contextual, flexible curriculum design and evidence-based pedagogies.

To enable students to be creative, innovative, collaborative and critical 21st Century learners and thinkers.

Improvement Measures

- ❖ 100% of students engaged in setting personal learning goals.
- ❖ 60 % of all students K-6 working at or above grade expectation in reading, writing and numeracy.
- ❖ 100% of Aboriginal students with a Personalised Learning Plan/Pathways achieving their personal learning goals.
- ❖ Based on a 3 year average Year 3 students will demonstrate growth in the achievement of National Minimum Standards in NAPLAN:
 - Reading from 9.6% to 14% in 2015
 - Writing from 21% to 25 % in 2015
 - Numeracy from 14.6% to 19 % in 2015
- ❖ Based on a 3 year average Year 5 students will demonstrate growth in

People

How do we develop the capabilities of our people to bring about transformation?

Students: Actively take ownership of their own learning and demonstrate the skills of a 21st Century learner.

Students: Develop skills in self-reflection and setting personal learning goals.

Staff: Actively seek and participate in high quality professional learning that reflects school directions and focuses.

Staff: Develop learning environments and programs to support 'Student Self – Reflection' and 'Personal Learning Goals'.

Staff: Broaden the teaching of the educational curriculum in order to create meaningful and authentic learning experiences and to extend learning in current mindsets and capabilities.

Parents/Carers: Become informed participants in supporting student growth, achievement and wellbeing.

Community Partners: To collaborate and provide specific strategic support for identified students to achieve success.

Leaders: Build capacity of all stakeholders through facilitating collaborative learning opportunities, strategic professional development and instructional leadership.

Processes

How do we do it and how will we know?

Provision of high quality professional learning in:

- Current research-based pedagogies
- Current curriculum/continuums

Development of professional learning networks across schools, regions and beyond. Staff engaging in:

- Learning Walks within and across schools
- TeachMeets & SchoolMeets
- Teacher Exchange
- Induction programs (Early Career Teachers, new staff, Executive).

Students are taught and provided with opportunities to demonstrate the characteristics of a successful 21st Century learner:

- Personal Learning goals
- Self/Peer Assessment
- Reflective Learners
- Creative & Critical Thinkers
- Strong Communication and Collaboration skills

Regular collection of data, discussion and tracking of student achievement against syllabus outcomes and continuums Literacy and Numeracy.

Evaluation Plan

- Analysis of NAPLAN Smart Data
- 5 weekly collection, tracking and analysis of student data K-6 in

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ All students engaged in setting personal learning goals and using feedback and self and peer assessment to achieve at their own level.
- ❖ 80% of all students K-6 working at or above grade expectation in reading, writing and numeracy.
- ❖ 100% of Aboriginal students with a Personalised Learning Plan/Pathways achieving their personal learning goals.
- ❖ Leaders consistently provide strategic support and Professional Development for teachers.
- ❖ All teachers are consistently designing and implementing a relevant, responsive, engaging and motivating curriculum.
- ❖ Based on a 3 year average Year 3 students will demonstrate growth in the achievement of National Minimum Standards in NAPLAN:
 - Reading from 9.6% to 22% in 2017
 - Writing from 21% to 33% in 2017
 - Numeracy from 14.6% to 27% in 2017
- ❖ Based on a 3 year average Year 5 students will demonstrate growth in the achievement of National Minimum Standards in NAPLAN:
 - Reading from 6% to 18% in 2017
 - Writing from 11% to 23% in 2017
 - Numeracy from 7.3% to 19% in 2017

the achievement of National Minimum Standards in NAPLAN:
-Reading from 6% to 10% in 2015
-Writing from 11% to 15% in 2015
-Numeracy from 7.3% to 11% in 2015

Literacy & Numeracy .

- Learning Walks – which include conversations with students around their personal learning goals, peer and self-assessment.
- Analysis of student achievement in relation to semester reports.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- ❖ All teachers are consistently using current research-based practices and pedagogies. This is facilitated by fortnightly Collaborative Planning sessions and 2 weekly Programing cycles.
- ❖ All students and staff demonstrate a commitment to learning with a growth mindset.
- ❖ Teachers support the development of student reflection and goal setting through Learning Intentions and Success Criteria (LISC) in Literacy & Numeracy.
- ❖ Teachers develop Individualised Learning Plans/Pathways (ILP) to support student success.
- ❖ All parents have knowledge of and support students' 'Personal Learning' goals in literacy and numeracy.
- ❖ Collection and analysis of data on a 5 weekly cycle used to update and maintain whole school data wall and to drive professional conversations and action around student success.
- ❖ Through the Learning & Support Team (LST), students are provided with tiered interventions to strategically support personal learning needs.

Strategic Direction 2: Excellence in Quality Teaching and Leadership

Purpose

Why do we need this particular strategic direction and why is it important?

Teachers and leaders will build a strong culture through system leadership that has a growth mindset, collective efficacy and moral purpose.

We will provide opportunities for future-focused, differentiated professional learning to drive flexible curriculum design and evidence-based pedagogies to improve student learning outcomes.

Improvement Measures

- ❖ All teachers and leaders developing Individual Performance and Development Plans (PDP) aligned with school's strategic directions
- ❖ High quality, data-driven teaching and learning programs that is explicit, systematic, balanced, integrated, differentiated and based on current research to support the individual needs of all students.
- ❖ Formative assessment strategies are embedded in all teaching and learning with school 101's clearly evident.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Communicate to others about the what, the why and the how of their learning, and articulate their learning goals.

Students: Use current research based tools and strategies to collaborate, support and actively participate in their learning.

Staff: Actively seek and participate in high quality professional learning that reflects school directions and focuses and supports an Individual Performance and Development Plan (PDP).

Staff: Are able to apply knowledge, practice and professional learning to create teaching environments in which learning is valued.

Staff: From 2016 all teachers and leaders working towards the achievement or maintenance of the Australian Professional Standards for teachers at proficient or above

Parents/Carers: Build an understanding of current school focuses and practices.

Leaders: Continual refinement of procedures, practices, and supports that will guarantee the implementation of current school focuses.

Processes

How do we do it and how will we know?

Provision of high quality professional learning in:

- Formative Assessment
- Quality Teaching Framework
- Current curriculum/continuum
- Authentic use of data
- Differentiation
- 21st Century pedagogy
- Australian Professional Standards for Teachers

Staff engaging in:

- Learning Walks within and across schools
- TeachMeets/SchoolMeet
- Teacher Exchange
- Induction programs (ECT, new staff, Executive)
- Regular collaborative planning
- Structured collegial discussions
- Personalised Professional Learning linked to PDP

Data will inform teaching and learning programs and support programs. It will:

- Be collected regularly
- Form the basis of collegial discussions around student success and need
- Inform and promote consistency in teacher judgement (CTJ)

Formative Assessment strategies evident in all classrooms, as seen through observations: School 101's:

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ All teachers and leaders developing Individual Performance and Development Plans (PDP) aligned with school's strategic directions
- ❖ High quality, data-driven teaching and learning program, that is explicit, systematic, balanced, integrated, differentiated and based on current research to support the individual needs of all students.
- ❖ Formative assessment strategies are embedded in all teaching and learning with school 101's clearly evident.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- ❖ Quality feedback around developed programs and teaching practices through Program Feedback meetings, collaborative planning and collegial discussions linked to individual PDP.
- ❖ Support and develop students to be successful learners who are resilient, creative and critical thinkers, collaborators and effective communicators with others.

Leaders: Provide opportunities for staff to develop leadership capacity through a System Leadership approach across our network of schools.

- LISC
- Bump It Up Walls
- No Hands Up/On Alert Learning
- Peer/Self-Assessment
- Exit Slips
- Feedback/Feed Forward

Implementation of current research based/inquiry based pedagogies in teaching and learning programs K-6 e.g. Genius Hour, Self-Organised Learning Environments (SOLE), Project Based Learning (PBL).

Evaluation Plan

- ✓ **Collection and evaluation of Teaching and Learning programs and program feedback.**
- ✓ **Learning Walks**

Strategic Direction 3: Authentic Partnerships and Learning Alliances

Purpose

Why do we need this particular strategic direction and why is it important?

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, system leadership and organisational practices for staff, students and the community.

To ensure strong community partnerships underpinned by practices that are innovative, authentic, equitable and consistent to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Improvement Measures

- ❖ Increase percentage of parents/community members participating in school programs and activities from 64% to 68% over three years.
- ❖ Increased authentic and positive partnerships that enable greater voice and participation of all relevant stakeholders through flexible avenues in order to inform and support current and future practices:
 - Students involved in KidMeets
 - Out of the Black Box
 - Parent Forums/Focus groups
 - Literacy & Numeracy Network

People

How do we develop the capabilities of our people to bring about transformation?

All: Support a shared understanding of personal and collective efficacy ensuring all school community members are aligned with the school plan and vision.

Students: Actively participate in the sharing, building and demonstration of core beliefs and values.

Students: Engage in authentic learning opportunities that allow for student direction and voice.

Staff: Actively participate in the sharing, building and demonstration of core beliefs and values.

Staff: Provide authentic learning opportunities that allow for student direction and voice.

Parents/Carers: Consult, collaborate and participate in school planning, initiatives and extra-curricular activities.

Community Partners: Engage in collaborative opportunities that promote authentic quality teaching & learning practices to support innovation and student learning.

Para-Professionals: Work collaboratively with the school community to support student wellbeing.

Leaders: Build and articulate shared

Processes

How do we do it and how will we know?

Inductions that explicitly state current beliefs and practices for:

- Students
- All staff
- Parents/Community

Initiatives in place to promote and encourage parent and community participation and involvement in school activities and programs.

Continue to grow a shared vision of success across communities by:

- the support and development of professional learning networks across schools, regions and beyond
- Focus groups, surveys, interviews of students, staff and community
- Consistency of expectations around all stakeholders being safe, respectful and engaged learners

Evaluation Plan

- ✓ **Evaluation and reflection of staff PDP's.**
- ✓ **Collection of parent & community attendance and participation at school programs and activities.**
- ✓ **Collection and analysis of survey and focus group data.**
- ✓ **Feedback from Network**

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Increase percentage of parents/community members participating in school programs and activities from 64% to 75% over three years.
- ❖ Increased authentic and positive partnerships that enable greater voice and participation of all relevant stakeholders through flexible avenues in order to inform and support current and future practices:
 - Students involved in KidMeets
 - Out of the Black Box
 - Parent Forums/Focus groups
 - Literacy & Numeracy Network Meetings
 - Student Success Network Meetings (LaST)
- ❖ Students able to celebrate their learning successes and set new personal goals.
- ❖ Increase parent involvement in 'Parent Group' from 2% to 20% by 2017.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- ❖ All staff participate in collaborative Professional Learning opportunities within and beyond our CoS
- ❖ Teachers use of Learning Intentions &

<p>Meetings</p> <ul style="list-style-type: none"> - Student Success Network Meetings (LaST) <ul style="list-style-type: none"> ❖ Students able to celebrate their learning successes and set new personal goals. ❖ Increase parent involvement in 'Parent Group' from 2% to 6% by 2015.

<p>beliefs, values and practices amongst all members of the school community.</p>

<p>meetings/professional development.</p> <ul style="list-style-type: none"> ✓ Analysis of audience reach of social media pages.

<p>Success Criteria (LISC) and Bump It Up walls to support students in setting Personal Learning Goals and provide avenues for student direction and 'voice'.</p> <ul style="list-style-type: none"> ❖ Use of the school newsletter and social media to promote school initiative and activities.
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