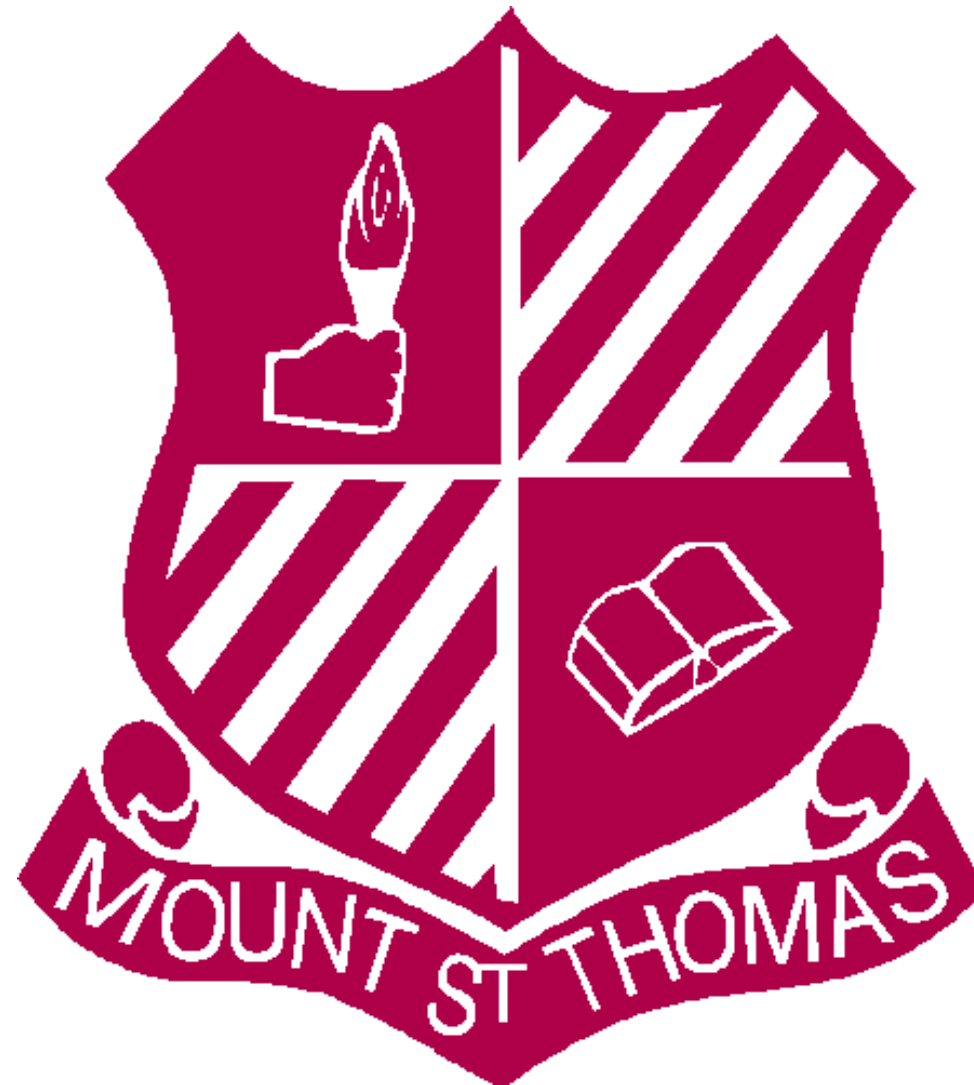# School plan 2015-2017

Mount St Thomas Public School 3881

School background 2015–2017

School vision statement

At Mount St Thomas Public School, we are committed to building a collaborative school–wide culture that demonstrates educational aspiration and provides a quality education for all. Through personalised learning we will develop the individual talents, interests and abilities of our students in an engaging, positive, and respectful learning environment.

This will be fostered within a dynamic culture of teaching and learning that sets high expectations for achievement and success. Every student will be empowered to reach their potential and become engaged, self–aware, productive and responsible, learners and global citizens.

"Facing the Future Together"

School context

Established in 1952, Mount St Thomas Public School serves the community of this peaceful and picturesque suburb of Wollongong. Strong community links exist to support the ongoing highly successful programs in literacy and numeracy, student welfare, technology, sport, environmental education and the creative arts.

The school has an enrolment of 329 students including 7 Aboriginal students. The school structure consists of 11 multi–grade classes and 2 straight classes.

The teaching staff is a mix of experienced and early career teachers, who are committed and actively engage in a variety of professional learning opportunities to enhance their teaching practices.

The school motto of "Facing the Future Together" underpins the ideals and practices of the whole school community. Teachers deliver high quality learning programs to maximise student learning in a supportive and safe environment. The community has high expectations for the school and its students and actively supports all aspects of school life.

School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community. This evidence was used in planning meetings to share ideas and identify the priorities for the 2015–2017 School Plan. The Appreciative Inquiry Process was used with staff, students and parents to review strengths and successes in the school and to identify a vision for the future of our school.

As part of the evaluation processes, stakeholders are able to provide ongoing feedback into the school's performance and the effectiveness of this plan. Three key strategic directions were identified as a basis for future focus and development.

These are:

1.   Student Learning–Building Strong Foundations;

2.   Teacher Learning–Building strong and effective instructional expertise; and

3.   School and Leader Learning–Building Leadership Capability to lead excellence in educational and organisational practice.

In 2015 and 2016, our school undertook self–assessment using the elements of the School Excellence Framework (SEF) to inform and monitor our journey to excellence in learning, teaching and leading. Our self–assessment processes assisted the school to refine the strategic priorities to lead further improvements for our students.

The Mount St Thomas Public School 2017 Strategic Plan sets out clear improvement measures. It forms the basis for the school's development efforts for the next year, in partnership with all stakeholders. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan. In 2017, a planning process will be undertaken again, to review current practices and collect evidence to identify our priorities for 2018—2020.

STRATEGIC DIRECTION 1
Student Learning – Building strong foundations.

STRATEGIC DIRECTION 2
Teacher Learning – Building strong and effective instructional expertise.

STRATEGIC DIRECTION 3
School and Leader Learning – Building leadership capability to lead excellence in educational and organisational practice.

Purpose:

The learning of every student in our care is at the core of what we do, and is key to our students being successful and productive global citizens.

Our purpose is:

To provide a school–wide, consistent and integrated approach to: quality learning, quality teaching, evidence–based curriculum planning and delivery, assessment and reporting practices, and extra–curricular learning opportunities, to support the diverse learning needs of all students and promote learning excellence. **C&L A&R**

To provide a quality learning environment that:

•   promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner **(ESES)**, and take responsibility for their ongoing learning **LC**; and

•   promotes students' cognitive, emotional, social, physical and spiritual wellbeing, with positive, respectful and caring relationships between staff, students and parents. **W**

Purpose:

Teacher quality and instructional expertise are key to promoting teaching excellence that inspires learning.

Our purpose is :

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge and innovation in a shared and systematic approach across the school and the wider school community, through targeted professional learning, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas. **(GTIL)**. **T–CP L&D**

To ensure our teachers have the capacity and opportunity:

• to make informed decisions based on the analysis of collected qualitative and quantitative evidence about student achievement and their own teaching practices; and

• to identify, understand, design and implement the most effective evidence–based, proactive, differentiated instructional strategies and practices. **T–ECP T–DS&U**

Purpose:

School leaders are key to leading school excellence.

Our purpose is:

To build a collective and collaborative approach to whole school planning for the achievement of excellence in learning, teaching and leading; at all levels, where planning and evaluative thinking processes are accountable, evidence–based, reflective, transparent and innovative, and reflect our school vision and strategic priorities. **L–SPI&R**

To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation and sustain excellence in instructional and organisational practices across the school. **L–L**

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership   **L–L.**

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
Student Learning – Building strong foundations.

STRATEGIC DIRECTION 2
Teacher Learning – Building strong and effective instructional expertise.

STRATEGIC DIRECTION 3
School and Leader Learning – Building leadership capability to lead excellence in educational and organisational practice.

Strong foundations support learning for students in our school and for life.

Our students deserve strong and effective, expert teachers.

Our school leaders are committed to achieving educational and organisational excellence to improve outcomes for our students.

Mount St Thomas Public School 3881 (2015-2017)

Strategic Direction 1: Student Learning – Building strong foundations.

Purpose

The learning of every student in our care is at the core of what we do, and is key to our students being successful and productive global citizens.

Our purpose is:

To provide a school–wide, consistent and integrated approach to: quality learning, quality teaching, evidence–based curriculum planning and delivery, assessment and reporting practices, and extra–curricular learning opportunities, to support the diverse learning needs of all students and promote learning excellence. **C&L A&R**

To provide a quality learning environment that:

• promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner **(ESES)**, and take responsibility for their ongoing learning **LC**; and

• promotes students' cognitive, emotional, social, physical and spiritual wellbeing, with positive, respectful and caring relationships between staff, students and parents. **W**

Strong foundations support learning for students in our school and for life.

Improvement Measures

•   80% of students will achieve their year appropriate expected growth in literacy and numeracy with 25% achieving above the expected growth, across DoE Literacy and

People

People

Students

•   Engage when they feel safe, part of a team and willing to take risks in being a quality learner of literacy and numeracy, when the class environment is inviting, flexible and promotes learning.

•   Feel safe, confident and motivated to engage in extracurricular activities to explore skills/interests.

Staff

•   Personalise learning to extend low–performing students, and extend middle and high performing students.

•   Give timely feedback to students for, of, as their learning, using a variety of visible learning strategies.

Parents

•   Provide opportunities for parents and teachers to work together to enhance the educational programs in the school.

Processes

Curriculum and Learning

•   Develop whole school K–6 scope and sequences with integrated units of work based on the new NSW syllabuses to support student learning. **L– C&L, CP**

•   All students; including gifted students, Aboriginal students, students with disability and students for whom English is a second language receive targeted support through proactive differentiated instruction and personalised learning practices. **LC , C&L**

•   Develop and implement extra–curricular learning opportunities, to meet the learning needs of all students and promote learning excellence. **L–C&L**

Assessment and Reporting

•   Implement a whole school systematic approach for staff to collect, analyse, interpret, track, evaluate and report on school based and external data on student learning across the curriculum. **L–A&R T–DS&U**

•   Develop processes for students to give and gain feedback and reflect on assessment and reporting processes to plan their current and future learning. **L–A&R T–CP**

Student Wellbeing:

•   Implement a whole school integrated approach to promote positive behaviour for learning and positive discipline for students with clearly defined behavioural expectations to enhance their wellbeing, to build healthy minds, bodies and, relationships and to enable them to

Practices and Products

Practices

•   Quality differentiated instruction and personalised learning practices across all KLAs support the diverse learning needs of all students and promote learning excellence.

•   All students have opportunities to reflect on their own progress, make informed judgements about their future learning goals through feedback loops in assessment for/of/as learning practices.

• Students explore the world of work through diverse learning opportunities & become aware of a range of career opportunities that allows them to visualise themselves in the world of work in the future.

• Student voice, growth mindset skills, problem–solving skills, student leadership initiatives, service learning and SRC initiatives promote student engagement.

Products

• Maintaiin or increase growth from Year 3 to Year 5 in NAPLAN reading, writing and numeracy by 1 point average per year.

• 80% of students will achieve their year appropriate expected growth in literacy and numeracy with 25% achieving above the expected growth, across DoE Literacy and Numeracy continuums.

• Quality English, maths, science, history and geography scope & sequences with integrated units of work have been designed based on the new NSW syllabuses K–6.

Strategic Direction 1: Student Learning – Building strong foundations.

Improvement Measures

Numeracy continuums.

People

Processes

problem solve conflict. **L–W**

• Implement a Career Discovery Program K–7 with Figtree COS to integrate student visions of the "World of Work" in curriculum.

Evaluation Plan

• Monitor student progress in NAPLAN (Years 3, 5 & 7), PLAN (per Semester), and school–based formative and summative assessment data (per term), to analyse and evaluate performance in reading, writing and numeracy.

• Evaluate student participation in extracurricular activities by collecting evidence using evaluative tools such as Photo Voice, video capture and student products.

• Evaluate targeted programs' effectiveness to improve student achievement– using evaluative tools.

• Evaluate PBL data and evidence (behaviour referrals, Think Pages, Anti–bullying Liaison Officer Referral data, anti–bullying student surveys, TTFM surveys and SRC surveys to assess the effectiveness of PBL programs.

• Regular reporting and feedback against milestones by project teams to whole school and community.

• Feedback from staff, student and parent surveys on curriculum and program implementation.

Practices and Products

• Identified students have personalised learning plans and individualised learning plans designed in consultation with parents, students and teachers, and are informed by qualitative and quantitative student data.

• Student friendly rubrics and assessment tasks are designed and informed by qualitative and quantitative data.

• Learning intentions, success criteria and assessment high expectations & practices are visible and explicit in learning activities, to support students to set their own goals and gain feedback on their own learning.

• All PBL and positive discipline teaching strategies are reflected in class programs and playground procedures, and are consistent across the school.

Strategic Direction 2: Teacher Learning – Building strong and effective instructional expertise.

Purpose

Teacher quality and instructional expertise are key to promoting teaching excellence that inspires learning.

Our purpose is :

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge and innovation in a shared and systematic approach across the school and the wider school community, through targeted professional learning, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas. **(GTIL)**. **T–CP L&D**

To ensure our teachers have the capacity and opportunity:

• to make informed decisions based on the analysis of collected qualitative and quantitative evidence about student achievement and their own teaching practices; and

• to identify, understand, design and implement the most effective evidence–based, proactive, differentiated instructional strategies and practices. **T–ECP T–DS&U**

Our students deserve strong and

Improvement Measures

• 100% teachers use evidence, research and professional tools such as; Australian Professional Standards for Teachers & SAT, NSW Quality Teaching Model, the Classroom Practice Continuum and the SEF to

People

People

Teachers

• Use the Performance Development Framework to develop personalised professional learning plans to allow for their own different stages of learning and understanding, linked to the school's strategic directions and the Australian Professional Standards for Teachers.

• Use the Australian Professional Standards for Teachers and Classroom Practice Continuum, as continuums of teacher practice to set goals and reflect on practice.

• Use Professional Learning to explore teachers' strengths and allow them to develop targeted areas which build capacity to deliver innovative and quality teaching programs.

Processes

Quality Teaching Practice & Collaboration

• Teachers develop a deeper pedagogical knowledge of differentiated instruction and personalized learning through research. **T–L&D, ECP**

• Reflective teaching culture is strengthened by using collaborative Action Research, Quality Teaching Rounds and Lesson Study as processes for teachers to reflect, gain feedback on and evaluate the effectiveness of their instructional teaching practices. **T – CP**

Effective Use of data

• Teachers develop a deep knowledge of how to use and apply all forms of student, teacher and school generated data and evidence of impact, to inform the effectiveness of their instructional practices on improving student achievement. **T–DS&U**

Teacher Learning and Development

• Build capacity of our teaching team with targeted professional learning that develops deep pedagogical and syllabus knowledge, and knowledge of research that underpins innovative and effective, instructional practices. **T–L&D**

• Mentors build the capacity of beginning teachers to demonstrate quality teaching practices, observe lessons, assist with assessment and reporting and guide them towards effective classroom practice and management. **GTIL T–ECP**

• Mentors build the capacity of all staff to

Practices and Products

Practices

• Teachers research differentiated instruction and personalised learning practices in teaching Reading and investigate their own area of interest to inform their current and future practices.

• Learning intentions, success criteria and assessment practices are visible in learning activities, to support students to set their own goals and gain timely feedback.

• Qualitative and quantitative evidence of teacher practice, student achievement and student engagement are collected, collated, analysed and evaluated from Action Research, formative and summative assessment and external testing, to inform effectiveness of teaching practice and school performance.

• Teachers and leaders collaboratively plan personalised Performance Development Plans (PDPs) that are aligned to the school strategic directions using tools such as; Australian Professional Standards for Teachers, NSW Quality Teaching Model, Classroom Practice Continuum and the Performance Development Framework

• .All teachers actively engage in professional learning opportunities that are driven by self, supervisor or school plan to deepen teacher knowledge of syllabus, pedagogy and practice.

Products

• 100% teachers use evidence, research and professional tools such as; Australian Professional Standards for Teachers & SAT, NSW Quality

Improvement Measures

design, reflect and report on the achievement of their own learning and leadership PDP goals.

- 5% increase of student achievement in literacy and numeracy tasks as measured by Pre and Post Assessment data from Action Research Projects as a result of effective classroom practices and use of data.

People

Processes

engage in targeted programs to access all levels of accreditation and promotion. **T–PS**

Evaluation Plan

- Evaluate data collected from 2016 Action Research and Lesson Study eg. Pre and post assessment growth data in literacy and numeracy, student engagement observation data, evidence from evaluative tools such as student products to assess impact of teachers' deeper pedagogical knowledge of personalised learning practices.

- Review teachers' PDPs and personalised professional learning needs to guide PL planning and ensure teachers' professional learning needs are met.

- Post–survey teachers with regard to Action research methodology, professional learning opportunities, impact of research on their own practices and future directions in professional learning needs.

- Teachers' usage of AITSL Self–Assessment Tool, NSW Quality Teaching Model and the AITSL Classroom Practice Continuum to reflect on and inform practice, will be regularly monitored.

- Attainment and maintenance of Proficient (new teachers) and Highly Accomplished levels of APSFT will be monitored.

- Regular monitoring against milestones.

Practices and Products

Teaching Model, the Classroom Practice Continuum and the SEF to design, reflect and report on the achievement of their own learning and leadership PDP goals.

- 5% increase of student achievement in literacy and numeracy tasks as measured by Pre and Post Assessment data from Action Research Projects as a result of effective classroom practices and use of data.

- Quality Teaching Rounds and Lesson Study provide the opportunity for teachers to reflect and gain feedback on teaching practices in Literacy and Numeracy lessons.

- All teaching practices are informed by evidence and data to ensure teaching and learning in literacy and numeracy is personalised to meet students' learning needs.

- All teachers develop high quality, evidence–based teaching and learning programs, assessment tasks and student friendly rubrics that are informed by qualitative and quantitative student data. **C&L**

- School leaders establish a strong model of personalised professional learning for all teachers.

- All teachers successfully undertake and maintain accreditation at higher levels.

Strategic Direction 3: School and Leader Learning – Building leadership capability to lead excellence in educational and organisational practice.

Purpose

School leaders are key to leading school excellence.

Our purpose is:

To build a collective and collaborative approach to whole school planning for the achievement of excellence in learning, teaching and leading; at all levels, where planning and evaluative thinking processes are accountable, evidence–based, reflective, transparent and innovative, and reflect our school vision and strategic priorities. **L–SPI&R**

To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation and sustain excellence in instructional and organisational practices across the school. **L–L**

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership   **L–L.**

Our school leaders are committed to achieving educational and organisational excellence to improve outcomes for our students.

Improvement Measures

- 100% of school leaders have personalised Performance Development Plans aligned to Australian Professional Standards for Teachers and Principals which are designed collaboratively and supported by supervisors.

People

People

Students:

- Engage in opportunities to enhance and further develop leadership skills.

Staff:

- Implement targeted professional learning programs develop aspiring leaders' capabilities in school leadership, management & excellence.

- Join networks to build leadership capacity.

Leaders:

- Use the PDF to support teams to identify their personal learning and development needs linked to the schools' strategic directions and the Australian Professional Standards continuums of teacher and Principal learning.

- Support teachers to use AITSL Illustrations of Practice to seek innovative skills and practices from beyond their own school context.

- Demonstrate instructional leadership and model evaluative, evidence–based practice. **T–DS&U**

Parents:

- Engage in a wide range of school related activities and contribute positively to school planning and evaluation processes.

Community Partners:

Processes

School Planning:

- Evidence driven school planning, evaluation and reporting process for systematic collection, analysis and interpretation of internal and external data, school finances, school progress to inform current and future directions. **L–SP, I &R**

Leader Learning and Development

- Build current and aspiring leaders' capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching skills development, leadership development and succession planning opportunities. **L&D**

- Develop leaders' organisational and health, workforce capabilities and sustainability through improved knowledge of WHS practices, the Australian Professional Standards (APS) for Principals and Leading & Managing the School. **L–MP&P, PS, L**

- Build the leadership capacity of students. **L**

- Build the capacity of SASS staff, school leaders and teachers, to navigate through change driven by LMBR and through targeted professional learning. **SR**

Community Partnerships

- Productive relationships with key community partners; Figtree COS, parents, P&C, families, community members, education institutions, community organisations and businesses; provide our

Practices and Products

Practices

- Whole school planning, monitoring and evaluative thinking practices are aligned to School Excellence Framework.

- Current and aspiring leaders collaboratively plan their PDPs using a number of tools, to regularly reflect, share and discuss their professional learning needs, accomplishments and leadership goals with supervisors/mentors and Principal.•   All school leaders engage in targeted programs to access all levels of accreditation and promotion eg. AITSL– Lead Teacher Accreditation, Leadership and Management Credential, Growth Coaching etc.•   Students' have a voice through the SRC and respond to students' suggestions and issues.

- Parents and caregivers both engage with, and contribute to, school life and improvement in ways that are appropriate to their capability and circumstance.

Products

- 100% of school leaders use evidence, research and the Australian Professional Standards for Teachers and Principals', the Leadership Framework & School Excellence Framework to design, reflect & report on the achievement & impact of their PDP goals.•   10% increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.•   Evidence–based School Plan is collaboratively developed, published, evaluated, reviewed and reported annually. •   The school plan is at the core of leading school excellence, with perpetual line of sight to the state and

Strategic Direction 3: School and Leader Learning – Building leadership capability to lead excellence in educational and organisational practice.

Improvement Measures

- 10% increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.

People

- Increase parent, community and business participation in classroom and school–based activities to build productive relationships.

Processes

school with resources
- Develop COS collaboration to build collaborative professional learning opportunities to share and build instructional expertise in teaching and learning across COS.

Evaluation Plan

- Collect data on aspiring leaders' participation and leadership initiatives across the Network.
- Evaluate and target professional learning needs by surveying school leaders on the success and effectiveness of the development of PDP Plans in meeting PL needs & attainment of higher level certification and promotion.• Use logic modelling to plan, design and evaluate whole school achievement of excellence (alignment to SEF).• Regular reporting against milestones by project teams to school and community.• Regular monitoring of WHS procedures.• Survey of parents supporting classroom, school& P&C initiatives at beg. & end of year to gather baseline data.• Feedback from staff, student and parent surveys on curriculum and program implementation.• Review success of productive relationships formed with community partners (school and P&C).• Regular review and reflection of new LMBR systems & procedures with SASS staff and executive.• TTFM survey

Practices and Products

school, vision and strategic directions.

- Leadership development opportunities are in place to allow current and aspiring leaders to explore their strengths and self–efficacy, develop targeted areas and expand their leadership potential.• All required staff are confident to transition to LMBR and adapt to new systems and procedures.• SRC meets regularly to initiate, problem solve and lead initiatives across the school.

- Productive relationships with key community partners; Figtree COS, parents, P&C, families, community members, education institutions, community organisations and businesses; provide our school with resources, professional learning opportunities, expertise and collaboration on new and interesting learning initiatives.

- Develop COS collaboration to build collaborative professional learning opportunities to share and build instructional expertise in teaching and learning across COS.