

School plan 2015-2017

Mount Brown Public School 4423



School background 2015–2017

School vision statement

Mount Brown Public School is committed to developing confident and creative individuals through the core values of respect, responsibility and safety within a quality learning environment. As a team we challenge and inspire all students and stakeholders to be successful lifelong learners and positive contributors to the community.

School context

Mount Brown Public School is a regional school situated on the western side of Lake Illawarra near Wollongong. The school's enrolment of 382 students has been stable for a number of years after previously falling from 550 students. In 2014 there were 23 Aboriginal students and 5 students with an ESL (English as a Second Language) background. The school has consistently performed at State standards in NAPLAN in Year 3, except for Numeracy. However growth from Years 3 to 5 has placed the school slightly below State in all areas of NAPLAN with the exception of Writing which has consistently been an area of excellence above State for the previous five years.

Key to our school improvement goal is to address the lack of academic growth from Years 3 to 5 through a consistent whole school focus on delivery of quality teaching and learning programs. The development of innovative technology to enhance student engagement in teaching and learning has been a focus for all teachers. Integral in this is the school focus on improving the achievement of underperforming students in middle bands as measured by NAPLAN. Towards the end of 2016 the school began to develop a targeted approach to this through the 'Bump-it-up' process.

School planning process

The Mount Brown Public School community was initially informed of the change to the school planning process through its school newsletter eNews and Parent and Citizen meeting information, discussion and consultation.

Information gathered throughout 2014 came from a number of focus groups, surveys, questionnaires and meetings at school. Detailed information was gathered from a number of focus groups held during the year. Further consultation took place through parent surveys delivered to all families during Terms 3 and 4 2014. Opinions from parents and community members were sought through student questionnaires from parent and community members waiting at school to pick children up at the close of the school day. Parents were invited to share in the decisions made in this school plan through numerous newsletter requests and P&C meetings.

Following two training sessions for all partner schools in the Dapto Learning Community, the school planning team along with the school executive team met regularly during Semester 2 2014 and Term 1 2015 to participate in learning how to use the new planning approach.

In late 2016 school executive received training in the 'Bump-it-up' program for targeting under-achieving middle band (NAPLAN) students.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Teaching and Learning AND
School Programs

Purpose:

Continually deliver high quality pedagogically sound practices and programs across our school. To ensure curriculum and learning for all students across the school is delivered through: consistent, high standards; shared professional practices; an integrated approach to quality teaching, curriculum planning and delivery; and assessment that promotes learning excellence and responsiveness in meeting all student learning needs.

STRATEGIC DIRECTION 2

Professional Development AND
Quality Teaching

Purpose:

Strengthen and continually build upon the school's culture of quality teaching and learning. To continually evaluate and respond to, as required, all school professional practices. In this, we will ensure pedagogy of the highest standard is delivered through teachers collaborating and supporting each other, providing differentiated practices which respond to every child's stage of learning development.

STRATEGIC DIRECTION 3

Authentic Community
Partnerships.

Purpose:

Authentic community partnerships and culture that promotes excellence in learning through mutual trust, respect and valuing difference. To provide a harmonious community–school culture that successfully promotes equity and excellence, educational aspiration and ongoing performance improvement in ensuring that all students are successful learners, confident and creative individuals, and active and informed citizens.

Strategic Direction 1: Teaching and Learning AND School Programs

Purpose	People	Processes	Practices and Products
Continually deliver high quality pedagogically sound practices and programs across our school. To ensure curriculum and learning for all students across the school is delivered through: consistent, high standards; shared professional practices; an integrated approach to quality teaching, curriculum planning and delivery; and assessment that promotes learning excellence and responsiveness in meeting all student learning needs.	Students Develop greater responsibility for engaging with their own learning through self & peer assessment.	Using Data in Teaching and Learning Project– Process to clearly demonstrate that all learning programs reflect growing teacher understanding and use of data including SMART data to improve student achievement, both in–school assessment and external assessment–NAPLAN/ICAS etc.	Practices 95% students reach expected clusters on PLAN To increase by 2% per year from 2016–2019 in the Premier's targets for Proficiency bands Greater understand of where and how students are placed on PLAN clusters Regular input of data into PLAN drives teaching and learning Staff engage PDPs linking Australian Professional Standards and Schools Excellence Framework Teachers collaborate in collective assessment practices, data collection and consistent reflection
Improvement Measures	Students Engage students in integrating skills of leadership capability for building intellectual quality.	Implementing Australian Curriculum . Process of continued delivery of quality whole school programs reflecting Australian Curriculum (AC), the Board of Studies (BOS) response : (English– (L3 and Focus on Reading), (Science – Primary Connections), (History,) (Mathematics– Corporative Unit Planning)	Products Evidence based teaching practices in literacy and numeracy (Ls, FoR, TEN, TOWN All teachers use continuums and PLAN data to inform teaching and learning All teachers use differentiation in catering for the needs of all students in Literacy and Numeracy Improved benchmarking, rubrics, assesment tasks and greater consistency of teacher judgement Teachers increasingly engage continuum use in forecasting student direction
95% students reach expected clusters on PLAN	Staff Engagement with Professional Learning on feedback, self evaluation & sharing professional practice	Process to impact the achievement of underperforming students through improving teacher capacity to identify, differentiate learning through a repertoire of assessment strategies, clear academic focus and strategies. to a more informed and engaged student, parent and teaching community.	
To increase by 2% per yearfrom 2016–2019 in the Premier's targets for Proficiency bands	Staff Improve benchmarking student achievement, linking differentiation planning of teaching and learning	Evaluation Plan All teachers regularly share data analysis and use through Stage and Whole School Evaluation. Each grade to collate PLAN, NAPLAN analysis and follow–up action planning and in–school data selection.	
	Leaders Build capabilities of peers to deliver quality teaching – (mentoring, team teaching and coaching).		
	Parents/Carers Work with key staff to engage in school learning and planning including focus groups and workshops.		

Strategic Direction 2: Professional Development AND Quality Teaching

Purpose	People	Processes	Practices and Products
Strengthen and continually build upon the school's culture of quality teaching and learning. To continually evaluate and respond to, as required, all school professional practices. In this, we will ensure pedagogy of the highest standard is delivered through teachers collaborating and supporting each other, providing differentiated practices which respond to every child's stage of learning development.	Students Actively engaged in end-of-unit evaluations providing student voice feedback	Peer teaching observation & feedback builds an openness to critique by colleagues and supervisors Process developing a strong shared school approach to teacher quality through teacher commitment and engagement with the Performance and Development Framework (PDF), closely linked to the Australian Professional Standards and the Schools Excellence Framework	Practices 100% teachers develop a professional learning plan, which articulates their PL needs Planned, constructive feedback from peers, school leaders and students improves teaching practice Teachers build evidence-banks for accreditation links (trial evidence sheets from accreditation). Improved, integrated technology use including the implementation of BYOT promotes better engagement
Improvement Measures	Staff All teachers receive professional learning using continuums/ PLAN in tracking student progress	Teachers work collaboratively to design effective teaching and learning programs which reflect quality teaching with an emphasis on differentiated learning and less reliance on text books.	
100% teachers develop a professional learning plan (PLP), which articulates their PL needs.	Staff All teachers engage in collaborative professional development through regular Term Planning Days	Evaluation Plan Development of an annual cross-reference evaluation linking School Excellence Framework, Australian Professional Standards for School Teachers through the Performance and Development process.	Products Explicit Performance and Development Plan builds greater teaching expertise linking APS and SEF Collegial teaching & learning programs and common assessment practices developed for all grades
Planned, constructive feedback from peers, school leaders and students improves teaching practice.	Staff Executive lead the development of teachers through the Performance and Development Framework (PDF)		
	Staff Teachers use PDP self-assessment, quality teaching and use of the Australian Professional Standards		
	Leaders Authentic engagement in teaching practices linked to the Australian Professional Standards in PDPs		
	Parents/Carers Learning Support Teacher to engage parents in workshops supporting children's learning in Numeracy		

Strategic Direction 3: Authentic Community Partnerships.

Purpose	People	Processes	Practices and Products
Authentic community partnerships and culture that promotes excellence in learning through mutual trust, respect and valuing difference. To provide a harmonious community-school culture that successfully promotes equity and excellence, educational aspiration and ongoing performance improvement in ensuring that all students are successful learners, confident and creative individuals, and active and informed citizens.	Students Improve self engagement in school by building stronger 'school voice' (Tell Them From Me' surveys)	Engage all stakeholders in school : through increasingly engaging them in events and school practices eg. Grandparents Day/ Book-week parade/Education Week performances Parent focus groups/ Surveys for parent and community input/ Development of positive relationships between staff and P&C.	Practices Parent satisfaction and involvement in the school increases as evidenced in School Satisfaction Surveys
Improvement Measures Parent satisfaction and involvement in the school increases as evidenced in Satisfaction Surveys.	Students Engage in community events. Eg. St Luke's Aged Care, Dapto RSL ANZAC Day, African Community Choir	Parents Supporting Students: Process to engage and support parents and community in a range of school activities including planning and evaluation	Increased % of parents attending information sessions
Increased % of parents attending parent information sessions on understanding how to support their children's learning.	Staff Student Leadership 'LEAD' program to engage students work on school community issues	LAST to coordinate community involvement processes.	Building of student empathy for the aged
Data explicit in programs and displayed for community	Staff Given leadership opportunities to plan and implement Community engagement focused activities	Evaluation Plan Tell Them From Me surveys completed annually with all data used to reflect on school practices.	Builder closer links between students and community through ANZAC Day participation at community services
	Staff Deliver professional development activities to parents in Literacy and Numeracy	School Focus groups and feedback evaluations from major parent and community events 0eg UOW parent numeracy workshops	School Chaplaincy to support the cognitive, emotional, social, physical wellbeing of all students
	Staff Learning & Support teacher to coordinate parent tutor programs	Directly link results from all of the above to feedback into the following school plan.	Products Database made of all parent skills that could be called upon for school initiatives and projects
	Leaders Build greater capacity in developing strong school culture through community interaction (workshops)		Choir perform at St Luke's retirement Village.
	Parents/Carers Engage in increasing numbers in school events/happenings		Data explicit in programs and displayed for community
			UOW In2Uni program by all Stage 3 students
			Regular attendance of teachers at P&C meetings and fundraising initiatives

Strategic Direction 3: Authentic Community Partnerships.

Improvement Measures

People

Parents/Carers

Processes

Practices and Products