

School plan 2018-2020

Milton Public School 2565



'Enjoy The Present Day'

School background 2018–2020

School vision statement

At Milton Public School, we are preparing students for a complex, rapidly changing world. Students will be active and informed citizens who make the most of the opportunities that this future will present. At Milton Public School we inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.

Students will be confident and creative individuals. We build resilience in our students by developing their physical, social and emotional development.

School context

Milton Public School continues to be a growing school providing quality, public education. The school celebrated 132 years of education in 2015 and currently has an enrolment of 680 students to begin the 2017 school year. The student population includes 6% from language backgrounds other than English(LBOTE) and 5% identify as Indigenous. The teaching staff is a dedicated group, with a range of experience, interests and skills. Teachers are willing and able to provide a range of extra-curricular activities for our students. The school community is very supportive of the school with a proactive and thoughtful P&C Association as the major vehicle for parental involvement in the school. *Carpe Diem– Enjoy the present day* is the school motto.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy centres on the ideal that all students are happy, safe and achieving their individual potential. Teachers are committed to their profession and undertake personal and group learning to ensure their knowledge, skills and understandings are appropriate as we build a culture for learning in a 21st century context.

School planning process

All members of the Milton Public School learning community were involved in the development of this School Plan. This was achieved through;

- Staff and community forums to contribute to and develop the new School Vision.
- Milton Public School Vision Statement was developed to directly reflect the input of all stakeholders.
- Strategic Directions within the plan reflect the views expressed by our staff, students and community through the process.
- The School Vision Statement and School Plan have been re-presented to staff, students and the community for additional input and clarification before being finalised.
- Through rigorous evaluation, reporting and re-planning processes, the achievement of the directions outlined above will be maximised. This process will again incorporate input from all

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Learning

Purpose:

To provide quality learning through collaborative programming with consistent school wide practices for assessment which promotes high expectations and student excellence.



**STRATEGIC
DIRECTION 2**
Excellence in Teaching

Purpose:

All permanent, temporary and casual staff demonstrate a commitment to maintaining and developing their professional standards and quality teaching practices.



**STRATEGIC
DIRECTION 3**
Excellence in Leading

Purpose:

The school leadership team fosters effective leadership, encourages high expectations of all staff and purchases quality resources to support the delivery of quality teaching and learning and a positive community engagement with the school.

Strategic Direction 1: Excellence in Learning

Purpose

To provide quality learning through collaborative programming with consistent school wide practices for assessment which promotes high expectations and student excellence.

Improvement Measures

80% staff demonstrate evidence of differentiated teaching and learning practice.

All teaching and learning programs reflect evidence-based teaching methods optimising learning progress for all students, across the full range of abilities.

People

Students

Students:

- are engaged in their learning.
- are supported to become self-motivated, self-regulated and self-reflective learners.
- use feedback to improve learning.
- understand learning intentions and the criteria for success.

Staff

Staff:

- capabilities are developed through professional development in explicit teaching, visible learning and formative assessment strategies to guide future directions.
- are engaged in ongoing professional development is reflective of the School Plan.

Parents/Carers

Parents:

- are kept informed through parent information sessions, parent/teacher interviews and the assessment and reporting process.

Processes

CURRICULUM –

Literacy and Numeracy

Develop teaching and learning programs which are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Assessment

Strengthening the use of systematic and reliable assessment information.

Evaluation Plan

Practices and Products

Practices

Literacy and Numeracy

- The learning and teaching programs are outcomes based and differentiated for the specific learning needs of students across the full range of abilities.
- Teachers become increasingly familiar with literacy and numeracy strategies and use appropriate resources to support implementation of the curriculum eg. learning progressions.

Assessment

- Students monitor their own learning through effective feedback.
- Teachers evaluate learning and teaching programs using relevant student assessment data to promote continuous improvement.

Products

- Students know how they learn and are challenged with a variety of strategies. They give and receive feedback.
- Differentiated teaching and learning is evident across the school in all classrooms.
- A structure is in place that supports stage teams to effectively analyse, review and evaluate student data to inform teaching practices.
- Improved formative and summative assessment across all key learning areas that are outcomes and skills based.

Strategic Direction 2: Excellence in Teaching

Purpose

All permanent, temporary and casual staff demonstrate a commitment to maintaining and developing their professional standards and quality teaching practices.

Improvement Measures

Student attendance is at or above state wide average.

Quality teaching observations identify strengths and improvement measures of practice against the teaching standards through the PDP process.

100% of teachers are actively engaged in the accreditation process in accordance with NESAs.

People

Students

Students:

- engaged in meaningful, relevant and challenging teaching that is explicit.

Staff

Staff:

- foster and identify leadership capabilities.

- are provided with opportunities to become leaders within the school community.

- continue to develop, implement and evaluate Performance and Development Plans (PSPs) linked to the school plan and strategic directions.

- aware of the attendance policy compliance.

Parents/Carers

Parents:

- understand that high attendance rates lead to improved educational outcomes.

Processes

PROFESSIONAL STANDARDS – Accreditation

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

LEARNING AND DEVELOPMENT – Professional Development

- Develop a whole school approach towards evidence-based teaching methods and strategies.

- Identify and model explicit teaching strategies that are scaffolded and supported with appropriate resources.

Evaluation Plan

Practices and Products

Practices

- Explicit teaching occurring in classrooms informed by the regular review and monitoring of student data and evaluation of programs.

- Teachers plan collaboratively using assessment data, effective teaching strategies and outcomes.

- Staff evaluate professional learning activities and systematically prioritise and implement the most effective strategies to improve teaching and learning.

- Staff are aware of and familiar with attendance policy compliance.

Products

- Consistent teaching and learning programs developed by all staff and reflecting areas of need for every student.

- Internal and external data shows that students are achieving at or above state average in growth.

- Teacher standards are embedded and available for all teachers as evidenced by a quality PDP process.

- A whole school system is established that provides mentoring and coaching support to professionally develop all teachers.

Strategic Direction 3: Excellence in Leading

Purpose

The school leadership team fosters effective leadership, encourages high expectations of all staff and purchases quality resources to support the delivery of quality teaching and learning and a positive community engagement with the school.

Improvement Measures

Leadership is diverse and sustains a culture of shared continuous improvement.

?% of students involved in leadership opportunities.

?% of Aboriginal students involved in leadership opportunities.

?% of staff **looking at** higher accreditation or promotion.

People

Students

Students:

–demonstrate leadership capabilities and actively contribute to the school community and the society in which they live.

Staff

Staff:

–improve organisational and management skills through participating in leadership opportunities.

Parents/Carers

Parents:

–take up opportunities presented to them to be involved in the decision making process of the school community.

Processes

Embedded clear processes to develop structures for the effective implementation of the school plan and monitoring of data to ensure continuous school improvement.

Leadership at all Levels

Identification and provision of leadership opportunities and related professional learning and readings that build the knowledge and understanding of all staff.

SCHOOL RESOURCES

Alignment of school resources reflects the school plan priorities and contributes to ongoing school improvements.

Identified students and student leaders participate in leadership development opportunities.

Evaluation Plan

Practices and Products

Practices

–Teachers participate in professional learning that builds a culture of distributive instructional leadership across the school.

–Teachers and students are given opportunities and are encouraged to take on leadership roles.

–Resources will be aligned and equitably used to ensure school plan priorities are achieved.

Products

–Systems in place to support the collection of data that informs progress and areas for improvement.

–Staff identified who are interested and willing to pursue leadership at higher levels eg. highly accomplished. The development of leadership skills is reflected in the PDP process.

–Students value and engage with leadership opportunities across the school.