

School plan 2018-2020

Mount Keira Public School 2642



School background 2018–2020

School vision statement

Mount Keira Demonstration School aims to build on our rich heritage by providing our students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students. Values of equity, safety, responsibility, respect, tolerance, fairness and pride are the foundation stones of all we do at Mount Keira Demonstration School.

Our school treasures our passionate and supportive wider school community—encompassing our P & C, broad parent body and local community members, including local Aboriginal members. Our parent body is highly engaged in and supportive of their child's education. This enables us to regularly celebrate success and promote a sense of community. Our K–6 philosophy and our experienced, caring staff focus on developing quality programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student learning outcomes. We have innovative programs that are built into our daily teaching and learning. At Mount Keira we are very proud of our students who display excellence in a variety of academic, sporting, creative and environmental school and community endeavours. Students are constantly encouraged to explore, extend, be challenged and do their very best.

It is our engaged and motivated learners, committed and compassionate staff and supportive and active wider community that ensures Mount Keira Demonstration School delivers high quality teaching and learning programs in a warm and supportive learning environment.

School context

Standing proudly at the base of Mount Keira, nestled by rainforest and overlooking the ocean, our school is surrounded by natural beauty. Our sandstone school building, original bell, “history room” and magnificent pine tree symbolise the heritage that is so highly valued by our school community. Our beautiful gardens and spacious outdoor learning areas, combined with our warm and inviting classrooms ensure a quality and stimulating learning environment.

Mount Keira Demonstration School has 90 students, 3% identifying as having Aboriginal heritage. We are highly acclaimed for the excellence of its academic and extra-curricular programs. This is the result of the outstanding work ethic of its staff, a strong focus on professional learning, and a history of quality strategic planning. To maintain this ongoing success the school's three year plan has been developed following a review of state priorities outlined in the School Excellence Framework; findings obtained from rigorous annual school self-evaluation processes, and a thorough analysis of NAPLAN and school assessment data.

The school prides itself on providing a welcoming, nurturing and supportive environment for all of our children and families. Our school motto is “Learning and Caring”. The achievement of learning outcomes in all curriculum areas is underpinned by the pursuit of academic excellence in literacy and numeracy, the provision of quality extra-curricular opportunities, and a commitment to evidence based teaching practices. Closing the academic achievement gap for our Aboriginal students remains as a major learning target. In order to achieve these goals leadership development at all levels is an ongoing priority. The elements of quality teaching and inquiry-based learning principles are embedded into our teaching and learning practices. Student learning is showcased each term through the completion of Rich Tasks. Our school treasures our passionate and supportive wider community—encompassing our P & C, broad parent body and local community members, including local Aboriginal members. Our parent body is highly engaged in and supportive of their child's education.

School planning process

Mount Keira Demonstration School undertook a comprehensive review of current practices, data collection, including academic results, attendance patterns, behaviour and participation. The process for this review included surveying (students, staff and families) and rigorous discussions with community members to brainstorm and share ideas to identify the priorities for the 2018–2020 school plan.

This process included a review of strengths, opportunities and areas of development across all aspects of the school. As a direct result of the school's thorough consultation process, the following three strategic directions were identified as the school's commitment, drive and future developments across the school.

Once the directions were identified the school community has been kept informed through the involvement of the P&C Association, consultation processes, items in the school newsletter called the 'summit' and the publication of the annual school report.

For each strategic direction, the school has articulated the purpose behind each of these directions, forming the school's improvement and development efforts for the next three years. Each of our strategic directions provides details of the purpose, people and processes and products and practices that are to be realised through the three year plan.

Mount Keira Demonstration School has a reputation for sustained excellence in academic achievement, enrichment programs across all key learning areas, positive welfare and community support. This success is the result of ongoing school self-evaluation and strategic planning processes.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Every student in every class is explicitly taught Literacy and Numeracy everyday.

Purpose:

To provide a quality learning environment where explicit teaching is structured, systematic and effectively teaches the curriculum using evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Teachers will guide students through the learning process by ensuring lessons:

- are explicitly modelled, providing clear detailed explanations and demonstrations of the instructional target,
- support evidence based practices
- directed feedback so that all students can achieve their personal best at each stage of their development and in each area of their academic endeavour.

STRATEGIC DIRECTION 2

Future focused learning to educate tomorrow's leaders.

Purpose:

Students who are respected, valued, encouraged, supported and empowered to succeed will grow and flourish, thrive and succeed. Our purpose is to encourage students to be actively connected to their learning by building on and valuing prior learning experiences. Positive and respectful relationships will instil a sense of belonging to our school and community. We will use authentic learning activities to facilitate, assess, provide feedback and report on learning to improve quality outcomes for all students. Students will develop skills essential for success in all learning areas, social interaction, and cultural pursuits; and to become informed and active participants in Australian society—now and in the future.

STRATEGIC DIRECTION 3

Inspiring every teacher and leader to improve every year.

Purpose:

To develop a culture where staff continually challenge their learning and strive for innovation engaging in 21st century practices promoting excellence in teaching and learning.

Explicit systems will facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between all teachers. Every teacher will continually building their capacities so that every student experiences high quality teaching.

Effective structures will drive ongoing, school-wide improvement in teaching practice and student results.

Strategic Direction 1: Every student in every class is explicitly taught Literacy and Numeracy everyday.

Purpose

To provide a quality learning environment where explicit teaching is structured, systematic and effectively teaches the curriculum using evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Teachers will guide students through the learning process by ensuring lessons:

- are explicitly modelled, providing clear detailed explanations and demonstrations of the instructional target,
- support evidence based practices
- directed feedback so that all students can achieve their personal best at each stage of their development and in each area of their academic endeavour.

Improvement Measures

100% of K-6 teachers using formative and summative assessment to track students' progress and to differentiate student learning

Increased percentage of students achieving above expected growth in literacy and numeracy using internal and external data sources

100% of teachers programming explicitly for Literacy and Numeracy.

100% of classrooms using evidence-based teaching strategies that are visible to all school members including Learning Intentions, Success Criteria and Feedback.

People

Students

Students actively participate in differentiated teaching and learning and have a deep understanding of the use of assessment—self, peer, school and state to guide and benefit individual learning.

Staff

Teachers clearly understand and utilise formative, summative and continuous assessment to determine teaching directions, school performance levels and their effectiveness.

Leaders

Leaders demonstrate instructional leadership, promoting and modelling effective evidence based practice to drive and sustain ongoing, whole school improvement by providing opportunities for capacity building of staff reflective of the School Excellence Framework, and the Australian Teaching Standards.

Parents/Carers

Parents and the community engage in information sessions that target current pedagogy, quality teaching practices, assessment and evaluation processes used within the school.

Processes

Assessment as, of and for learning—

Consistent school wide practices used for assessment as, of and for learning in Literacy and Numeracy. Teachers routinely use evidence of learning, including a range of formative and summative assessment strategies to inform their teaching, adapt their practice and meet the differentiated learning needs of students.

Effective Classroom Practice— Establish a culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods by promoting and modelling evidence based practices and pedagogies including high expectations, explicit teaching, effective feedback, instructional rounds and collaboration.

Evaluation Plan

- Teachers programs demonstrate best practice pedagogies—What works best
- Programs for explicit teaching
- Student work samples that reflect quality practice
- Professional learning agendas to reflect teacher needs
- Summative and formative assessment schedules and data K-6
- Coaching and mentoring sessions
- Classroom observation, team teaching data analysis
- Planning day agendas, timetables and minutes
- Personalised learning goals reflective of student growth
- Internal and external surveys

Practices and Products

Practices

Teachers involved in planning sessions to collaboratively program and develop ongoing whole school formative assessment tasks to identify student achievements and progress, in order to reflect on teaching effectiveness and to inform future teaching directions.

Teachers involved in explicit systems for collaboration, classroom observation, the modelling of effective practice, and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Products

A culture where teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

A positive culture that promotes high expectations and implements the most effective teaching practices by actively participating in professional dialogue, collaborative planning, classroom observations, feedback and a shared understanding of analysing and interpreting student learning data.

Strategic Direction 1 is aligned with the Department of Education's 5 year plan of: **All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.**

Strategic Direction 2: Future focused learning to educate tomorrow's leaders.

Purpose

Students who are respected, valued, encouraged, supported and empowered to succeed will grow and flourish, thrive and succeed. Our purpose is to encourage students to be actively connected to their learning by building on and valuing prior learning experiences. Positive and respectful relationships will instil a sense of belonging to our school and community. We will use authentic learning activities to facilitate, assess, provide feedback and report on learning to improve quality outcomes for all students. Students will develop skills essential for success in all learning areas, social interaction, and cultural pursuits; and to become informed and active participants in Australian society—now and in the future.

Improvement Measures

Teaching and learning programs across the school show clear evidence where they are adjusted to address individual student needs.

100% of students are able to set, articulate and review their individual learning goals, purpose and success criteria.

Increased effective use of inquiry based learning and flexible learning spaces by students and teachers for quality teaching, learning and assessment practices.

Enhanced partnerships between educational stakeholders including parents, community members, AECG representatives and the Community of Schools.

Whole school improvement when tracking the school against the Aboriginal Education School Self Assessment.

People

Students

Students interpret, apply and critically evaluate learning strategies and reasoning in a range of contexts to articulate their individual learning journeys. Students will establish positive relationships, interact appropriately in a range of social contexts, work independently, collaborate in teams, reflect and report on achievements, handle challenging situations and respect diversity.

Staff

Staff engage in teaching and learning practices that are inclusive and meaningful ensuring all student needs are met. Provide opportunities for students to make relevant connections between their learning and the world around them through the provision of rich, authentic learning opportunities.

Leaders

Leaders maintain a focus on instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. Creative approaches used to ensure the school environment optimises learning.

Parents/Carers

Parents develop an understanding of the school targets and student learning goals by liaising with their child and class teachers, accessing school communication channels including the chosen technology platforms, and become involved in learning conversations within the school.

Community Partners

Processes

Personalised Learning— Establish proactive teaching, promoting students as an integral part of the learning process by actively setting goals and providing targeted intervention including feedback, support or extension based on data and formative assessment practices.

Future Focused, Enriched Learning— Create future-focused, enriched teaching and learning that is innovative, collaborative and personalised. Learning environments will inspire students to be leaders of their own learning by using critical and creative thinking in order to solve complex problems and become mindful global citizens.

Positive Partnerships— Further develop positive, respectful relationships with all educational stakeholders based on mutual trust and respect, and a shared responsibility for student learning outcomes.

Evaluation Plan

- Personalised learning goals and student led conference records
- Inquiry based/Rich task learning programs and evaluations
- Extra curricula participation rates
- BYOD records
- Instructional rounds timetable and feedback session notes
- Gallery Walks that allows students the opportunity to view the work and reflect on their learning.
- Protocols developed to guide feedback are evident in programming

Practices and Products

Practices

Every teacher knows and understands the needs and talents of their students by recognising and making adjustments to programs/practice to ensure the greatest possible impact on student outcomes.

Students engaged in rich learning experiences, extra-curricular, projects and inquiry based learning programs which allow students the opportunity to explore new ideas and ways of working, share and challenge each other's knowledge, work through open-ended problems, navigate relationships and learn about themselves.

Develop a positive culture where educational stakeholders are active participants with an ongoing commitment to strengthening and recognising the importance of positive partnerships within the school environment.

Products

Established flexible, data driven student centred learning environments where learners are supported, encouraged and challenged, creating a culture of high expectations for all.

Structures established for students to interpret, apply and critically evaluate learning strategies and reasoning in a range of contexts to articulate their individual learning journeys and reflect and report on their academic achievements.

High levels of parental and community involvement are evident in creating sustainable and effective partnerships where high quality education is our schools core business.

Strategic Direction 2: Future focused learning to educate tomorrow's leaders.

People

Build upon community partnerships, experiences and expertise to develop and maintain sustainable systems and practices. Ongoing consultation with community members, working together to have a positive impact on the whole school community.

Processes

- Internal and external (NAPLAN, PLAN and Scout) performance data—putting students faces to names

Practices and Products

Strategic Direction 2 is aligned with the Department of Education's 5 year plan of:
Every student is known, valued and cared for in our schools.

Strategic Direction 3: Inspiring every teacher and leader to improve every year.

Purpose

To develop a culture where staff continually challenge their learning and strive for innovation engaging in 21st century practices promoting excellence in teaching and learning.

Explicit systems will facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between all teachers. Every teacher will continually building their capacities so that every student experiences high quality teaching.

Effective structures will drive ongoing, school-wide improvement in teaching practice and student results.

Improvement Measures

100% of teachers use professional standards and PDPs to identify and monitor specific areas for development and/or continual improvement.

A whole school system that facilitates professional dialogue, collaboration, classroom observation and peer feedback to promote and sustain student achievement.

100% of teachers actively participating in collaborative planning sessions and classroom observations to reflect and improve on teaching and learning programs.

People

Staff

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

Leaders

Actively use the Growth Coaching model to build the capabilities of teachers to meet their personal learning goals and establish structures to address and monitor high quality professional development that reflects best practice and current pedagogies.

Parents/Carers

Parents support staff in delivering educational practices across the school.

Community Partners

Community partners collaborate, actively sharing expertise by identifying expert teachers to ensure the ongoing development and improvement of all teachers in every school.

Processes

Professional Standards

Build a professional learning environment where excellence in teaching and professional learning practices are identified, shared and developed through collaborative, reflective and evaluative practices in line with the Professional Standards, Performance and Development framework and the schools priorities.

Collaborative Practice

Create a culture of continuous improvement where teachers set high expectations for the whole school implementing collaborative planning, monitoring and reviewing the effectiveness of teaching and learning.

Evaluation Plan

- PDP link to standard, SEF and School plan
- MyPL data linked to professional standards
- Targeted professional learning agendas
- Collaborative planning sessions
- Meeting minutes
- Observation data and instructional rounds
- Coaching minutes
- Internal and external surveys
- PDP annual reviews

Practices and Products

Practices

Professional learning and PDPs are developed in line with the school plan and the Australian Professional standards to plan, monitor and reflect on teaching and learning strategies to drive ongoing, school-wide improvement in teaching practice and student results.

Teachers engage in professional dialogue and collaborate to improve teaching and learning in their classes, across stages, whole school, and/or for particular student groups. This includes negotiated observations of classroom teaching with timely feedback, to improve professional knowledge and practice.

Products

Systems to drive ongoing, school-wide improvement practices where staff are engaged in targeted discussions based on significant learning matters to improve and inform best practice including professional observation/reflection and peer/self-evaluation of their teaching and learning practices.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers improving quality educational outcomes.

Strategic Direction 3 is aligned with the Department of Educations 5 Year strategic plan of: **Every student, every teacher, every leader and every school improves every year.**