

School plan 2018-2020

Mount Pritchard Public School 2648



School background 2018–2020

School vision statement

At Mount Pritchard Public School we are committed to ensuring that all students engage in a high quality education that promotes academic and personal excellence in a safe and supportive learning environment. We strive to create a community of successful, confident, creative and reflective learners with the aim of supporting students to become lifelong learners and active and responsible citizens.

School context

Mount Pritchard Public School is situated in south west Sydney and is part of the Liverpool School Network. The school enrolment is 382(including 3 Aboriginal students and 5 refugee students. Approximately 82 % of students are from a language background other than English. The school has students from 32 different cultural backgrounds with the predominant backgrounds being Australian 70 Vietnamese 107, Samoan 29, Arabic 46 and Serbian 24.

Mount Pritchard school has 39 teaching staff of which 20% are early career teachers and 80% experienced teacher with 4–30 years experience.

The school has active P&C membership and a good relationship with parent community and local high schools. The school is part of a Community of Schools working together to improve educational outcomes for students.

The physical grounds are extensive and there is a mixture of multistorey and single story classroom buildings which have been refurbished internally.

There has been improvements made to the school grounds with two fixed equipment playgrounds and an outdoor musical instrument garden and Aboriginal garden.

The school operates a Sports in School program and Fairfield City Council operates a playgroup on the grounds on a weekly basis.

Mount Pritchard Public school has established and maintains strong links with local schools and high school and Western Sydney University through variety of programs. The school has developed positive support programs such as The School Readiness Program and Parent English classes which have strengthened our connection with the community.

School planning process

Staff, students and community member were consulted in a variety of ways, through face-to-face meetings, surveys, staff meetings and online polls. This information was used to set the strategic directions.

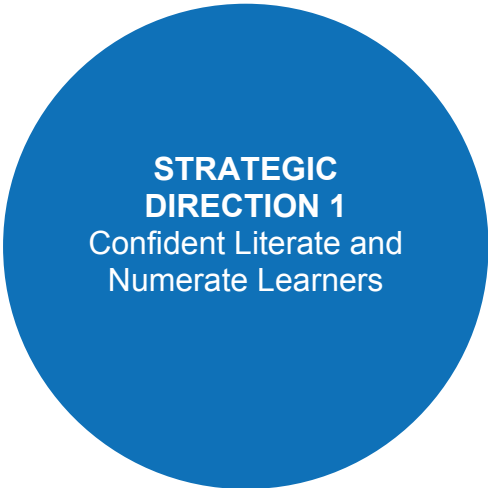
The school conducted a self-evaluation using the Schools Excellence Framework and identified areas to improve. The school directions were developed as a result of this self-evaluation process and through consultation with students and parents.

Staff worked in teams to write the practices, products, people and processes and all staff were involved in refining the draft plan.

The school vision and strategic directions were presented to parents for discussion.

Colleagues from community of schools meet to discuss combined professional learning and participation in learning practices to improve educational delivery. .

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Confident Literate and
Numerate Learners

Purpose:

To create effective and confident communicators through quality teaching pedagogy that supports students to achieve literacy and numeracy growth



**STRATEGIC
DIRECTION 2**
Active Future Focused Learners

Purpose:

To empower students with the skills, values and attitudes necessary to become creative and responsible, future focused learners.



**STRATEGIC
DIRECTION 3**
Strong Connected Learning
Community

Purpose:

To create successful learners through strengthening whole school wellbeing practices and establishing productive community partnerships.

Strategic Direction 1: Confident Literate and Numerate Learners

Purpose	People	Processes	Practices and Products
To create effective and confident communicators through quality teaching pedagogy that supports students to achieve literacy and numeracy growth	Staff Engage in the process of using data to drive teaching and learning for student improvement in literacy and numeracy.	Literacy Learners: Draw on research and evidence based practices to track, develop and implement high quality literacy teaching practices.	Practices All staff participate in instructional collaboration to plan learning that is differentiated and reflects current pedagogical practice.
Improvement Measures	Students Build skills to confidently and effectively communicate their learning across all KLAs to ensure growth in literacy and numeracy.	Numeracy Learners: Draw on research and evidence based practices to track, develop and implement high quality numeracy teaching practices	Teachers implement evidence-based pedagogy, which embeds speaking and listening in all key learning areas.
Increase number of students achieving expected growth in literacy.	Leaders Adopt a coordinated approach to literacy and numeracy where speaking is valued and is a focus in the development of teaching and learning programs.	Evaluation Plan <ul style="list-style-type: none"> Evaluating PLAN and NAPLAN data Scheduled collection of student data on learning progressions for literacy and numeracy. Collecting and analysing report data. Focus groups for students, teachers and parents to assess improvement. 	Products Students become confident users of literacy and numeracy in all KLAs.
Increased number of students achieving expected growth in numeracy.	Parents/Carers Develop an understanding of and value the schools strategic direction for improvement in literacy and numeracy.		Teachers effectively use student assessment data and knowledge of literacy and numeracy progressions to plan for differentiated learning and track student improvement in literacy and numeracy.
Teacher use a consistent approach to embed quality speaking and listening practices and pedagogy across all key learning areas.	Community Partners Engage with Early Action For Success community to support professional learning.		All teaching and learning programs demonstrate evidence based practices in the use of speaking and listening pedagogies.

Strategic Direction 2: Active Future Focused Learners

Purpose

To empower students with the skills, values and attitudes necessary to become creative and responsible, future focused learners.

Improvement Measures

All teachers plan collaboratively to design programs that develop skills and attitudes for students to become future focused learners.

Establish a consistent school wide system for implementing the general capabilities.

Staff use general capabilities continuum to plan and facilitate student directed learning.

People

Staff

Research and develop their understanding in order to implement future focused pedagogy

Students

Participate in student directed learning that builds skills of future focused learners.

Leaders

Leaders build staff capacity through Instructional collaboration based on current quality research, monitor and evaluate implementation.

Parents/Carers

Communicating to parents and the wider community about student directed learning pedagogy.

Processes

Future Focused teachers:

Staff research and implement future focused pedagogy that will engage learners and develop knowledge of the general capabilities.

Future Focused learners:

Students are able to value and self-direct their learning through their development of the general capabilities.

Evaluation Plan

- Classroom program and student work sample show evidence of future focused skills.
- Focus groups students, staff and parents show increase knowledge of future focused skills and how these skills help them learn.
- Tell Them From Me Survey analysis.

Practices and Products

Practices

All staff use research and trial innovative evidence based practice in future focused learning through instructional collaboration

Staff engage in professional learning around the general capabilities framework.

Staff analyse student work samples for evidence of general capabilities.

Products

All teaching and learning programs have student directed learning embedded.

The general capabilities are embedded across all key learning areas

Strategic Direction 3: Strong Connected Learning Community

Purpose

To create successful learners through strengthening whole school wellbeing practices and establishing productive community partnerships.

Improvement Measures

- TTFM survey indicates increased attitudes towards wellbeing from students, staff and our community.
- Social development and commitment to learning on reports indicates and increase in desired behaviours.
- Increase per year of community attendance and participation in school events and programs.

People

Staff

Adopt a cohesive and comprehensive approach to student wellbeing through professional learning.

Students

Build skills to value the importance of wellbeing and the impact it has on their learning.

Leaders

Create and sustain consistent approach to wellbeing.

Parents/Carers

Develop an understanding and value wellbeing as integral to achieving the aspirations of every student.

Community Partners

Engage with external organisations to support implementation of evidence based programs for student wellbeing.

Processes

Whole School Wellbeing:

Develop personal and social capabilities through a whole school integrated approach to student wellbeing.

Connected Learning Community

Students, staff and members of the wider school community have a shared understanding of the wellbeing framework and how it supports student learning.

Evaluation Plan

- Analysis of TTFM data.
- Focus groups to reflect on attitudes and expectations of students, teachers and the community.
- Community participation data

Practices and Products

Practices

Teachers model and promote growth mind set skills as a tool for successful learning.

The school productively engages with community organisations to support the wellbeing of all stakeholders.

Products

Students are confident risk takers in their learning through the use of growth mindset skills and perseverance.

A whole school approach is used to value and support the wellbeing of all stakeholders.