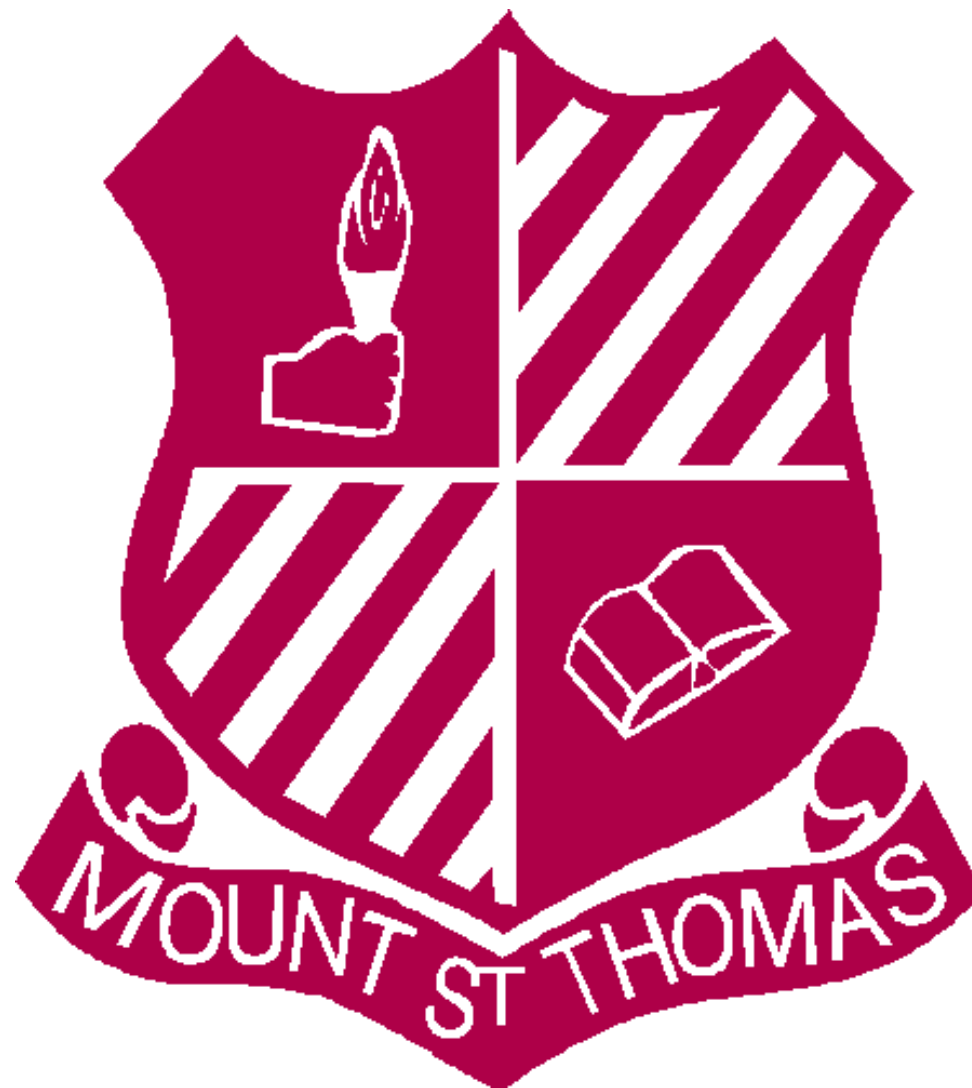


# School plan 2018-2020

## Mount St Thomas Public School 3881



# School background 2018–2020

## 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.

## 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 345 students including 8 Aboriginal students.

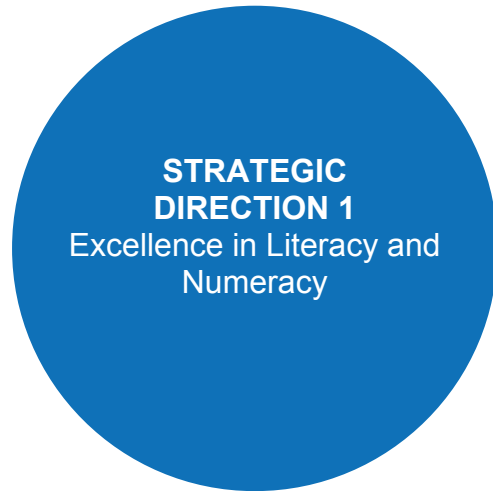
The school structure consists of 12 multi-grade classes and 2 straight classes. The teaching staff is a mix of experienced and early career teachers, who are dedicated and regularly engage in a variety of professional learning opportunities to enhance their teaching practices. The school motto of “Facing 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 2017 Mount St Thomas Public School participated in External Validation. External Validation provides an opportunity for schools to discuss their judgements about the school’s practice and the evidence that underpins them with a panel of peers.

During this process, our school undertook self-assessment using the elements of the School Excellence Framework (SEF) to inform, monitor and validate our journey to excellence in learning, teaching and leading. This self-assessment process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community. Through annotation and analysis the school leadership team identified how the selected pieces of evidence supported the school’s self-assessment judgements across all elements of the SEF. Our self-assessment processes assisted the school to refine the strategic priorities in our School Plan to lead further improvements in the delivery of education to our students. In addition to the External Validation process, the Appreciative Inquiry Process was used with staff, students and parents to review strengths and successes in the school and to identify wishes and vision for the future. The Mount St Thomas Public School 2018–2020 Strategic Plan identifies our school priorities as evidenced in this rigorous self-assessment process and sets out clear improvement measures. It forms the basis for the school’s improvement and development efforts in partnership with the students, staff and wider school community. As part of the evaluation processes, stakeholders who comprise the school community are able to provide ongoing feedback into the school’s performance and the effectiveness of this plan. Three key strategic directions were identified and aligned to the School Excellence Framework, as a basis for future focus and development: 1. Excellence in Literacy and Numeracy–Building Strong Foundations; 2. Quality, Innovative and Reflective Pedagogy–Building strong & effective instructional expertise; 3. Creating a Dynamic Leadership Culture–Building Leadership Capability to lead excellence in educational practice.

# School strategic directions 2018–2020



**Purpose:**

The learning of every student is at the core of what we do, and is key to the development of individual potential, creating increasingly self-motivated learners, confident and creative individuals and productive global citizens.

Our purpose is:

To provide a school culture strongly focused on learning with a school-wide, 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.

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



**Purpose:**

Teacher quality and instructional expertise are key to the building of educational aspiration through teaching excellence that inspires learning.

Our purpose is:

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge, understand and implement effective explicit teaching methods and innovation in a shared and systematic approach across the school, through targeted professional learning, evidence-based teaching strategies, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas.

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, differentiated instructional strategies and practices.



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

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

# Strategic Direction 1: Excellence in Literacy and Numeracy

## Purpose

The learning of every student is at the core of what we do, and is key to the development of individual potential, creating increasingly self-motivated learners, confident and creative individuals and productive global citizens.

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

## Improvement Measures

We will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for literacy, as demonstrated by NAPLAN and school-based assessment measures.

We will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for numeracy, as demonstrated by NAPLAN and school-based assessment measures.

## 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.

Develop awareness of purpose and responsibility for evaluating own learning.

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

### Staff

Explicit differentiation in teaching and learning programs.

Timely feedback provided to students for, of, as their learning, using a variety of visible learning strategies.

Change management acceptance and acknowledgement of change in curriculum and technology.

Whole school approach to tracking and delivery.

### Parents/Carers

Multifaceted communication in understanding how to support differentiation and learning.

Building trust through communication and involvement.

### Community Partners

Building relationships with Preschools.

## Processes

### Curriculum and Learning

Implement whole school scope and sequences with integrated units of work based on the NSW syllabuses. Collegial and shared programs and teaching and learning activities, team teaching, mentoring and modelling in the classroom.

All students; including gifted students, Aboriginal students, EAL/D students and students with a disability receive targeted support through proactive differentiated instruction and personalised learning practices.

### Assessment and Reporting

Teachers clearly understand, develop and apply a full range of assessment strategies— assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring student progress and achievement, and reflecting on teaching effectiveness.

Student learning goals are informed by analysis of internal and external student progress and achievement data. Progress towards goals and reporting on school performance is monitored through collection and analysis of quality, valid and reliable data. Students have opportunities to give and gain feedback and reflect on assessment and reporting processes to plan their current and future learning.

### Wellbeing

A whole school integrated approach to promote positive behaviour for learning (PBL) for students with clearly defined

## 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.

Teachers have a greater understanding of the skills and knowledge that is required by future learners, evident in teaching practices.

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

Students demonstrate confidence as learners and map their progress against personalised goals and school values.

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

### Products

Quality scope & sequences with integrated units of work have been reviewed based on the NSW syllabuses K–6.

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

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

# Strategic Direction 1: Excellence in Literacy and Numeracy

## Improvement Measures

Students tracked to map growth using PLAN, Beststart and NAPLAN. 80% of students will achieve their year appropriate expected NAPLAN growth in literacy and numeracy.

All staff utilising focused assessment strategies as evidenced in class programs. Refined assessment strategies reflected by a consistent culture of concise and clear expectations.

## People

Engagement in activities across the schools networks.

## Processes

behavioural expectations to enhance their wellbeing, to build healthy minds, bodies and relationships and to enable them to problem solve conflict alongside the Rock and Water program.

Establishment of the Mountso Growers program, engaging identified students in 'hands on' environmental education and sustainability experiences in the Community Kitchen Garden.

## 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 targeted programs' effectiveness to improve student achievement- using evaluative tools such as Photo Voice, video capture and student products.

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 Positive Behaviour for Learning (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

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 behavioural expectations and teaching practices are reflected across all class programs and playground procedures, and are consistent across the school.

# Strategic Direction 2: Quality, Innovative and Reflective Pedagogy

## Purpose

Teacher quality and instructional expertise are key to the building of educational aspiration through teaching excellence that inspires learning.

Our purpose is:

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge, understand and implement effective explicit teaching methods and innovation in a shared and systematic approach across the school, through targeted professional learning, evidence-based teaching strategies, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas.

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, differentiated instructional strategies and practices.

## Improvement Measures

Increase of student achievement in literacy and numeracy tasks as informed by whole-school internal and external data, and Pre and Post Assessment data from Action Research Projects as a result of effective classroom practices.

100% teachers use evidence, research and professional tools such as; Australian Professional Standards for Teachers, NSW Quality Teaching Model and the Classroom

## People

### Students

Master core subjects, think deeply and critically and make relevant connections. Students are healthy, fit and innovative and engage in co-operative learning and problem solving incorporating ICT.. They are critical and creative thinkers who are motivated to achieve their best in curricula and extra-curricular programs.

### Staff

Use the Performance Development Framework to develop personalised professional learning plans, 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 instructional expertise* to deliver innovative and quality teaching programs.

### Leaders

Use the Performance Development Framework to develop personalised professional learning plans linked to the school's strategic directions, the Australian Professional Standards at higher levels and the Professional Standard for Principals.

## Processes

### Effective Classroom Practice

Teachers develop a deeper pedagogical knowledge of differentiated instruction and personalised learning through research of current thinking and practices.

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

### Data Skills and Use

Teachers develop a deep knowledge of how to use and apply all forms of student, teacher and school generated data. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

### Teacher Learning and Development

Build capacity of our teaching team, as measured against the Australian Professional Standards, through targeted professional learning identified that develops deep pedagogical and syllabus

## Practices and Products

### Practices

Teachers research and investigate differentiated instruction and personalised learning practices in teaching literacy and numeracy to inform their current and future practices.

Learning intentions, success criteria and assessment practices are visible, to support students to set their own goals and give timely feedback.

Quality Teaching Rounds and Lesson Study provide the opportunity for teachers to reflect and gain feedback on teaching practices.

Qualitative and quantitative evidence of teacher practice, student achievement & student engagement are collected, collated, analysed & evaluated from Action Research, formative and summative assessment & external testing, to inform effectiveness of teaching & 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 teachers' syllabus knowledge and, pedagogy and practices.

### Products

# Strategic Direction 2: Quality, Innovative and Reflective Pedagogy

## Improvement Measures

Practice Continuum to reflect and report on the achievement of their own learning and leadership PDP goals.

## Processes

knowledge, and knowledge of contemporary research to ensure every student experiences high quality teaching.

Supervisors/mentors assist new and beginning teachers by providing an induction and support structures to build their capacity to demonstrate quality teaching practices across all KLAs; through lesson observations, assistance with assessment and reporting and guidance towards effective classroom practice and management.

Supervisors/mentors build the capacity of staff to engage in targeted programs to access all levels of accreditation and promotion.

## Evaluation Plan

Evaluate data collected from Action Research and Lesson Study eg. Class/ stage-based pre/post assessment growth data in literacy & numeracy tasks & student engagement observation data, evidence from evaluative tools and student products to assess impact of teachers' pedagogical knowledge of differentiated & personalised learning, on student achievement..

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

Evaluate teachers' reflective practices with regard to Action Research methodology, professional learning opportunities and and future directions in professional learning.

Teachers' usage of the Australian

## Practices and Products

100% teachers use evidence, research and professional tools such as; Australian Professional Standards for Teachers, NSW Quality Teaching Model, the Classroom Practice Continuum and the SEFv2 to design, reflect and report on the achievement of their own learning and leadership PDP goals.

All teaching practices are informed by evidence and data to ensure teaching and learning in literacy and numeracy is differentiated and personalised to 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.

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

All teachers successfully undertake and maintain accreditation at proficient or at higher levels.

## Strategic Direction 2: Quality, Innovative and Reflective Pedagogy

### Processes

professional Standards for Teachers, Classroom Practice Continuum, NSW Quality Teaching Model, AITSL Self-Assessment Tool and the SEFv2, to reflect on and inform practice, will be regularly monitored in PDP procedures.



# Strategic Direction 3: Creating a Dynamic Leadership Culture

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

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

## Improvement Measures

Teachers use 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.

Increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.

## 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 PDP process to support teams to identify their personal learning and development needs linked to the schools' strategic directions and the Australian Professional Standards.

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 and reflective evidence-based practice.

## Processes

### Educational Leadership

Build the leadership capability of students.

Distributed instructional leadership with collegial learning in collaborative teams, utilising expertise. Through the QTSS initiative, providing purposeful and personalised professional learning to build teacher and leader capacity.

Aspirational leadership evidenced through capacity to lead curriculum innovation and sustain excellence in instructional expertise and succession planning opportunities.

Collaborative, 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.

### Building Communities of Practice

Build on collaborative partnerships with Figtree COS, Professional Learning and Aspiring Leaders Networks, businesses and University partnerships that promote the ongoing growth and achievement of our school and students, with alignment to our school plan and vision.

Develop programs to enhance parent and caregiver satisfaction and engagement in class, school and community activities.

## Evaluation Plan

Evaluate and target professional learning needs by surveying school leaders on the success and effectiveness of the development of PDP Plans in meeting PL

## Practices and Products

### Practices

Students' have a voice through the SRC and student leadership team and respond to students' suggestions and issues.

Current and aspiring leaders collaboratively plan their Performance Development Plans using a number of tools, to regularly reflect, share and discuss their professional learning needs, accomplishments and leadership goals with supervisors/ mentors/ coaches 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.

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

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

### Products

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.

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 school, vision

# Strategic Direction 3: Creating a Dynamic Leadership Culture

| Processes   |
|---|
| 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.  |
| Survey of parents supporting classroom, school & P&C initiatives at beg. & end of year to gather baseline data. Review success of productive relationships formed with community partners (school and P&C). |

| Practices and Products   |
|--|
| and strategic directions.  |
| 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. |