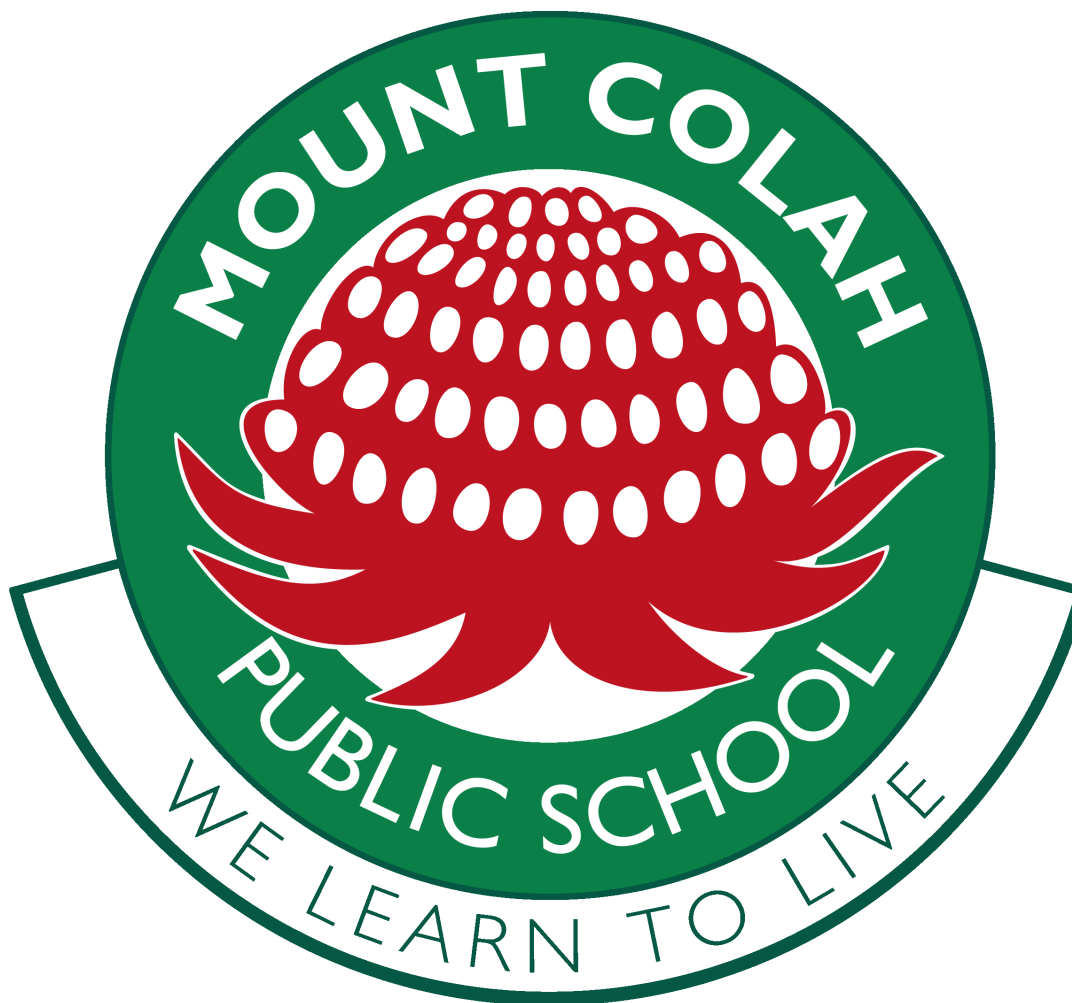# School plan 2018-2020

Mount Colah Public School 3885

School background 2018–2020

School vision statement

At Mount Colah Public School our vision is that children leave this school with:

a set of values — honesty, integrity and good judgement

a complement of essential skills — linguistic, mathematical, scientific, artistic, physical and social

an enquiring and discriminating mind and a desire for knowledge.

strong self–esteem and high personal expectation

tolerance and respect for others.

We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

School context

Mount Colah Public School is situated in a bushland setting, north ofHornsby. It has a current enrolment of 464 students. The NESB background of theschool community is 13%. Trained and dedicated teachers deliver qualityteaching programs in a caring and supportive environment. The school hasexperienced continuous improvement, particularly in literacy and numeracy overa number of years. The school provides a well–rounded education with thedevelopment of the 'whole child' seen as important, through its successfulacademic, sport, performing arts and technology programs. The school enjoysstrong parent and community involvement. The P&C has generously supportedthe installation of technology infrastructure for learning within the school.

School planning process

A staff survey in 2017 indicated strong support for Growth Mindset principles and a desire to further enhance students independence and confidence in approaches to learning. This will continue to be reflected across the school with a common language being used by staff and students.

This has been used as a basis for investigating and implementing the principles of Visible Learning and how those principles enable students to take responsibility for their learning. By introducing Visible Learning principles it is felt that students will be enabled and supported in the process of becoming independent and reflective learners who can process and transform knowledge and skills and apply them to new situations . The Parent survey indicated that more options for Gifted and Talented students should be explored by the school. The school has responded to this need by incorporating the development of a Gifted and Talented Policy and increased differentiation in school programs into the 2018–2020 School Plan.

The School Plan 2018–2020 was presented by the Executive leading each Strategic Direction at the November Meeting of the P&C in 2017 and endorsed by the P&C who expressed their confidence in and support of the School Executive

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Transforming Learning

STRATEGIC DIRECTION 2
Professional Learning Through Collaboration

STRATEGIC DIRECTION 3
Developing a Partnership School Culture

Purpose:

Create a student centred learning environment that nurtures, guides and challenges all students. At the core is authentic learning with a differentiated curriculum that is flexible, reflective, relevant and responsive to the diverse needs of our students, staff and community.

Guide students to take responsibility for their own learning underpinned by high expectations and excellence in teaching practices.

Purpose:

To ensure a whole school approach towards the implementation of quality teaching and learning by utilising data resulting in consistency in expectation, professional dialogue, and reflective practice. Commitment to building the capacity of all team members to implement effective change in teaching and learning programs.

Purpose:

Extend existing partnerships and connections within the community by utilising their skills to enrich the educational experience of students. Develop initiatives to support students and family wellbeing in a holistic manner.

Mount Colah Public School 3885 (2018-2020)

Strategic Direction 1: Transforming Learning

Purpose

Create a student centred learning environment that nurtures, guides and challenges all students. At the core is authentic learning with a differentiated curriculum that is flexible, reflective, relevant and responsive to the diverse needs of our students, staff and community.

Guide students to take responsibility for their own learning underpinned by high expectations and excellence in teaching practices.

Improvement Measures

All teacher programs reflect differentiation in English and Maths.

50% of students are represented in the top 2 bands in NAPLAN English and Numeracy

Students demonstrate an increased understanding of how to guide their own learning and improvement as measured by twice yearly surveys

People

Students

Students use goal setting and success criteria to effectively reflect on their own learning so that they understand how to achieve their learning goals. Students use growth mindset principles to engage with learning tasks

Staff

Have the knowledge and capability to implement differentiated programs into their classrooms.

Staff have the skills to utilise formative assessment and feedback which contributes to the growth of student learning outcomes.

Parents/Carers

Parents and carers are actively engaged and work in partnership with the school to develop individual learning programs as required.

Leaders

Leaders will develop and implement specific school programs to improve learning outcomes for students.

Leaders will facilitate professional learning opportunities for staff to increase capacity to deliver differentiation strategies in all classrooms

Processes

Implement assessment and tracking strategies using the PLAN 2/ Learning Progressions and common assessment tasks to inform teaching and learning programs K–6 and drive differentiation and quality teaching.

Through mentoring and professional learning staff develop and implement differentiated learning programs to meet the needs of all students including learning and support and gifted and talented students.

Staff develop procedures for integrating regular feedback into classroom routines to support the learning needs of all students

Evaluation Plan

Review and monitor teaching programs and practices

Review and analysis of NAPLAN data

Regularly monitor progress and achievement of students in PLAN/ Continuum

Monitor and review the effectiveness of formative assessment practices as well as summative assessment practices

Practices and Products

Practices

Students set personal learning goals, assessing and reflecting on their achievement and making choices about their learning.

Students receive regular feedback on their classroom performance and assessment tasks.

Products

Teaching Programs reflect differentiation for all levels of student ability to meet individual student needs

Aschool based G&T policy developed and resources created for the teaching ofgifted students in areas such as maths and creative writing.

Strategic Direction 2: Professional Learning Through Collaboration

Purpose

To ensure a whole school approach towards the implementation of quality teaching and learning by utilising data resulting in consistency in expectation, professional dialogue, and reflective practice. Commitment to building the capacity of all team members to implement effective change in teaching and learning programs.

Improvement Measures

.All staff report increased participation in collegial learning as measured by staff surveys.

All Stages will have refined a range of assessment tasks to better align with differentiated programs

Stage meeting minutes record Teacher dialogue indicating their ability to articulate how performance data informs their teaching practice.

Differentiated teaching and learning programs that reflect the individual learning needs of students ranging from Learning Support to Gifted And Talented are in place

People

Students

Students actively engage and participate in the learning process through both individual and collaborative approaches.

Staff

Staff engages in professional development that is relevant, meaningful and driven by 21st century research and practice.

Staff engages in the process and development of goal setting and reflection in order to foster collaborative planning and positive mindsets focused on the development and implementation of programs that reflect NESA standards.

Staff regularly uses student performance data to inform teaching practices.

Leaders

Leaders mentor beginning teachers and model effective evidence based practice

Processes

Develop a whole school professional learning plan that supports the needs of staff for relevant and meaningful training.(school based, BOSTES, other PL)

Facilitate collegial partnerships through coaching and mentoring at the school level for achieving and maintaining accreditation and supporting PDP goals.

Provide Professional Learning in the collection and interpretation of student data.

Evaluation Plan

Review and monitor teaching programs and practices.

Engage in half yearly and annual review of Professional Development Goals.

Practices and Products

Practices

Collaboration within stage team teams to develop differentiated programs and assessment tasks.

Develop and implement individualised professional learning plans targeted at developing teacher capacity to cater for learner diversity as well as reflecting school directions, stage goals and individual goals

Staff implement assessment schedule.

Strategic Direction 3: Developing a Partnership School Culture

Purpose

Extend existing partnerships and connections within the community by utilising their skills to enrich the educational experience of students. Develop initiatives to support students and family wellbeing in a holistic manner.

Improvement Measures

Increase parent participation across all school events

15%improved response to school initiated feedback surveys from parents

Multilit program has become a part of the learning support structure within the school.

Decrease in behaviour related incidentsafter students receive specific instruction through PBEL lessons onexpectations of behaviour.

People

Students

Students become self–directed confident learners by participating in the schools welfare and well–being programs.

Students reflect on their progress against the school wellbeing programs through pre and post surveys.

Staff

Through collegial professional development and collaboration, staff implements programs and processes that support student wellbeing.

Utilise parent skills and partnerships to support broader school programs

Parents/Carers

Parents and Carers volunteer and actively participate in school classrooms and initiatives using their skills to enrich school life for students.

Processes

Communicate and engage through provision of opportunities for parents to work in a meaningful partnership in various school events

Facilitating increased opportunities for parent involvement and reflection in school life in a variety of ways including utilising parent and community expertise and skills as mentors to bring mutual benefits and maximise student engagement and achievement.

Continue to evaluate and modify established school welfare programs such as PBEL, Bounce Back, Rock and Water, Growth Mindset and school values.

Evaluation Plan

Regular feedback and consultation with the community through focus groups and survey mediums.

Students will be evaluated twice ayear, parents once and teachers once.

Behaviour in the targeted PBEL area is tracked for incidents logged by teachers pre and post lessons.

Practices and Products

Practices

Wellbeing programs such as PBEL updated to better communicate school expectations to students.

Teachers build partnerships with parents and utilize their specific skills in the classroom and across the school in programs such as Multilit to increase student engagement.

Survey to inform new directions in welfare/well–being programs.

Products

Database of parent expertise and willingness to participate in school programs such as Multilit.

Parents bringing their specificskills such as coding, environmental science, technology, law, commerce anddesign to expose students to expert knowledge of these areas that teachers maynot have and therefore increase student engagement and outcomes.

Increased parental participation in school programs in and out of the classroom

Students report greater awareness of resilience, independence and self–direction as reported in surveys.