

School plan 2018-2020

Mowbray Public School 4015



School background 2018–2020

School vision statement

Mowbray Public School commenced a significant upgrade in 2015 which will increase the student numbers from 380 in 2015 to a potential future enrolment of 1,000 housed in a 21st century learning facility.

The involved and committed staff is supported by an active and informed parent community.

Our school has a reputation as a caring community in which the welfare and education of the individual child is given high priority.

Mowbray Public School delivers quality education to develop the individual talents, interests and abilities of our students.

Our aim is to develop and maintain a vibrant and responsive learning community that provides children with the capability and confidence to succeed as citizens of the 21st Century.

School context

Mowbray Public School offers excellence in education through a nurturing, co-operative environment designed to bring out the best in our students.

One of the high-achieving Public Schools in our area, we also provide many opportunities for students through our sports and award-winning music programs.

Our highly qualified and dedicated teachers develop stimulating programs catering for the learning needs of all our children who come from a wide range of ethnic backgrounds.

School planning process

Planning has taken into account the significant changes to the school's facilities which will occur during 2015–17 as a result of the upgrade building project.

Strategies to minimise the impact on the educational programs have been an important factor in the 2015–17 School Plan.

The School Planning Process has involved:

Evaluation of the 2014 Plan by school staff;

#Surveys of Parents and Staff on "Where to for Mowbray?"

#Reference to "Tell Them From Me" data from students;

#Staff meetings devoted to the planning process;

#Participation of the Executive Team in constructing the draft Plan;

#Consultation with School Council and P&C;

#Inclusion of evaluation strategies in the School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Assessing & Reporting

Purpose:

Focusing on assessment enables teachers to pinpoint areas of student strength and need, and use this information to differentiate curriculum delivery to support student success. Reporting progress to parents facilitates positive home/school partnerships.

STRATEGIC DIRECTION 2 Creative & Highly Engaging Learning

Purpose:

The quality of the classroom environment matters, to both student wellbeing and academic learning. Teacher expectations, behaviours, and interactions in the classroom all affect how well the students learn. When students are engaged in class, they learn more. It is vital that teachers create the right classroom climate for learning: raising student expectations; developing a rapport with students; establishing routines; challenging students to participate and take risks.

STRATEGIC DIRECTION 3 Positive School Environment Enhancing the Wellbeing of Staff, Students and Wider Community

Purpose:

Staff wellbeing is an important part of a mentally healthy school and is essential for effective teaching and learning. At Mowbray, everyone's wellbeing matters. When school staff are mentally healthy, this has a positive impact on students, work colleagues and the culture of the school. The Wellbeing Framework supports schools to create learning environments that enable students to be healthy, happy, engaged and successful.

Strategic Direction 1: Assessing & Reporting

Purpose

Focusing on assessment enables teachers to pinpoint areas of student strength and need, and use this information to differentiate curriculum delivery to support student success. Reporting progress to parents facilitates positive home/school partnerships.

Improvement Measures

Data is collected, analysed and discussed at stage meetings regularly.

Increase the proportion of assessments that are differentiated and allow all students to achieve both challenge and success.

At least 95% of teachers use Learning Progression student data when planning units of work. Link the progression of student learning to outcomes in the syllabus.

Every student demonstrates one year of learning for one year of teaching.

People

Staff

- Engage in professional development about Learning Progressions
- Understand data protocols
- Participate in consistent teacher grading guide sessions
- Understand quality assessment practices and devise assessments which meet criteria
- Use learning intentions (goal) and success criteria to evaluate lessons
- Analyse NAPLAN data to inform teaching and learning

Parents/Carers

- Understand the purpose of reporting practices
- Are engaged in their children's learning

Students

- Identify learning goals
- Understand rubrics and success criteria
- Can evaluate own and others' work samples based on criteria

Community Partners

- Shared professional learning

Processes

- 1) Consistent Whole School Monitoring of Student Learning
- 2) Assessment for, of and as Learning to Inform Pedagogy and Professional Dialogue
- 3) Clear, Timely and Accurate Reporting of Progress / schedule of assessments

Evaluation Plan

Meeting minutes reflecting professional dialogue around data collection (spreadsheet and progressions) and implications for classroom practice

Learning and Support Team to use teacher-prepared data to inform decision-making

Completed rubrics

Evaluation (surveys) of professional learning sessions

Accomplishment of student personal learning goals

Work samples as a grading guide

Guidelines for parent helpers

Practices and Products

Practices

Differentiated assessment strategies allowing students to show what they know and can do.

ACARA Learning Progressions are known, understood and used to monitor learning.

Visible learning is evident in each classroom and students can articulate their goals.

All teachers develop and implement assessment rubrics indicating success criteria and providing performance feedback.

Products

Spreadsheets are established to record data.

Observational recording systems marking students against the Learning Progressions are developed and implemented.

Appropriate combination of quantitative and qualitative student data provided to parents/students.

Strategic Direction 2: Creative & Highly Engaging Learning

Purpose	People	Processes	Practices and Products
<p>The quality of the classroom environment matters, to both student wellbeing and academic learning. Teacher expectations, behaviours, and interactions in the classroom all affect how well the students learn. When students are engaged in class, they learn more. It is vital that teachers create the right classroom climate for learning: raising student expectations; developing a rapport with students; establishing routines; challenging students to participate and take risks.</p>	<p>Staff</p> <p>Engage in professional learning about flexible spaces and General Capabilities.</p> <p>Collaborate in the writing of integrated and differentiated units of work/programs.</p> <p>Work alongside parents and students to write adjustment plans.</p> <p>Able to identify student need based on evidence, observation, and reports from outside parties.</p> <p>Develop growth mindset that they can improve and benefit from others' expertise.</p> <p>Parents/Carers</p> <p>Develop an understanding of how flexible learning environments work and why they are implemented</p> <p>Attend celebration of learning days linked to goals.</p> <p>Students</p> <p>Ask questions and work collaboratively and collegially</p> <p>Utilise creative and critical and thinking across all KLA's.</p> <p>Confidently use future focused learning environments to improve their own learning. Use BYOD confidently and ethically.</p> <p>Community Partners</p> <p>Share practice across North Harbour</p>	<p>Processes</p> <p>1) Personalised learning at the appropriate level of challenge.</p> <p>2) Future-focused learning in an engaging, collaborative environment.</p> <p>3) Collaborative practice where teachers share knowledge, data and feedback to create a culture of continuous improvement, high expectation, and well-managed student transitions.</p> <p>Evaluation Plan</p> <p>Quality Teaching Rounds coding against creative, critical, collaborative learning.</p> <p>Students able to articulate learning achievements; only possible through provision of differentiated curriculum.</p> <p>ICAS Digital Technology data analysis.</p> <p>Teacher responses to surveys indicating confidence and knowledge of General Capabilities, specifically creative & critical thinking and ICT.</p> <p>Tell Them From Me data indicates students identify high levels of challenge & success.</p>	<p>Practices</p> <p>Programming takes account of ACARA General Capabilities including creative and critical thinking skills and ICT.</p> <p>Integrated STEM units of work and student inquiry drive pedagogical innovation.</p> <p>Teachers collaborate and program together with deliberate consideration to expectation and differentiation.</p> <p>Individual student adjustment and accommodations are made in collaboration with parents and students.</p> <p>Opportunities for enrichment and extension exist K-6.</p> <p>Products</p> <p>Policy for personalised learning and adjustment plan proformas are developed and implemented. Support extension ILPs.</p> <p>Creative & critical thinking elements are understood and supported through consistent visual displays, including anchor charts and smart goals.</p> <p>Classrooms are set up flexibly to support innovative pedagogy. Fluid groups, flexible seating, creative environment.</p> <p>All teachers understand and use clearly evidenced literacy and numeracy progressions.</p>
Improvement Measures			
Increased proportion of teaching and learning programs showing explicit plans for student differentiation.			
Every student identified as requiring adjustments is provided with a detailed plan through consultation.			
Students 2-6 complete the ICAS Digital Technology assessment and increased performance is noted each year.			
Peer teacher observations show an improved prevalence of creative, critical and collaborative learning & behaviours in each classroom K-6.			

Strategic Direction 2: Creative & Highly Engaging Learning

People

Learning. Aurora College partnerships in gifted and talented education.

Strategic Direction 3: Positive School Environment Enhancing the Wellbeing of Staff, Students and Wider Community

Purpose	People	Processes	Practices and Products
<p>Staff wellbeing is an important part of a mentally healthy school and is essential for effective teaching and learning. At Mowbray, everyone's wellbeing matters. When school staff are mentally healthy, this has a positive impact on students, work colleagues and the culture of the school. The Wellbeing Framework supports schools to create learning environments that enable students to be healthy, happy, engaged and successful.</p>	<p>Staff</p> <ul style="list-style-type: none"> Nurture professional relationships with other staff and students which are safe, respectful and supportive using positive psychology and growth mindset. <p>Parents/Carers</p> <ul style="list-style-type: none"> Actively participate in the school and in helping students to develop positive connections. Proactively include all sections of the community, through culturally-sensitive events. <p>Students</p> <ul style="list-style-type: none"> Will be supported with whole school wellbeing programs which include explicit teaching to enable students to connect, succeed and thrive. Develop personal responsibility. Can articulate positive choices in a range of circumstances. Students with anxiety, noise problems, ADD, ADHD to feel safe. <p>Community Partners</p> <ul style="list-style-type: none"> Increased opportunities for staff and the wider educational community to participate in professional learning for wellbeing. 	<p>Processes</p> <ol style="list-style-type: none"> Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. Through professional learning teachers will create a supportive, harmonious and collegial environment which support and strengthens students cognitive, physical, social, emotional and spiritual development. Provide professional development to enable a positive, supportive and encouraging learning environment for staff and the wider community. <p>Evaluation Plan</p> <p>Teacher evaluations of wellbeing program and analysis of data from surveys have identified future direction.</p> <p>Analysis of playground and detention statistics has provided direction of wellbeing.</p> <p>Community evaluations of forums and initiatives and attendance rates.</p> <p>Sentral data for tracking of attendance, behaviour and wellbeing.</p>	<p>Practices</p> <p>Seek wellbeing professionals to guide the development of a whole school approach.</p> <p>All staff undertake mandatory training to comply with legislative and policy requirements for the development of best practice.</p> <p>To enhance positive connections which develop inclusive and innovative wellbeing programs. These will promote high-level positive community engagement and relationships.</p> <p>To establish a place where students with anxiety, noise problems, ADD, ADHD can feel safe.</p> <p>Products</p> <p>The school has in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of our students which measurably improves individual and collective wellbeing and resilience.</p> <p>Increase the proportion of students showing progress towards positive behaviours to allow for successful personalised learning.</p> <p>Students demonstrate a growth mindset and positive social emotional behaviours in the classroom and playground.</p> <p>Students develop a sense of 'ownership' of the school.</p>
Improvement Measures			
Point in time measure of student engagement (Tell Them from Me survey).			
Increase in positive recognition that students and staff receive.			
Increased proportion of students feel known, valued and cared for.			
Increased understanding of the school's core values amongst the students, staff and wider community. Reduced bullying.			
<p>Point in time measure of student engagement (Tell Them from Me survey). Increase in positive recognition that students and staff receive. Increased proportion of students feel known, valued and cared for. Increased understanding of the school's core values amongst the students, staff and wider community. Reduced bullying. Data/evidence from:</p> <ul style="list-style-type: none"> National Consistent Collection of Data (NCCD). Learning Support Team minutes. Behaviour referrals Staff surveys. 			

Strategic Direction 3: Positive School Environment Enhancing the Wellbeing of Staff, Students and Wider Community

Improvement Measures

- PDP – 3 personal goals and 3 goals set by supervisor give non-confronting feedback; to align with growth and school development.