

School plan 2018-2020

Mount Pritchard East Public School 4210



School background 2018–2020

School vision statement

OUR VISION: Inspired High Impact Teaching and Learning through Instructional Collaboration and Inclusive Authentic Partnerships.

At Mount Pritchard East School we want to drive innovative practice and create communities of practice in authentic partnerships with student needs, growth and progress at the core.

OUR PURPOSE: To prepare successful and responsive citizens to be engaged and responsible in an evolving future focused society.

The educators at Mount Pritchard East Public School believe that it is our collective responsibility to ensure every student will:

- Achieve personal success
- Be reflective purposeful, engaged and motivated learners
- Be able to transfer/apply their skills and knowledge
- Value cultural differences
- Be given opportunities to experience success and celebrate their strengths and differences.

OUR VALUES: We have aligned our values with the Department of Education values and highlight Excellence, High Expectations, Equity, Accountability, Responsibility, Trust, Respect, Empathy and Service.

Mount Pritchard East Values

- **Excellence** and **High expectations** in all we do for **Inspired High Impact Teaching and Learning.**

School context

Mount Pritchard East is a primary school established in 1962 and situated in south–west Sydney. The school's population comprises of approximately 248 students from diverse cultural, religious and socio–economic backgrounds. There is a 71.7% LBOTE (Language Background other than English) population with the majority of students coming from Vietnamese, Arabic, Samoan, Serbian and Khmer backgrounds. The school has 25 ATSI (Aboriginal and Torres Strait islander) students.

The school NSW FOEI (family occupation and employment index) is 145, which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio–Educational Advantage) is 921, including significant socioeconomic disadvantage.

The school's student Wellbeing, curriculum, teaching and learning and parent programs recognise and actively address the diverse needs of our school community. Parents maintain high expectations for their children's success. Classrooms have evolved into active learning spaces with a focus on student directed learning and formative assessment. Technology is embedded to support learning and high levels of student engagement.

The staff are dedicated and proactive professionals who continuously work collaboratively to promote the well being of the 'Whole Child'.

School planning process

School plan was developed through rigorous data collection both internally and externally to determine current and future directions.

- Regular collection of qualitative and quantitative data inline with the school's 3 Strategic Directions from program evaluations, student and staff feedback, student focus group and parent surveys is sought to evaluate evidence of impact.
- Community feedback was sought through surveys, parent suggestion box, P&C meetings, Parent Focus groups and 3 Way Conferencing.
- Internal data and reflections are gathered through TTFM – Tell Them From Me Surveys, evaluations, staff professional learning and both cooperative and stage meetings on student achievement, strategic directions, planning and programming is embedded in a cyclic process to effectively develop, evaluate and where necessary redirect in relation to the school's Strategic Directions.
- Collaborative and wider community networks were consulted with a shared ethos, mentoring and ideas through EAfS Community of Schools and other networks.

School background 2018–2020

School vision statement

- **Equity** for all to succeed and grow.
- **Accountability** and **Responsibility** with the same vision, focus and purpose in **Instructional Collaboration**.
- Building **Trust, Respect** and **Empathy**
- Fostering **Integrity**, transparency and understanding.
- **Servicing** our local community and beyond in **Inclusive Authentic Partnerships**.

School context

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
INSPIRED HIGH IMPACT TEACHING AND LEARNING for engaging, quality, reflective practice.

Purpose:

To ensure teaching and learning initiatives, programs and strategies promote inspiration, innovation, engagement and learning experiences for students to achieve in Key Learning Areas with a focus on Literacy and Numeracy through quality, contextual flexible curriculum design and evidence based pedagogies.

Our Goals:

- A strong focus on all Key Learning with both staff and students developing and learning in line with our Syllabuses and Learning Progressions.
- Every student and staff member to grow through development of goals and a plan to achieve progress tracked with data analysis of impact.

STRATEGIC DIRECTION 2
INSTRUCTIONAL COLLABORATION to foster innovation, growth and progress

Purpose:

Instructional collaboration to inspire innovation, growth and progress. Working together to make impact for everyone. Building leadership capacity and density through strengthening professional learning with a focus on building teacher expertise to deliver a differentiated and inspiring curriculum in coaching and mentoring reciprocal partnerships. Leadership capacity is developed through ongoing leadership opportunities to guide new and innovative practices.

Our Goals:

- Encourage our students to lead projects that are engaging and challenging for our students as responsible citizens in an ever changing society.
- Working together to meet student needs, achieve goals and give support according to need. Learning and Support team meetings and Cooperative planning sessions built around student progress.
- Professional learning strategically planned to target school strategic directions. Up–skilling and imparting knowledge throughout the school.

STRATEGIC DIRECTION 3
INCLUSIVE AUTHENTIC PARTNERSHIPS that build trust, value and celebrate our school

Purpose:

Positive school culture and strong community engagement are developed through building community relationships, mutual responsibility, respect, trust and a shared vision. Community engagement is developed through establishing effective communication processes, and building supportive, collaborative partnerships to provide students within a quality learning environment.

Our Goals

- Every student is known, valued and cared for in our school with connections made through interest groups, Wellbeing programs and team building.
- Networking communities of practice to enhance learning and teaching.
- Support our students in transition to, during and after school.

Strategic Direction 1: INSPIRED HIGH IMPACT TEACHING AND LEARNING for engaging, quality, reflective practice.

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Improvement Measures

Improved Learning and attainment:

Increased proportion of students at or above grade expectations in Literacy and Numeracy according to external and internal measures (e.g reading levels, SENA)

Evidence of Pedagogical shift in embedded practice of evidence based research

to improve teaching and learning.(e.g Spirals of Inquiry, Growth coaching) through evaluations, observations and reflections.

Improved student and staff engagement

in the teaching and learning process and experiences as evidenced through results through surveys, evaluations and reflections (e.g TTFM, Google form surveys)

People

Students

Students will grow as self-reflective, engaged learners and designers of their own learning. Students will build skills to self-assess using a range of assessment as, of and for learning, utilising tools such as writing rubrics and the Literacy and Numeracy progressions. Lead learning designed to engage and connect. (e.g Inquiry based learning)

Staff

Staff as innovative, change makers and curriculum designers. Staff will engage in high impact teaching methods and professional learning in all Key Learning areas with a focus in Literacy and Numeracy to push challenges and innovative practices in enhancing and engaging learning for all.

Leaders

Leaders as co-learners, coaches and mentors in teaching and learning. Leaders demonstrate advanced knowledge in current research and evidence based practices to adopt a coordinated approach to best support, facilitate and guide high impact teaching and learning.

Parents/Carers

Parents and Carers as a learning community growing as co-learners and active partners to support student learning. Parents and Carers will be supported to develop an understanding of the models of learning evident at our school through forums and workshops.

Processes

Collaborative Practice and Feedback

Leaders and staff engage in instructional collaboration through the use of embedded and explicit systems that facilitate collaboration, classroom observation and mentoring, the modelling of effective practice and the provision of timely feedback between teachers.

Coaching and Mentoring (Leadership development)

Leaders and aspiring leaders engage in evidence based learning that develops a deep understanding of how students learn and how to embed a visible learning culture throughout the school through Growth Coaching.

Professional Learning

Establish a performance focused culture using tools such as Spirals of Inquiry and Growth Mindset, with an emphasis on high quality and collaborative professional development, developing an understanding of future focused pedagogies.

Evaluation Plan

- **Ongoing evaluation** of cross-curricular programs through data analysis and parent, student and staff surveys
- **Review, reflections and evaluations of all programs and scope and sequences** across all stages to ensure a creative and differentiated approach across the school.
- **Programming and Supervision**

Practices and Products

Practices

Proactive professional learning communities of practice that are focused on striving towards best evidence based practices, Spirals of Inquiry and data analysis to delve deeper and aim for good results in consistent, high impact teaching and engaged, differentiated student learning and achievement.

Self reflective learners in students and staff whom reflect critically in learning to analyse and adjust personal learning goals and strategies to needed to achieve success.

Rigorous analysis of data and collection of evidence of impact in teaching and learning through ongoing professional learning in assessment as, of and for teaching.

Products

Increased proportion of students utilising quality feedback and self reflection to enhance learning. This is evident in growth of achievement through utilisation of tools such as surveys, the Learning progressions, data base reading levels and personal learning goals..

Innovative, engaging teaching and learning programs co-designed with learners at the core in cyclic reflective analytical practice and explicit differentiated learning.

Strategic Direction 1: INSPIRED HIGH IMPACT TEACHING AND LEARNING for engaging, quality, reflective practice.

People

Community Partners

Community Partnerships and networks building and redefining teaching and learning practise. Links made to local community groups, feeder schools and experts to foster learning through project work and focus areas of teaching and learning. (e.g Building Numeracy Leadership project, NOII Network of Inquiry and Innovative)

Processes

observation of teaching and learning programs.

- **Analysis and comparative data from both external and internal measures** to track growth and areas of need.

Strategic Direction 2: INSTRUCTIONAL COLLABORATION to foster innovation, growth and progress

Purpose

Instructional collaboration to inspire innovation, growth and progress. Working together to make impact for everyone. Building leadership capacity and density through strengthening professional learning with a focus on building teacher expertise to deliver a differentiated and inspiring curriculum in coaching and mentoring reciprocal partnerships. Leadership capacity is developed through ongoing leadership opportunities to guide new and innovative practices.

Our Goals:

- Encourage our students to lead projects that are engaging and challenging for our students as responsible citizens in an ever changing society.
- Working together to meet student needs, achieve goals and give support according to need. Learning and Support team meetings and Cooperative planning sessions built around student progress.
- Professional learning strategically planned to target school strategic directions. Up-skilling and imparting knowledge throughout the school.

Improvement Measures

Aligned Professional Learning goals with Strategic Directions. Enhanced teacher capacity and knowledge of curriculum design aligned to individual Performance and Development. Plan (PDP) in line with Australian Professional Standards and strategic directions.

Instructional Collaboration in networking, communities of practice, cooperative planning and the practice of

People

Students

Students as learners and leaders. Students design of student led projects. They participate in school programs to build their leadership capacity

Engage with and contribute to well being practices that promote future learning

Staff

Staff as co-learners, leaders and collaborative designers of teaching and learning.

Develop leadership capabilities and capacities in themselves and that of others.

Participate in purposeful leadership roles based on professional expertise

Promote an engaging school culture through quality teaching and learning programs

Leaders

Leaders as co-learners, coaches, mentors and leaders in identifying leadership, fostering networks and creating communities with Logic Modelling analysis of teaching and learning programs.

Executive will develop the leadership capabilities of staff to enable teachers to identify their own learning goals and reflection their performance to develop quality programs across the school.

The school leaders build collective capacity of teachers to evaluate the effectiveness of

Processes

Teacher Practice

All teachers are collating whole school data to drive areas of improvement in curriculum and assessment aligned with the Australian Professional Teaching standards.

PDPs aligned to School Plan and the Professional Standards for Teachers

Clear expectations are set through our application of the performance and development framework and the Australian Professional standards for teachers through professional teaching pathways.

Leading and developing others

School leaders provide ongoing opportunities for teacher consultation, sharing and planning through coaching, mentoring. Teachers engage in quality professional learning with a focus on future focused, innovative pedagogies and Positive Behaviour for Learning.

Collaborative Practice and Feedback

Leaders and staff engage in instructional collaboration through the use of embedded and explicit systems that facilitate collaboration, classroom observation and mentoring, the modelling of effective practice and the provision of timely feedback between teachers.

Evaluation Plan

- All teachers have a **Performance and Development Plan (PDP)**, which is regularly reviewed and evaluated and completed after Teacher Self Assessment SET is complete.

Practices and Products

Practices

Quality feedback for staff around developed programs and teaching practices through program feedback meetings, collaborative planning and collegial discussions linked to the Australian Professional Standards for teachers.

Teachers are inspired to build leadership capabilities and develop their knowledge, understanding, attitude, skills and personal qualities.

Teaching staff demonstrate and share their expertise within the school through the delivery of PL and coaching sessions to foster innovative practices, and has processes in place to evaluate, refine and scale success.

Products

Differentiated, innovative and engaging learning programs are underpinned by the implementation of research based pedagogies. Success in learning and progress is achieved for every student through an understanding of student learning, needs, development and behaviour.

Established networks and communities of practice with students, staff and community partners designing teaching and learning programs.

Strategic planned Professional learning linked to PDPs drive the delivery of quality, innovative programs. Teachers build systems to support students, they identify their own professional learning goals to align with school priorities and to

Strategic Direction 2: INSTRUCTIONAL COLLABORATION to foster innovation, growth and progress

Improvement Measures

Spirals of Inquiry to build, enhance and improve student learning.

Building Leadership capacity and density in increased opportunities to lead. An increase in the number of staff, students and parents leading and developing others to increase knowledge and confidence in implementing future focused and innovative pedagogies. (e.g PATCH – Parents as Teachers and Classroom Helpers, Student led initiatives and Professional Learning)

People

school programs and initiatives, informing the strategic directions of the school.

Teachers are provided and supported with coaching and mentoring in their field of expertise or interest. Ongoing professional development and reflection ensures the establishment of dynamic teams and networks.

Parents/Carers

Parents and Carers as active partners in building and supporting learning.

Collaborative engagement to contribute to the schools well being practices promoting future learning

Support the decision making process that creates an engaging school culture.

Participate in workshops and professional learning to enhance school programs. (e.g PaTCH Parents as Teachers and Classroom Helpers, Literacy project)

Community Partners

Communities of practice in instructional collaboration with teaching and learning goals (LC2, NOII Network of Inquiry and Innovation)

Processes

- All executive complete the **School Leadership Self Assessment Tool.**
- **Professional learning experiences are evaluated** and linked to best practice strategies and increased teacher capacity.
- **Ongoing professional reflection** is evident across the school and teachers are confident and willing to take on leadership roles and responsibilities.
- **Tracking of initiatives, leadership and evidence of impact** from developed programs and projects.

Practices and Products

work towards achieving higher levels of accreditation.

Strategic Direction 3: INCLUSIVE AUTHENTIC PARTNERSHIPS that build trust, value and celebrate our school

Purpose

Positive school culture and strong community engagement are developed through building community relationships, mutual responsibility, respect, trust and a shared vision. Community engagement is developed through establishing effective communication processes, and building supportive, collaborative partnerships to provide students within a quality learning environment.

Our Goals

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Improvement Measures

Community Connections: There is evidence of teachers, community partners and parents sharing professional learning to support the development of strong partnerships between home and school with increased number of parents attending school events, forums and workshops.

Showcase and Celebrate. Increase in initiatives and projects centred around community engagement and making connections to learning. (e.g Showcase and Celebrate events calendar, Story factory and Mural project)

Belonging and Success. Evidence of student reporting of belonging, success, support and engagement through surveys

People

Students

Students as active and engaged learners who feel valued, supported, belong to and believed in. They participate in a range of activities within and outside the school to broaden their ability to make sustainable connections.

Staff

Leaders and learning partners in inclusive authentic partnerships with students, colleagues and outside networks. Engage in networking opportunities within and outside the school.

Staff will work collaboratively with the parent community and community partnerships to develop a broad understanding of school systems, directions and expectations to improve student learning outcomes and Wellbeing.

Leaders

Leaders as collaborative network designers. The school leadership team nurtures community relationships and encourages and values parent participation in extra curricular activities.

Facilitate and connect with a range of community networks to gauge and enhance their leadership capabilities, whole school Wellbeing and teaching and learning.

Parents/Carers

Parents and Carers as partners. The school community, staff and parents will develop positive and respectful

Processes

Consultation and Evaluation with the community

The school will provide ongoing opportunities for consultation and evaluation of strategic directions with parents and the wider school community, through P&C meetings, training workshops and discussion forums. E.g Parent cafe

Communication with the community

Written communication in newsletters, Skoolbag, school website, Facebook and Twitter will regularly inform parents of current events, teaching methods and share innovative ways of supporting their children's learning. Staff will actively encourage and invite parents to become involved in the life of the school. Early advice, structured events, and defined roles will ensure that parent input is valued.

Links with the community and organisations

Facilitate links with local community organisations and local to improve student outcomes e.g collaboration with Story factory and Muralisto

Promotion of diversity

Celebrate the cultural diversity of our school by providing cultural celebrations and opportunities to showcase our school e.g Multicultural Day, Harmony Day, NAIDOC week, etc.

Evaluation Plan

- **Surveys, evaluations and feedback forums**

Practices and Products

Practices

Ongoing school evaluation processes are valued as accurate measures of school and student performance providing opportunities for deep consultation with the whole school community.

Effective and transparent school communication on various forums. Our community is well informed on all school matters. School communication is maximised through improved technological systems in place to inform parents and update calendar events.

Student and staff Wellbeing is nurtured to develop trust, value, belonging and that everyone has a voice through supported programs, initiatives, discussion and sharing of ideas.

Products

The community and school share responsibility for student learning and well being through authentic participation in strong, collaborative partnerships.

There is a narrative of success, belief, support and care, that every learner is important and central to what we do and how we do things through social, academic, personal, physical, emotional, moral, spiritual and aesthetic development and wellbeing of everyone. (See Melbourne Declaration)

Promotion of our school as a learning community with a collective responsibility to strengthen parent capacity to support learning at home and actively improve communication.

Strategic Direction 3: INCLUSIVE AUTHENTIC PARTNERSHIPS that build trust, value and celebrate our school

Improvement Measures

and feedback forums. (e.g TTFM, Transition programs)

People

relationships that will underpin productive learning environments for our students and the development of collaborative decision making.

Increased participation at parent meetings

Community Partners

Communities of informed and researched practice. Connect with a range of community networks and partners in order to improve student learning outcomes.

Processes

- **Collection of attendance** data at community and parent events
- **Tracking of data** where there is evidence of ongoing and regular parent communication and consultation in school decision-making processes.–Hits on Skoolbag/ website are monitored and evaluated.