

School plan 2018-2020

Mount Brown Public School 4423



School background 2018–2020

School vision statement

Mount Brown is committed to nurturing independent, resilient and creative life-long learners to equip them for a rapidly changing future.

School context

Mount Brown Public School is a regional school situated on the western side of Lake Illawarra near Wollongong. The school's enrolment of 372 students has been stable for a number of years. The number of students with Aboriginal heritage has steadily increased from 23 in 2014 to 39 in 2018. The school boasts an enthusiastic and dedicated Aboriginal Education team strengthened by the appointment of a teacher with Aboriginal heritage in 2018 and the continuation of contribution from an SLSO with Aboriginal heritage.

With an ICSEA of 971 the school has significantly higher proportion of students in the lower two socio-economic quartiles and lower proportion in the top two socio-economic quartiles. Equity funding is at the core of school capacity to address this inequity through the funding of support personnel and provision of quality professional learning and teaching and learning resources.

School NAPLAN results have typically shown results well below State in Year 3 while demonstrating excellent growth to Year 5.

Key to school improvement is to replicate the excellent later growth in the earlier years of schooling.

By providing highly engaging programs, a wide range of exciting school experiences across all KLAs, and a focus on improving teaching and learning through data driven evidence based pedagogy we aim to increase both student and family connectedness to school as we drive academic excellence.

School planning process

The Mount Brown Public School community has been consulted widely using a variety of consultation methods which include 'Tell Them From Me' surveys (respondents—106 families in 2016 and 96family respondents in 2017) where a significant response provide a rich data source. Early indications of parent and community thoughts were determined through the 'Community Consultation' survey where key elements to be included in our school plan were 'Communicating, Connecting Learning at Home & School, Building Community & Identity, Recognising the Role of Family, Consultative Decision Making, and Participating.' Numerous other surveys including the 'Help Us Be a Better School' survey as well as focus groups were also used prior to developing the school vision statement and three strategic directions. All elements in the 'Parents as Partners' surveys were drawn from and considered after survey results demonstrated very high satisfaction with school. Staff and students were consulted with the Tell Them From Me surveys while staff also drew information from comprehensive data from the Analytical Framework. Academic direction was informed through in-school formative and summative assessment along with detailed analysis of school performance in NAPLAN. Much data was also collected from our increasing Aboriginal student population. Information has also been sourced from The 'What Works Best Reflection Guide, previous 2015–2017 School Plan, Department of Education Strategic Plan and the Mount Brown 'Ten Point Theory of Action'.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 INSPIRED TEACHING AND LEARNING

Purpose:

Our purpose is to ensure quality innovative and evidence-based teaching and learning. Through collaboration we implement well-resourced teaching and learning programs in an inclusive environment that provides opportunities for all students to succeed.

STRATEGIC DIRECTION 2 ENGAGED ENVIRONMENTS

Purpose:

Environments that elicit positive emotional responses lead to enhanced learning with important cognitive and behavioural consequences.[1] Our purpose is to create and maintain stimulating and engaging environments for developing self-regulated, critical thinkers; a professional environment for educators and a place of connectedness within our community.

1 The Psychology of Learning Environments by Ken A. Graetz Winona State University.

STRATEGIC DIRECTION 3 WELLBEING

Purpose:

We intend to support our community to develop their sense of self-worth, self-awareness and personal identity so that they can manage their emotional, mental, spiritual and physical wellbeing.

Strategic Direction 1: INSPIRED TEACHING AND LEARNING

Purpose

Our purpose is to ensure quality innovative and evidence-based teaching and learning. Through collaboration we implement well-resourced teaching and learning programs in an inclusive environment that provides opportunities for all students to succeed.

Improvement Measures

All teachers use Formative Assessment and Visual Learning strategies.

All students reflect on their learning.

People

Students

Articulate their learning goals and how they can improve.

Staff

Develop and implement collaborative processes to guide teaching and learning utilising Formative Assessment and Visible Learning strategies.

Parents/Carers

Participate in parent and community learning nights.

Community Partners

Participate in community learning nights.

Processes

Embedding Formative Assessment and Visible Learning

Professional training in John Hattie's Visible Teaching and Learning and Dylan William's Embedding Formative Assessment focused on explicit quality criteria, effective feedback and self-regulation.

Effective Class Practice

Develop effective Scope and Sequences for all KLAs targeting creative and critical thinking. Deepen understanding and pedagogy through targeted professional learning and the leadership of experts.

Evaluation Plan

Professional Development Plans.

Teaching programs.

Observations.

Executive feedback observations.

Parent sign-in sheets and photographs of engagement.

Practices and Products

Practices

Teaching strategies utilised reflect John Hattie and Dylan William's research on visible learning, learning tasks and assessment appropriately matched to challenge and extend student achievement.

Clearly differentiated teaching programs, incorporate FoR strategies, participate in Anita Chin School-Wide Assessment training and on-line modules, use of literacy and numeracy continuums/progressions to track student progress and develop student learning plans.

Products

Data analysis to find trends in student achievement at the individual, group and whole school levels.

Improve student outcomes in Literacy and Numeracy, with a focus on BIU students.

Strategic Direction 2: ENGAGED ENVIRONMENTS

Purpose

Environments that elicit positive emotional responses lead to enhanced learning with important cognitive and behavioural consequences.[1] Our purpose is to create and maintain stimulating and engaging environments for developing self-regulated, critical thinkers; a professional environment for educators and a place of connectedness within our community.

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Improvement Measures

Student commitment to their learning and community participation within the school is increased as indicated by the Tell Them from Me survey.

Staff collaboration is increased as evidenced through shared programming and professional learning opportunities.

People

Students

Students' school engagement and connectedness is enhanced through the provision of improved classroom facilities, flexible learning spaces, targeted support and access to technology to promote engagement and connection to community.

Staff

Staff build upon existing strong collaboration and sharing through the provision of a professional learning hub for collaborative planning and study.

Leaders

Promote and enhance further staff collaboration and sharing through engagement in the professional learning hub for collaborative planning and study.

Parents/Carers

Parents and carers are engaged in the creation of a welcoming school environment that encourages participation in a connected community.

Processes

Staff Engagement

Develop an inviting and professional workspace for educators to collaborate.

Student Engagement

Create stimulating and engaging learning areas for students.

Community Engagement

Development of the outdoor environment to encourage school community engagement and connectedness.

Evaluation Plan

Evaluation Plan

Satisfaction surveys.

Increased student attendance.

Increased parent and community interaction at school.

Reduction in behavioural issues.

Practices and Products

Practices

Staff utilise the Learning Hub and enhanced library facilities to promote collaborative creation and evaluation of teaching programs.

Classrooms will be vibrant, flexible learning spaces that reflect new and better ways of teaching dynamic learners.

The school environment encourages community to have increased involvement and participation in school systems and events.

Products

Educators demonstrate refined teamwork to enhance the quality of student learning.

The physical environment is accessible, stimulating and engaging for the school community to raise expectations and connectedness.

The school community nurtures independent, resilient and creative life-long learners to equip them for a rapidly changing future.

Strategic Direction 3: WELLBEING

Purpose

We intend to support our community to develop their sense of self-worth, self-awareness and personal identity so that they can manage their emotional, mental, spiritual and physical wellbeing.

Improvement Measures

100% of classes participate in weekly lessons in social-emotional learning and Positive Behaviour for Learning.

All staff engage in explicit wellbeing and team building professional development.

Increased community attendance at school functions, including parent workshops in curriculum support and performance events.

People

Staff

To develop all teaching and non-teaching staff relationships by providing support and maintaining effective communication for the wellbeing and welfare of staff.

Students

Develop personal attributes of honesty, responsibility, resilience, empathy and respect for one another by facilitating and refining programs to support student wellbeing and promote high expectations.

Parents/Carers

Staff, students and parents understand that social emotional learning impacts upon everyone's learning, quality of life and decision making.

Processes

Student Social-Emotional Learning

Deliver whole school social-emotional learning processes that support all students so that they can connect, succeed and learn.

Collegial Relationships

Further enhance collegial relationships that foster support, respect and collaboration to enhance staff wellbeing.

Learning Community Relationships

Provide the learning community with authentic opportunities to build authentic relationships.

Evaluation Plan

Behaviour tracking.

Attendance tracking.

Parent feedback from workshops.

Staff event tracking.

Teaching programs.

Community events attendance registers.

Practices and Products

Practices

Students are engaged in regular, specific and targeted lessons to promote social-emotional learning within the individual and across the school.

Colleagues strengthen relationships through induction programs, effective feedback and collaborative practices.

The wider community engage in a range of school events that are designed to build authentic relationships.

Products

A school environment where students self-regulate their emotions and feel connected with staff members who are helping them achieve their goals.

Positive, respectful relationships which will promote staff wellbeing to ensure optimum conditions for teaching and learning.

Increased community engagement within the school environment, fostering a greater response from the community to school programs and initiatives.