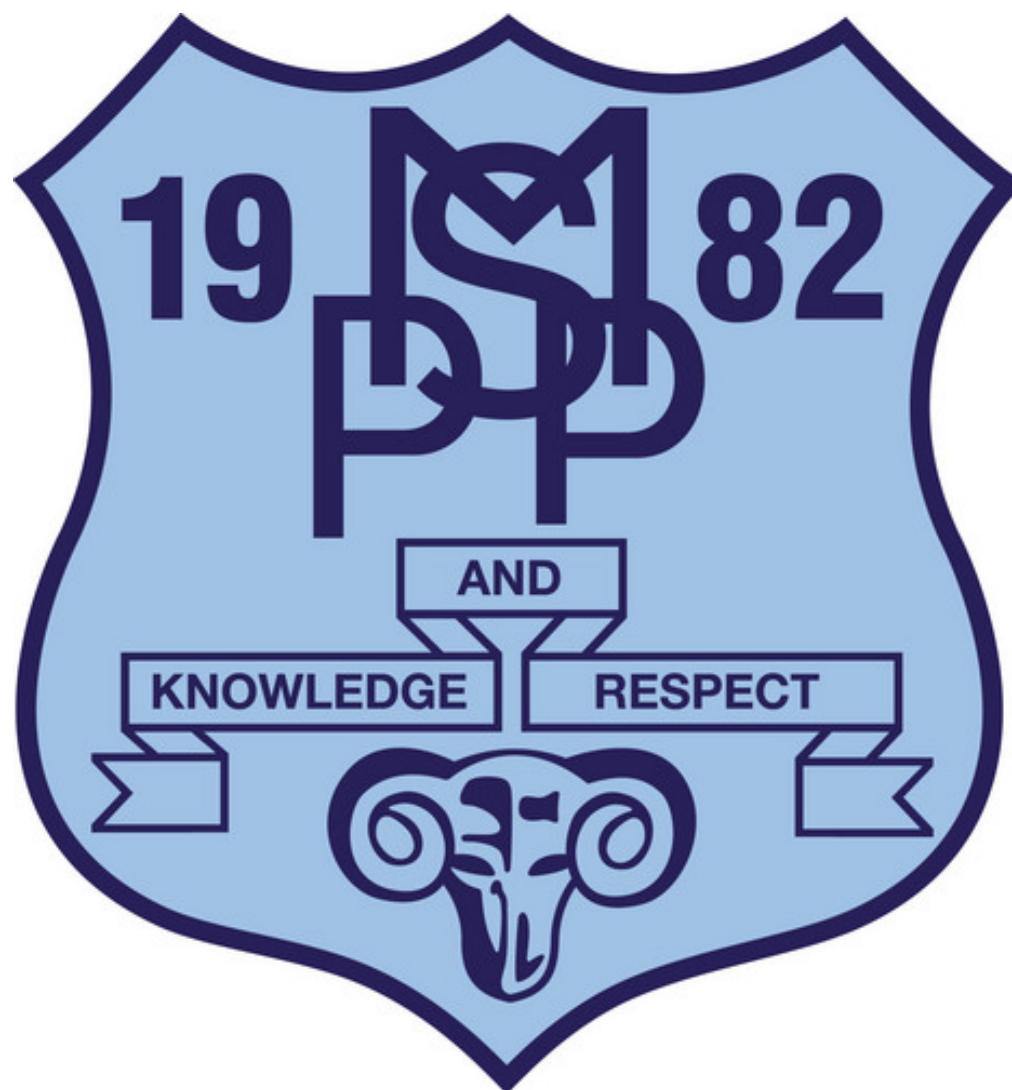# School plan 2018-2020

Matthew Pearce Public School 4526

School background 2018–2020

School vision statement

In active partnership with the community, Matthew Pearce Public School is committed to providing a nurturing, safe and dynamic learning environment. Students will be empowered to be resilient, collaborative and motivated lifelong learners. We will be respectful, inclusive and adaptable global citizens.

School context

Matthew Pearce Public School community has a medium to high socio–economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and as a result, homes within the school's drawing area are keenly sought.

The school student population is approximately 1445 students .

Our school celebrates many cultures with over 80% of students from a language background other than English.

The school's programs reflect the high priority of the community for academic excellence in a positive, safe and caring environment. It is accepted that a key role for the school is to ensure that its students are future focused learners.

School planning process

Developing the 2018–2020 School Plan included whole school communication, community consultation and collection of data. An unprecedented number of parents were involved and integral in this process, producing what is a truly collaborative plan.

Over several sessions, parents and teachers reflected on the qualities and and skills needed for our future as a school community. The school vision, strategic directions and purpose statements were a direct result of these sessions.

Each staff member identified a strategic direction team in which to work and will be responsible for implementation. Led by the school executive, milestones for each strategic direction will be planned, implemented and evaluated according to Department of Education guidelines.

The three directions are Learning, Teaching and Leading with the following focus:

Learning: *School culture will reflect student wellbeing and positive behaviour. Students will develop strong literacy and numeracy skills along with knowledge in all Key Learning Areas, through both teacher–led and self–directed learning.*

Teaching: *Teachers will demonstrate commitment and professionalism in delivering a high quality, evidence–based practice,continually improving student learning using the Visible Learning pedagogy.*

Leading: *School leaders are committed to a continuous cycle of self–improvement to maintain excellence throughout the school community within a collegial and collaborative environment.*

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
LEARNING

**STRATEGIC
DIRECTION 2**
TEACHING

**STRATEGIC
DIRECTION 3**
LEADING

Purpose:

To engage and challenge students, developing practices of self–direction, evaluation and monitoring throughout the learning cycle.

To ensure students are literate, numerate and emotionally, environmentally and culturally prepared for the future.

Purpose:

To ensure teachers know and share the learning intentions of all lessons, give effective feedback and engage all students in the challenge of learning. To use assessment data **as**, **for** and **of** learning to evaluate and inform future practice.

Purpose:

To build school and community leaders who inspire and enhance the capacity of every individual.

To strengthen and sustain a shared culture of high expectations for success.

To create systems of leadership, innovation and growth for the ongoing development of all stakeholders.

Strategic Direction 1: LEARNING

Purpose

To engage and challenge students, developing practices of self–direction, evaluation and monitoring throughout the learning cycle.

To ensure students are literate, numerate and emotionally, environmentally and culturally prepared for the future.

Improvement Measures

School culture will reflect student wellbeing and positive behaviour. Students will develop strong literacy and numeracy skills along with knowledge in all Key Learning Areas through both teacher–led and self–directed learning.

- 100% of students who are identified as 'at risk' in the classroom or the playground, are placed in an appropriate intervention to support their specific needs, resulting in increased resilience and positive behaviour.
- 90% of students will demonstrate greater than 0.4 effect size in each year of learning as part of our assessment processes.
- 100% of staff & students utilise Visible Learning pedagogy: Learning Intentions, success criteria, feedback & feed forward strategies to enhance engagement & achievement and achieve syllabus outcomes.

People

People

Students will:

- develop the ability to self regulate and to set and achieve learning goals. Increase resilience and positive behaviour.
- set learning intentions and success criteria to actively engage in learning.
- use self regulation and peer feedback to improve and demonstrate growth.

Staff will:

- actively participate in Visible Learning pedagogy, explicitly set student learning goals and provide targeted intervention in numeracy & literacy.

Leaders will:

- support and lead a collaborative approach to Visible Learning implementation, sharing their expertise with community and implementing PBL Tier II strategies.

Parents/ Carers will:

- build an understanding of Visible Learning pedagogy.
- build own and students' resilience and by realistic and manageable expectations of student achievement and wellbeing.

Processes

Whole–school approach to Visible Learning is implemented.

Literacy and numeracy progressions are utilised to understand, assess & record student learning and inform teaching.

PBL Tier II practices are embedded in Learning Support and Wellbeing programs. Behavioural and academic expectations are explicitly reinforced to students, staff and community.

Evaluation Plan

Incident register

School wellbeing data

NAPLAN growth data

Effect size data related to Visible Learning.

Practices and Products

Practices

PBL Tier II practices implemented school wide, resulting in confident and resilient and engaged learners.

Increased student collaboration, decision making, feedback and self reflection, with expected growth demonstrated in internal and national progress measures.

Regular, effective and varied assessment to ensure relevance and differentiation.

Products

Improved resilience of all community members as emotional and cultural awareness increases.

Adaptable, positive and resilient students, staff and community members.

Regular and relevant differentiation is evident in all learning and teaching experiences.

Continued growth of 0.4 effect size evident through assessment data in both school and national assessment programs.

Strategic Direction 2: TEACHING

Purpose

To ensure teachers know and share the learning intentions of all lessons, give effective feedback and engage all students in the challenge of learning. To use assessment data **as**, **for** and **of** learning to evaluate and inform future practice.

Improvement Measures

Teachers will demonstrate commitment and professionalism in delivering a high quality, evidence–based practice, continually improving student learning using the Visible Learning pedagogy.

- 100% of teachers will embed Digital Literacy in all classroom programs. 100% of staff will implement coding and/or robotics.
- 100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.
- 100% of classroom lessons will utilise Visible Learning pedagogy.

People

People

Students will:

- develop increased awareness of personal strengths and future directions for growth.
- be capable and engaged learners in coding, robotics and digital literacy.
- improve skills in peer feedback and self reflection.

Staff will:

- be up–skilled in the use of coding and robotics with technology embedded in every classroom.
- build understanding of learning progressions to ensure accurate differentiation.

Leaders will:

- seek and provide professional learning opportunities for staff to up–skill in digital literacy.
- lead information sessions for school community to learn, support and welcome changes to pedagogy.

Parents/ Carers will:

- participate in information and learning sessions on Visible Learning pedagogy and digital literacy including coding and robotics.

Community Partners will:

- be utilised to provide support and professional learning in Visible Learning, coding and robotics.

Processes

Implement a K–6 approach to Visible Learning through systematic and expert professional learning.

Coding and robotics implemented across all grades using a wide range of resources to engage students.

Assessment **for**, **as** and **of** learning is expertly and systematically used by teachers to inform quality learning experiences. There is improved community awareness of the benefits of the different assessment approaches.

Evaluation Plan

Visible Learning effect size growth of at least 0.4.

Increase in digital literacy – usage data, skills acquisition

Teaching programs and lesson observations.

Practices and Products

Practices

Assessing for prior knowledge at the beginning of units of work, adjusting and purposefully differentiating as a result.

Digital Literacy, including coding and robotics, implemented in every classroom.

Learning intentions and success criteria embedded in all programs and everyday learning and teaching experiences.

BYOD program implemented from Year 4 onwards.

Products

Teachers confident of students' abilities, knowledge and understanding, along with areas for future growth.

Students skilled in peer feedback and self reflection.

Staff skilled in digital literacy, coding and robotics.

Community supportive of Visible Learning pedagogy with realistic expectations of students.

Class programs are reflective of change, differentiation and adaptation as a result of assessment of prior knowledge.

Strategic Direction 3: LEADING

Purpose

To build school and community leaders who inspire and enhance the capacity of every individual.

To strengthen and sustain a shared culture of high expectations for success.

To create systems of leadership, innovation and growth for the ongoing development of all stakeholders.

Improvement Measures

School leaders are committed to a continuous cycle of self improvement to maintain excellence throughout the school community, within a collegial and collaborative environment.

- 100% of staff implement Visible Learning pedagogy.
- 100% of teaching and executive staff are actively involved in similar–interest cluster groups to inform, lead and improve their practice of teaching.
- 100% of parents and carers have the opportunity to understand and enhance student wellbeing.

People

People

Students will:

- develop an open and growth mindset towards Visible Learning.
- identify strengths and areas of development and set specific goals to work towards achievement.

Staff will:

- engage in positive teamwork to collaboratively achieve professional goals.

Leaders will:

- build community connections and partnerships to add to expertise in focus areas, including coding, robotics and Visible Learning.

Parents/ Careers will:

- engage in opportunities to learn about new pedagogy around Visible Learning.
- ensure student resilience and wellbeing through education in child development and expectations.

Processes

K–6 approach to Visible Learning is implemented, with staff undertaking significant and expert professional learning.

Entire school community demonstrates an understanding of wellbeing, resilience and success and is united in fostering this for students, staff and parents.

A positive professional culture that focuses on collegial grouping for staff with similar goals, skills and/or interests.

Evaluation Plan

PDPs are collaboratively written, with individual goals added to ensure personal professional growth.

Skill groups are formed and regularly meet to build teacher capacity and efficacy.

Increased number of staff involved in leading groups and initiatives.

Parent involvement and support.

Practices and Products

Practices

Parent workshops on various topics including literacy and numeracy, resilience, positive culture and Visible Learning.

All teachers undertake professional learning on the Visible Learning pedagogy and embed this in their own practice.

High expectations set and shared between students, staff and parents.

Products

Acceptance of Visible Learning pedagogy as part of the culture of MPPS with effect size growth of 0.4 for each year of learning.

Improved resilience across students, staff and community.

Increased teacher professional satisfaction, expertise and leadership.