

School plan 2018-2020

Mount Terry Public School 4610



School background 2018–2020

School vision statement

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. We are dedicated to providing opportunities that support the development of confident and creative individuals, active and informed citizens and lifelong learners. All students will learn through a high quality, equitable education experience focused on high expectations, continual improvement and individual student needs. Our school is committed to providing a safe, happy, caring and inclusive environment.

School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an enrolment of 735 students, including 44 Aboriginal students and 67 students from non-English speaking backgrounds. Enrolments at the school have increased steadily since it opened in 1995. Enrolment numbers are now steady although future land releases may result in further increases to enrolments.

Literacy and numeracy are priorities for the school which is part of the Bump-it-up Strategy aimed at maximising the number of students performing in the top two NAPLAN bands in both Yr 3 and Yr 5. Differentiated teaching and learning and quality teaching practices underpin educational delivery.

Our school is committed to providing a holistic education experience by balancing the core academics with a variety of extra-curricular activities. Students are provided with opportunities in leadership, sport and the arts both within and beyond the school. Our environmental education programs include recycling, composting, the chicken pen and our extensive Living Classroom and Outdoor Kitchen program which all help to develop environmentally aware citizens.

We have strong links with the local community and enjoy the support of an active parent body that works collaboratively with the school to provide additional resources and opportunities for students.

Our school is a proud member of the Albion Park Community of Schools. Collaboration between the schools includes the sharing of resources, inter-school programs and activities, quality transition programs and combined professional learning. We are committed to the development of high quality leaders across all aspects of the school to ensure ongoing school improvement, a positive learning environment and student well-being in what is a diverse and dynamic learning community.

Mount Terry PS strives to live by its motto, "Growing Strong, Reaching Far".

School planning process

The school has undergone a comprehensive consultation process in order to develop our school vision, strategic directions and improvement measures. The consultation and data gathering phase involved all members of the school community and included a deep analysis of data by the School Self-Evaluation and Planning Committee. The External Validation process undertaken in 2017 provided substantial information about school performance and alignment to the School Excellence Framework. Further consultation with the school community included student, parent and staff surveys, individual staff interviews and a parent focus group.

Analysis of NAPLAN, PLAN and other school-based data also contributed to the development of the new School Plan.

Time was allocated for consultation and discussion at School Leadership Team Meetings, Staff Meetings and P&C Meetings and further input was sought from Principal School Leadership officers. Representatives from all parts of the school community were consulted in the development of the School Plan to ensure it is a true reflection of the needs of the school, as identified throughout the evaluation and consultation processes.

School strategic directions 2018–2020



Purpose:

To ensure the ongoing development of highly skilled teachers who deliver quality teaching to every student in a safe and productive learning environment. Our teaching will be evidence informed, engaging, inclusive and differentiated to meet individual student learning needs.

Purpose:

To create a learning culture where high but achievable expectations and standards are set and met by teachers and students alike. We aim to create successful, engaged life-long learners who are well-equipped to become active, informed and productive citizens.

Purpose:

To develop leadership at all levels that contributes to continual school improvement. We aim to deliver leadership that maintains a focus on the achievement of high academic standards, positive well-being for students and staff and engagement of the whole community in the life of the school.

Strategic Direction 1: Quality teaching for every student

Purpose

To ensure the ongoing development of highly skilled teachers who deliver quality teaching to every student in a safe and productive learning environment. Our teaching will be evidence informed, engaging, inclusive and differentiated to meet individual student learning needs.

Improvement Measures

By 2020, 90% of students will exit Kindergarten with a reading level above Level 5 (70% in 2018, 80% in 2019) and 90% of Yr 1 students will exit with a reading level above Level 14.

By the end of 2019, we will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for reading, as demonstrated by NAPLAN and school-based assessment measures.

By the end of 2019, we will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for numeracy, as demonstrated by NAPLAN and school-based assessment measures.

By the end of 2019, the new Science and Technology Syllabus will be fully implemented K-6 and teachers will be adequately prepared for the implementation of the new PD/H/PE Syllabus in 2020.

People

Students

Provide timely, respectful and meaningful feedback to teachers and school leaders about their learning experiences.

Staff

Engage in productive collegial collaboration and commit to ongoing professional growth and development that leads to high quality teaching practice.

Leaders

Establish and improve processes for supporting the growth and development of staff and facilitate the development and implementation of high quality, sustainable teaching practices.

Parents/Carers

Develop a clear understanding of school priorities in the teaching and learning of literacy and numeracy and engage in opportunities to learn how to support their children with their learning at home.

Processes

Develop and embed high quality teaching pedagogy based on the differentiated learning needs of every student eg L3, Focus on Reading and Targeting Early Numeracy.

Establish scheduled opportunities for teachers to collaborate, share, plan, evaluate and monitor student progress.

Strengthen Learning and Support Team processes for identifying student need and monitoring targeted interventions.

Evaluation Plan

All data will be analysed collaboratively:

- PLAN data and data walls
- NAPLAN data
- Annual school self-evaluation data
- Tell Them from Me surveys
- Collaborative data and planning days
- L3 data
- Classroom observation data and feedback sheets
- Syllabus implementation evidenced in programming

Practices and Products

Practices

Collective teacher efficacy and professional learning around quality teaching practices results in explicit, evidence informed teaching and learning in literacy and numeracy.

Teachers undertake a cyclic process of aligning their practice to the Professional Standards for Teachers and engage in professional learning and development according to their individual needs.

High quality, evidence informed and targeted support for individual students results in measureable improvements in student achievement.

New syllabus documents are implemented according to DoE timelines.

Products

Sustainable structures are in place to enable regular teacher collaboration to analyse, reflect, plan and evaluate the effectiveness of teaching and learning in literacy and numeracy.

Teachers negotiate individualised professional development and professional learning plans that are evidence informed and result in the development of high quality pedagogy.

Systems are embedded where learning support for individual students is targeted, explicit, tracked and monitored.

The new Science and Technology Syllabus is fully implemented.

Strategic Direction 2: Creating a high performing learning culture

Purpose

To create a learning culture where high but achievable expectations and standards are set and met by teachers and students alike. We aim to create successful, engaged life-long learners who are well-equipped to become active, informed and productive citizens.

Improvement Measures

All teachers demonstrate the use of learning intentions, success criteria and high quality feedback as part of embedded practice.

Formative assessment practices are used by every teacher to inform planning, teaching and learning.

Data and evidence reflects positive growth for every student in literacy and numeracy.

Improved feedback on the way the school caters for the needs of gifted and talented students with evidence to quantify higher order skill development through targeted interventions.

People

Students

Participate in goal setting according to their individual needs and develop a shared understanding of success criteria and effective feedback.

Staff

Maintain accurate and ongoing records of student learning and progress, adjusting the teaching to meet the changing needs of students.

Used evidence-based strategies to ensure high quality teaching and learning.

Set and work towards high expectations and aspirational targets for every student.

Leaders

Provide opportunities for staff collaboration and professional learning that results in high quality, differentiated teaching and learning practices.

Parents/Carers

Encourage aspirational targets for their children and be actively involved in supporting the school-wide approach to high performance.

Processes

Implement a whole school coordinated approach to the application of Visible Learning strategies that support the individual learning needs of every student.

Provide structures for staff to identify areas for professional development and facilitate high quality professional learning opportunities.

Collaboratively collect and analyse school based and external data and use this information to inform planning and teaching in Literacy and Numeracy.

Evaluation Plan

- Visible learning and formative assessment strategies clearly evident in every classroom.
- Data walls used at a class and whole school level to monitor and track learning.
- Teachers use learning progressions to inform their teaching.
- Data Days are highly valued and lead to measurable action at a classroom level.
- PDP's include high quality, evidence informed goals and targeted professional learning.

Practices and Products

Practices

Visible Learning strategies used by teachers ensure that learning intentions, success criteria and high quality feedback are aligned to the individual needs of the students.

The use of data collection and collaborative data analysis is an embedded practice to inform decisions, interventions and quality teaching in literacy and numeracy, with a focus on teacher use of the new Literacy and Numeracy Learning Progressions.

All staff engage in mentoring and/or coaching as well as professional learning to guide their ongoing professional growth.

Targeted interventions are in place for gifted and talented students

Products

Visible learning strategies are utilised by all teaching and support staff so that teaching is explicit and learning is student centred.

Structures and supports are in place to ensure high quality, differentiated professional growth and development for all staff.

All teachers use data to inform their planning and practice as well as to monitor and track student learning.

Highly effective programs for gifted and talented students.

Strategic Direction 3: High quality leadership development

Purpose

To develop leadership at all levels that contributes to continual school improvement. We aim to deliver leadership that maintains a focus on the achievement of high academic standards, positive well-being for students and staff and engagement of the whole community in the life of the school.

Improvement Measures

School self-evaluation data reflects high levels of satisfaction around school leadership.

High quality, effective and sustainable leadership is evident across the school.

Teachers actively align their practice to the Quality Teaching Framework and the Australian Professional Standards for Teachers and School Leaders.

People

Students

Engage in opportunities for student leadership and actively participate in providing feedback about school performance and development.

Staff

Utilise opportunities to develop leadership capacity and contribute to school-wide priorities and strategic directions.

Leaders

Lead and provide targeted and well-planned professional learning to develop leadership capacity at all levels across the school. School leaders will monitor the school's alignment to the School Excellence Framework and guide staff in their alignment to the professional standards and the Quality Teaching Framework. School leaders will demonstrate alignment to the professional standards at the higher levels.

Parents/Carers

Contribute to school leadership through an active and productive P&C and are pro-actively engaged in the school self-evaluation and planning cycle.

Processes

Targeted and deliberate leadership development for current and aspiring school leaders.

Whole school community involvement in the annual self-evaluation and planning process.

Evaluation Plan

- The School Excellence Framework will be used to measure school leadership performance against the Leading Domain.
- Feedback from all stakeholders through the annual school self-evaluation process.
- Tell Them From Me survey data.
- Staff PDP's.
- Staff alignment to the Quality Teaching Framework and the professional standards at the higher levels.

Practices and Products

Practices

There is a proactive approach to developing and maintaining sustainable leadership across the school.

High quality evaluative processes and procedures are embedded to ensure ongoing school growth and development.

Authentic collaboration is a feature of the way the school evaluates and plans.

Products

High quality, sustainable and effective leadership exists at all levels of the school community.

Inclusive, evidence informed school self-evaluation practices lead to positive school growth and development.