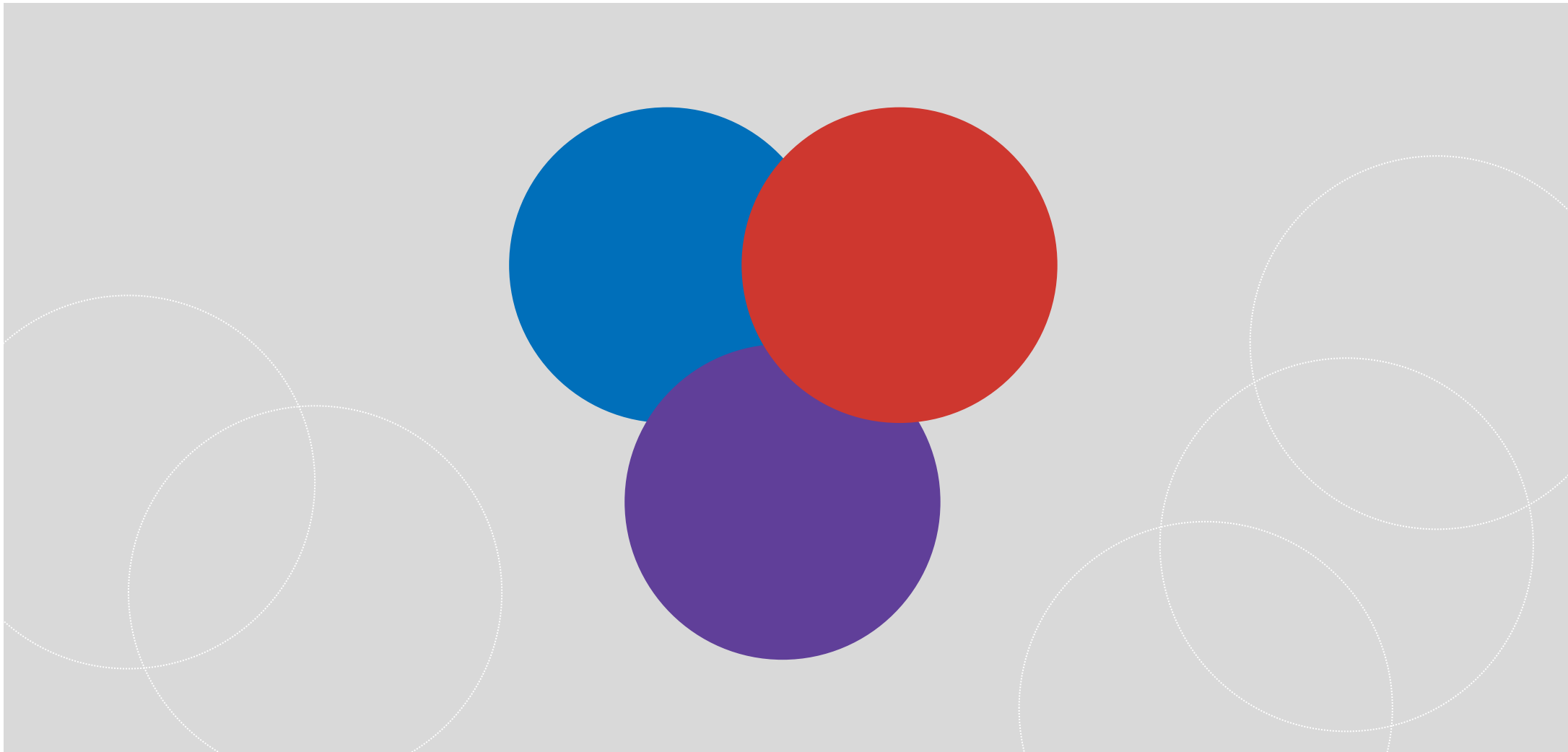


# School plan 2015 – 2017

**Mount Terry Public School 4610**





## School vision statement

Mount Terry Public School's Learning Community promotes equity and excellence by encouraging young people to hold high expectations for their educational outcomes. We are committed to providing a holistic approach to learning, in an inclusive environment which will establish each child's positive sense of identity and their place in the global community.

## School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an expected enrolment of 720 students in 2015, including 27 Aboriginal students and 64 NESB students.

Literacy and numeracy are priorities for the school and staff undergo Professional Learning in these areas frequently.

Children are provided with opportunities in student leadership, sport, the arts and environmental education with our extensive Living Classroom and Outdoor Kitchen.

Parents take an active role in their child's learning and work alongside staff to build relationships and actively promote the school and its students.

The school's FOEI (Family Occupation and Education Index), currently standing at 101 (2015) is used as a measure of Socio Economic Value. Our value demonstrates an average range of socio economic spread with 58% of the school population being in the lower middle and bottom quartiles on the index. With the remaining school population in the upper middle and high quartiles. This means that our school attracts low levels of funding, all which is used for educational purposes.

The school's enrolment trend shows a pattern of increasing number of students in the following years with an increase in total enrolment due to the age of the school and the increase in housing development within the school's feeder area.

Mount Terry Public school has a consistently growing workforce. The increase in student numbers has created an increase in the number of regular classes. This along with retirements and young female teachers starting families will see considerable change in both experience and knowledge of the teaching staff. It is

## School planning process

A review of the 2012-2014-school plan was conducted, beginning in term 3 of 2014. Extensive consultation was undertaken with staff, parents and students to develop a plan for the future of Mount Terry Public school and to identify the areas that contributed to school growth and those that did not.

A school self-evaluation team comprised of executives, teachers and parents, worked together to gather data and input from all stakeholders.

The school evaluation team interviewed and surveyed 150 parents, all staff and students SRC members in one-on-one interviews and focus group feedback sessions.

Feedback from our community indicates a high degree of trust and expertise in determining the direction of improvement that the school wishes to embark on.

After staff read the Melbourne Declaration they were asked to work in stage teams to write a vision statement. The leadership team then took the four statements and combined them to form the current Vision Statement that would underpin the whole school strategic directions. This was unpacked by the team with staff to ensure a clear understanding for all stakeholders. The vision statement was raised with the parent body for their feedback to ensure they too had a clear understanding of the schools expectations and direction for 2015 - 2017.

The school community demands an absolute commitment in developing quality learning experiences using NSW syllabus and National curriculum with a focus on differentiated and personalised learning. Quality assessment practices and a thorough knowledge of pedagogy are to be used in determining all learning initiatives. The community wants our students to be properly equipped with skills to be successful 21<sup>st</sup> century learners and to develop a culture of learning in an



imperative that the school plans well for succession.

The parents of Mount Terry truly support our school in many ways. They have created a genuine learning community who actively engage in all school activities. The P&C who support our school do so with a great deal of enthusiasm. They are a small but dedicated group work tirelessly for the total school. They work hard to increase their profile within the community and develop strategies to increase the volunteer workforce to share the 'enthusiasm' they have for their school.

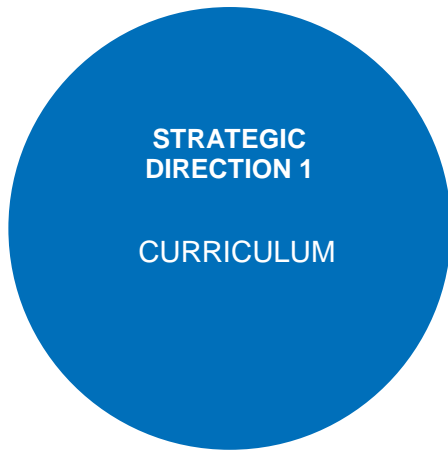
Students have the opportunity to participate in a range of coordinated activities to enrich their learning experiences. Opportunities to excel in the arts (Music, dance, drama), sport and culture are well documented and supported by a large number of dedicated staff, parents and community members.

Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015-2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students.

Mount Terry is proud of its achievements as a public school and believe we are "Reaching far Growing Strong".

environment that is an expansive, child friendly supportive and engaging that develops a balanced well rounded student.

Staff were guided through the National School Improvement Tool to determine the three Strategic Directions. The leadership team met and worked in consultation with staff and community in developing the draft School Plan. Staff were then divided into the three areas to work with a member of the leadership team to draft milestones for 2015 that would support the priorities and processes. Leaders presented the processes to all staff and the P&C, making adjustments where necessary. The team then met with Senior school executive to make final adjustments to the plan before presenting to staff and to the parent body.



**Purpose:**

To improve student achievement and capacity through the implementation of an enriched, purposeful and holistic curriculum, which will be delivered by quality teachers, who can connect with, challenge and engage 21<sup>st</sup> century learners.



**Purpose:**

To improve student learning through consistent innovative teaching practices, based on current research and the Quality Teaching Framework, with a focus on catering for individual needs and producing productive 21<sup>st</sup> century learners.



**Purpose:**

To develop a strong supportive partnership with our community with the aim of developing the wellbeing of our staff, students and parents, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school's vision.

# Strategic Direction 1: CURRICULUM

## Purpose

Why do we need this particular strategic direction and why is it important?

To improve student achievement and capacity through the implementation of an enriched, purposeful and holistic curriculum, which will be delivered by quality teachers, who can connect with, challenge and engage 21<sup>st</sup> century learners.

## Improvement Measures

Aboriginal students are achieving at or above state Aboriginal average in all NAPLAN aspects.

80% of students are at or above cluster reading levels in accordance with the continuum.

15% growth in school based data based on Newman's Analysis

80% of students are at or above the recommended arithmetic strategy levels in accordance with the numeracy continuum.

Scope and sequences and units of work based on the National curriculum are developed and utilised by staff.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:** By being actively engaged in purposeful, challenging and enriched learning experiences curriculum will be delivered with high expectations for all students; who will achieve improved outcomes across all Key Learning Areas.

- Equitable educational opportunities in a supportive environments to ensure productive learning occurs in line with state and national average growth
- To be utilising a range of technologies to enhance learning
- To be provided with opportunities to take risks and be involved

**Staff:** Develop capabilities of teachers to enable them to connect with students and provide engaging, challenging and holistic programs that cater to individual needs. Teachers will identify and embrace both their strengths and areas of development.

- Collaboratively plan, develop and implement scope and sequence plans for English, Science, History and Mathematics.
- Build Staff capacity and understanding of National curriculum to develop and implement high quality programs and units of work.

**Parents/Carers:** Establish a collaborative learning community where parents, carers and families are encouraged and supported to hold high

## Processes

How do we do it and how will we know?

### Literacy and Numeracy Practices

Implementation of current innovative literacy and numeracy practices.

### Extra Curricular Opportunities

Provide opportunities for students to participate in a holistic curriculum through opportunities in extra curricular activities in art, sports and Technology.

### National Curriculum

Develop the capacity of staff understanding, knowledge and implementation of the National Curriculum through the development and evaluation of scope and sequences and units of work.

### Evaluation Plan

'Tell Them From Me' surveys for parents, staff and students.

Evaluation of NAPLAN, Best Start and school assessment data.

Collection and analysis of programs, teacher feedback notes and Personal Development Plans

Staff/Stage meetings dedicated to School Plan

DP assisting staff to facilitate plan in their classrooms

## Products and Practices

What is achieved and how do we measure?

### Product:

Aboriginal students are achieving at or above state average in all NAPLAN aspects.

80% of students are at or above cluster reading levels in accordance with the continuum.

15% growth in school based data based on Newman's Analysis

80% of students are at or above the recommended arithmetic strategy levels in accordance with the numeracy continuum.

All students are actively engaged in challenging and purposeful learning experiences across all Key Learning Areas.

Scope and sequences and units of work based on the National curriculum are developed and utilised by staff.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

### Practice:

All staff utilising FoR practices explicitly

Teachers use current numeracy practices

Integrate syllabus themes

Differentiate curriculum to cater for gifted

expectations and are involved and value their child's learning.

- Work with the school in improving the educational outcomes for their children
- Develop an increased understanding of curriculum and purpose of assessment requirements and expectations
- Engage in reporting processes including interviews, phone conversations and formal school reports

**Community Partners:** Establish strong partnerships with the local community and encourage their support and involvement to enrich student learning.

**Leaders:** Develop skills to enhance knowledge and communication through professional development and mentoring to ensure successful leadership

- Enhance a culture of learning by developing and building capacities of staff through the provision of effective, collaborative feedback.
- Lead staff in developing self-evaluation processes and assist them in seeking opportunities to further develop leadership
- Assist staff in Developing PDP's within the overall school context and National Standards Framework
- Engage the community in developing an understanding of the National curriculum

and talented students and students with special needs.

Innovative teaching practices that integrate technology to promote 21<sup>st</sup> century learners

Teachers promote communication in all of its forms, it is valued, explicitly taught and monitored.

Newman's Analysis testing implemented school wide

Staff, students and parents participate in the "Tell Them From Me" survey.

# Strategic Direction 2: QUALITY TEACHING PRACTICE

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To improve student learning through consistent innovative teaching practices, based on current research and the Quality Teaching Framework, with a focus on catering for individual needs and producing productive 21<sup>st</sup> century learners.

## Improvement Measures

100% staff trained in current literacy and numeracy practices

Quality Teaching Framework is evident in all teaching programs

An increase in the number of parents involved in school initiatives to support their child's learning.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Develop the learning capacity in our students to become deep and critical thinkers who make relevant connections and who take an active role in their own education

- To be included and actively engaged in their learning process
- Their learning to be differentiated, targeted and measureable
- Curriculum design to be child centred
- High quality teaching, drawing on current research to be delivered in every classroom
- Learning intentions that are clearly articulated
- To be taught in supportive environments to ensure productive learning
- To understand that learning can require significant effort and responsibility

**Staff:** To enhance teacher capacity to implement and deliver current Quality Teaching Practices

- Develop a range of strategies to enhance learning process at the individual and class level
- Design and implement quality teaching and learning experiences based upon strategic evaluation of assessment tasks including quality criteria and intended learning intentions.
- Implement continuum as the primary

## Processes

**How do we do it and how will we know?**

### Peer Coaching

Build staff capacity through professional learning including observations, demonstrations and reflection.

### Quality Teaching and Assessment Practice

Develop staff knowledge of the Quality Teaching Framework, current research, formative assessment practices, student feedback, data trends and implications for the classroom.

### Consistent Teacher Judgement

Build staff capacity to Collaborative plan, differentiate programming, teaching practices and assessment to develop consistency of teacher judgement.

### Evaluation Plan

'Tell Them From Me' surveys for parents, staff and students.

Evaluation of NAPLAN, Best Start and school assessment data.

Collection and analysis of programs, teacher feedback notes and performance development processes

Peer evaluation and feedback practices

Staff/Stage meetings dedicated to School Plan

DP assisting staff to facilitate plan in

## Products and Practices

**What is achieved and how do we measure?**

### Product:

Students take responsibility for their own learning and are actively engaged in targeted child centred learning.

100% staff trained in current literacy and numeracy practices.

Teaching programs incorporate the Quality Teaching Framework, utilising quality resources to support the implementation of the National Curriculum.

Up skill parents to engage with and support their child's learning.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

### Practice:

Explicit and systematic teaching of mathematics and literacy

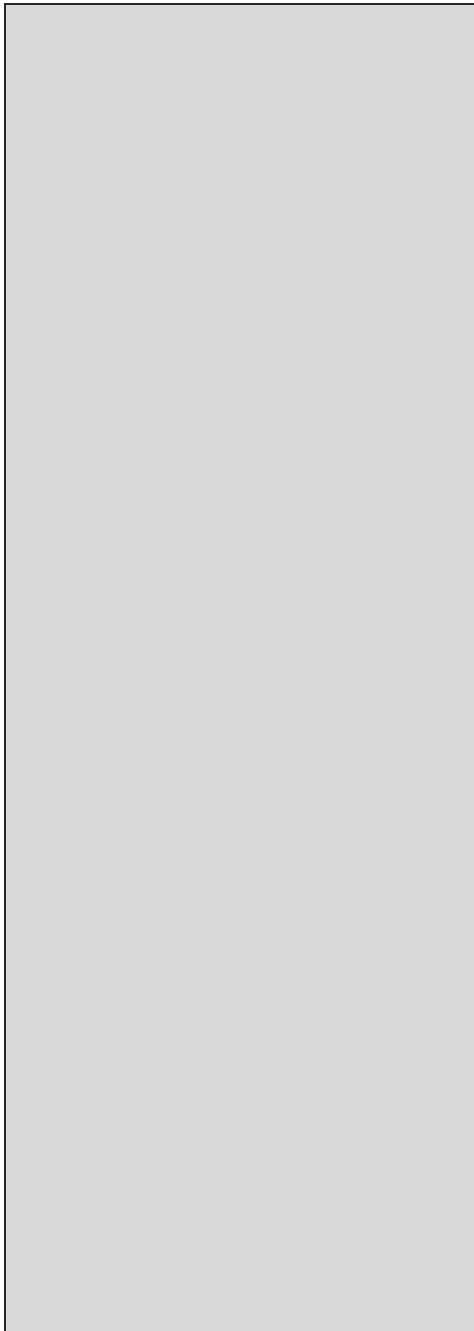
Differentiated curriculum to cater for individual learning styles

Students tracked on the continuum

Innovative teaching practices in literacy and numeracy (FoR, TOWN and TEN)

Programs and TPL driven by data

All Class Teachers evaluating lesson quality through processes based on the



driver for benchmarking students against state grade expectations.

- Seek professional learning opportunities to enhance learning and teaching.
- Deliver a differentiated Australian Curriculum with confidence in all mandated subjects.
- Engage the community in developing an understanding of the 'role of the learner' within the parent community
- Involvement in the development of parenting workshops to increase level of understanding amongst the community about Australian curriculum.

**Parents/Carers:** Enhance parent capacity to support them in taking an active role in their child's education.

- Engage in children's learning
- Work with the school in improving the educational outcomes for their children.
- Develop positive relationships focused on the learning of children.

**Community Partners:** Establish strong partnerships with the local community and encourage their support and involvement to enrich student learning.

**Leaders:** Develop skills to enhance knowledge and communication through professional development and mentoring to ensure successful leadership

- Enhance a culture of learning
- Develop and build capacities of staff through the provision of effective, collaborative feedback.
- Lead staff in developing self-evaluation processes for improved student learning
- Develop Personal Development Plans that are specific to levels of expertise and experience,

their classrooms

Quality Teaching Framework.

All class teachers using relevant continuums during programming, assessment and reporting.

All staff are actively engaged in professional dialog and planning to inform teaching practice and assessment.

Workshops provided by the school to enhance and build the capacity of parents to assist students with learning occurs in Australian Curriculum with a focus on English and Mathematics.

Teachers use assessment data to monitor the effectiveness and direction of their teaching practice.



demonstrate an understanding and commitment to enhancing the learning culture at the class and staff levels and are embedded in the National Standards Framework.

# Strategic Direction 3: CULTURE

## Purpose

Why do we need this particular strategic direction and why is it important?

To develop a strong supportive partnership with our community with the aim of developing the wellbeing of our staff, students and parents, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school's vision.

## Improvement Measures

Increase in student attendance and engagement.

Strong participation of parents, including Aboriginal parents, at school events, information sessions and interviews.

100% of staff develop PDPs in consultation with school leaders and become more willing to take on, share and mentor others in roles throughout the school.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:** Develop students' capacity to play an active role in their engagement and approach to school based learning

- Increased consultation and inclusion in decision making process
- An improved sense of ownership in their school
- Improved kindergarten to school and year 6 - 7 transition process
- Set high expectations for themselves and develop an understanding of life long learning.

**Staff:** Develop capacity and leadership in staff to provide quality holistic education and supportive learning environments for students in collaboration with all parties

- Stronger levels of trust and professionalism, developed through an increase in individual responsibility and professional engagement
- A school focus on the development of collaboration activities to improve student learning, program development and personal professional growth
- The development of a 'professional learning community' to benefit all students and increase job satisfaction
- To increase levels of effective communication processes with community to enhance levels of engagement
- Improved reporting processes that

## Processes

How do we do it and how will we know?

### Welfare

Build consistent welfare systems to support engagement and management of students and staff.

### Strengthen Community Partnerships

Increase two way communication by creating formal and informal opportunities for parent involvement in their child's education.

### Performance and Development

Determine TPL for all staff members through PDPs, acknowledging and utilising staff strengths to build capacity and mentor others to take on varying rolls across the school.

### Learning Management Business Reform

LMBR team selected, trained and develops an understanding of the new business reforms.

### Evaluation Plan

'Tell Them From Me' surveys for parents, staff and students.

NAPLAN data for Aboriginal students

Staff/Stage meetings dedicated to School Plan

DP assisting staff to facilitate plan in their PDP's

## Products and Practices

What is achieved and how do we measure?

### Product:

Maintain the positive reputation our school has by continuing established relationships with local community groups.

Increase in student attendance and engagement.

Strong participation of parents, including Aboriginal parents, at school events, information sessions and interviews.

100% of staff develop PDPs in consultation with school leaders and become more willing to take on, share and mentor others in roles throughout the school.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

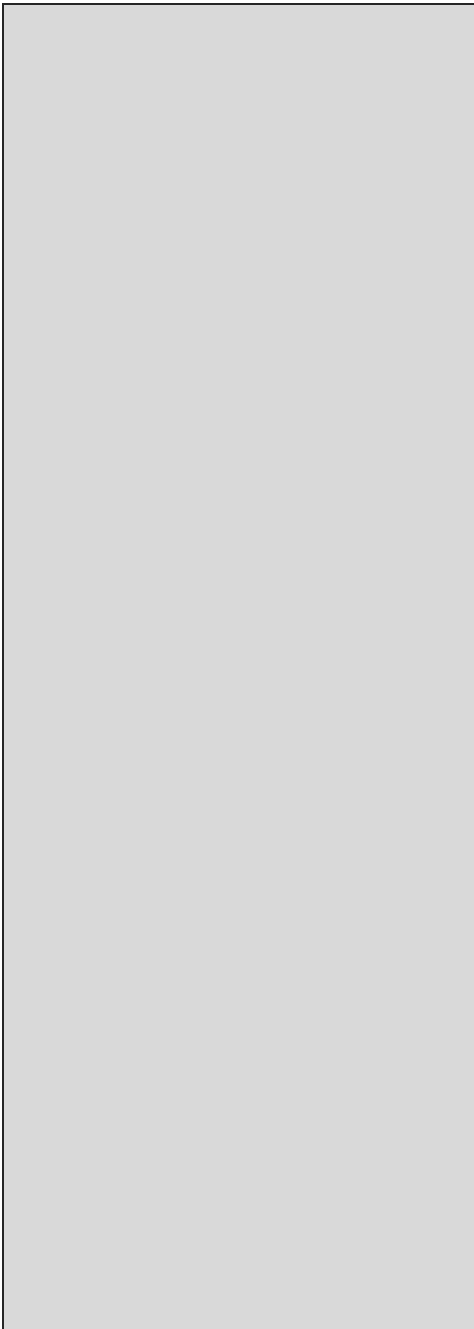
### Practice:

Promotion and development of school welfare policy, including staff welfare.

Aboriginal parent involvement in the PLP processes

Quality transition procedures from local preschools to primary school settings and from primary school to high school.

Parents and caregivers are increasingly involved in child's learning



reflect assessment alignment.

- Develop Personal Development Plans that are specific to levels of expertise and experience at 'Proficient' and 'Highly Accomplished'

**Parents/Carers:** Establish a collaborative school community ensuring that the well-being and development of students and their families are achieved in a cohesive manner.

- Engage in children's learning
- Work with the school in improving the educational outcomes for their children
- Engage in reporting processes including interviews, phone conversations and school reporting process
- Support the school in building expectations for its community as a place of learning excellence
- Develop understandings of curriculum and ways of helping students in the home environment

**Community Partners:** Establish strong partnerships with the local community and encourage their support and involvement to enrich student learning.

**Leaders:** Develop skills to enhance knowledge and communication through professional development and mentoring to ensure successful leadership.

- Develop capacity of staff to engage with its community to benefit its students
- Develop increased trust and reliance on all staff to develop PDP's to improve professional engagement with their support
- Engagement strategies with and for the community
- Seek opportunities to develop community engagement with the



Strong partnerships with our Community of Schools group, especially Albion Park High School.

Teachers take responsibilities for changes in practice required to achieve school performance.

Teacher actively participating in appropriate level of the accreditation process.

Staff, students and parents participate in the "Tell Them From Me" survey.



- school
- Develop strategies to improve communication of student learning with the community
  - Seek opportunities to further develop leadership
  - Develop PDP's that reflect the role of leadership within the overall school context and National Standards Framework

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