

# School plan 2015 – 2017



## Mount Pritchard Public School 2648

Engaging  
Students

Engaging  
Staff

Engaging  
Community



# School plan 2015 – 2017



## School vision statement

At Mount Pritchard Public School we are committed to ensuring that all students engage in a high quality education that promotes academic and personal excellence in a safe and supportive learning environment. We strive to create a community of successful, confident, creative and reflective learners with the aim of supporting students in becoming lifelong learners and active and responsible citizens.

## School context

Mount Pritchard Public School is situated in south west Sydney and is part of the Liverpool School Network. The school enrolment is 387 (including 11 Aboriginal students and 5 refugee students). Approximately 73% of students are from a language background other than English. The school has students from 29 different cultural backgrounds with the predominant backgrounds being Australian 90 Vietnamese 89, Samoan 45, Arabic 37 and Serbian 27. Mount Pritchard school has 30 teaching staff of which 39% are early career teachers and 61% experienced teacher with 4-30 years experience. The school has active P&C membership and a good relationship with parent community and local high schools. In 2015 the school will be involved in Community of Schools working together to improve educational outcomes for students. The physical grounds are extensive and there is a mixture of multistorey and single story classroom buildings which have been refurbished internally. There are opportunities for before and after school care and preschool run by private providers and Fairfield City Council.

## School planning process

Staff, students and community members were consulted in a variety of ways, through face-to-face meetings, surveys, staff meetings and online polls. This information was used to set the strategic directions.

A staff team wrote the practices, products, people and processes in a small group. This information was collated and presented back to staff for further development and consultation.

The school vision and strategic directions were presented to parents for discussion.

The staff was then consulted along with PLSO.

Colleagues from community of schools (6 schools) meet to discuss combined professional learning and to develop understandings of the mile stoning, processes, products and practices.



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## STRATEGIC DIRECTION 1

Engaging students in learning for high achievement

### **Purpose:**

To empower students with the skills, values and attitudes necessary to become responsible active learners who can take risks and meet the challenges faced in a rapidly changing world.

## STRATEGIC DIRECTION 2

Engage staff in innovative and reflective practice for high student learning achievement

### **Purpose:**

To develop deep knowledge and effective implementation of curriculum and reflective teaching practice, developing innovative pedagogy that will support students in learning for high achievement

## STRATEGIC DIRECTION 3

Engage the wider school community to support student learning and high achievement

### **Purpose:**

To build capacity in educational practice by sharing knowledge, experience and skills with the school and other educational communities that will support students in learning and high achievement.

# Strategic Direction 1: Engaging students in learning for high achievement

## Purpose

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

To empower students with the skills, values and attitudes necessary to become responsible active learners who can take risks and meet the challenges faced in a rapidly changing world.

## Improvement Measures

- ❖ 80% of students achieving grade benchmarks in TEN program
- ❖ 75% of students achieving at or above stage outcomes in English and Maths
- ❖ 85% of students achieving benchmark levels in Guided reading
- ❖ 10%(from 2014 baseline data) increase use and knowledge of students using reflection through pre and post surveys.
- ❖ At least 65% of students demonstrate knowledge of 6cs identified through student's observations, surveys and focus groups.
- ❖ At least 55% students achieve expected growth identified through NAPLAN
- ❖ All staff engaged in quality conversations in engagement.

## People

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

**Students:** develop deep understanding of the 6C as skills and strategies to improve learning.

**Staff:** understand how learning goals and success criteria impact on student learning.

**Parents/Carers:** build awareness and understanding of the common language of innovative pedagogy and new curriculum.

**Community Partners:** Establish networks with community of schools to develop shared language knowledge and understanding of pedagogy.

**Leaders:** provide leadership opportunities for aspiring leaders to build deep knowledge of explicit pedagogy.

## Processes

How do we do it and how will we know?

- Embed new Australian Curriculum through innovative quality teaching practices that engage students in learning.
- Develop a common language formative assessment that will drive reflective practice using performance development framework
- Implement a collaborative and consistent approach to developing knowledge of 6cs and how they are embedded in curriculum.

## Evaluation Plan

- Survey students
- Review teaching and learning programs
- Analyse school based reporting
- PLAN and TEN Benchmarking.
- NAPLAN analysis

## Products and Practices

What is achieved and how do we measure?

### Product:

- 95% of students achieving grade benchmarks in TEN program
- 85% of students achieving at or above stage outcomes in English and Maths
- 95% of students achieving benchmark levels in Guided reading
- 10% (from 2014 baseline data) increase use and knowledge of students using reflection through pre and post surveys.
- At least 70% of students demonstrate knowledge of 6cs identified through student's observations, surveys and focus groups.
- At least 60% students achieve expected growth identified through NAPLAN

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

### Practice:

- Students participating in differentiated learning based on formative assessment.
  1. TEN program K-2
  2. SOLE S3
  3. Project Based Learning /Genius hour K-4
  4. 8 ways of learning
- All students K-6 utilise learning goals and success criteria to reflect on learning.
- All staff will have a deep understanding of new Australian Curriculum documents to plan and present high quality learning experiences.
- Students using 'The Philosophy program' and 6Cs skills in their learning.

## Strategic Direction 2: Engage staff in innovative and reflective practice for high student learning achievement

### Purpose

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

To develop deep knowledge and effective implementation of curriculum and reflective teaching practice, developing innovative pedagogy that will support students in learning for high achievement.

### Improvement Measures

- ❖ 100% performance and Develop Plans will include evidence of feedback, assessment and reflection
- ❖ All classes will facilitate the use of ICT research for project based learning (evaluate from current benchmark)
- ❖ 20% increase of use of feedback for learning (Baseline data-survey focus groups)
- ❖ All staff show an knowledge of curriculum and pedagogy (from school based data/surveys Baseline data)
- ❖ 75% of students achieving at or above stage outcomes in English and maths
- ❖ 60% students demonstrate expected growth identified through NAPLAN

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### People

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

**Students:** students will develop knowledge about feedback for improvement, develop understanding of learning goals and success criteria

**Staff:** understand the process Action Research a common approach across the school

**Parents/Carers:** provide strategies for parents to understand feedback and reflection through workshops

**Community Partners:** build a common language and school knowledge across Community of Schools and professional networks.

**Leaders:** Build capacity of school executives and aspiring leaders through professional learning goals aligned to National Standards for leadership.

### Processes

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

- Building a coaching and mentoring culture that ensures
  - a) deep knowledge of curriculum and 21<sup>st</sup> Century Pedagogy.
  - b) Consistent teacher language about feedback and assessment.
  - c) formative assessment and feedback to drive Teaching and Learning
- Action research to monitor and drive innovative pedagogy that reflects on performance and development framework.
- Authentic integration of ICT in all KLAs.

#### Evaluation Plan

- Evidence of consistent language around feedback in classrooms across the school (baseline data from survey, observation and focus groups)
- Staff achieving professional learning goals through reflective practice in personal development and performance plans.

### Products and Practices

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

#### Product:

- 100% performance and Develop Plans will include evidence of feedback, assessment and reflection
- All classes will facilitate the use of ICT research for project based learning (evaluate from current benchmark)
- 25% increase of use of feedback to students for learning (from Baseline data)
- All staff show an increase knowledge of curriculum and pedagogy (from school based data/surveys **Baseline data**)
- 85% of students achieving at or above stage outcomes in English and maths
- 70% students demonstrate expected growth identified through NAPLAN

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

#### Practice:

- Collaborative planning of learning and assessment tasks.
- Staff using learning intentions, success criteria and goal setting for students learning.
- Staff setting Professional learning goals to enhance teaching and develop deeper understanding of curriculum and effective pedagogy.
- Learning in all classrooms is differentiated and student directed

# Strategic Direction 3: Engage the wider school community to support student learning and high achievement

## Purpose

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

To build capacity in educational practice by sharing knowledge, experience and skills with the school and other educational communities that will support students in learning and high achievement.

## Improvement Measures

- ❖ All teachers participate in Targeted professional learning and educational networks
- ❖ Increased parent participation formal and informal in school activities and classrooms as measured from 2015 data.
- ❖ 100% teacher awareness and gauge staff interaction in BIL for aspiring and existing leaders.
- ❖ Teacher's reflections indicates shift in practice and increased use of collaborative planning and teaching.

## People

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

**Students:** Building awareness and skills of students to use feedback and reflection as an integral part of learning.

**Staff:** Developing protocols to support reflective practice and action research.

**Parents/Carers:** increase opportunities for parents to participate in learning around curriculum, innovative pedagogy through Parent Coffee Club and workshops.

**Community Partners:** building the collective efficacy across Community of Schools.

**Leaders:** Identify staff capabilities and encourage shared leadership opportunities through accreditation process, national teaching standards and professional development framework

## Processes

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

- Build parent awareness and understanding of innovative pedagogy and new curriculum with parent community through workshops and increased school participation.
- Establish a Community of Schools Network with ST Johns Park, Edensor Park, Prairievale, Harrington St and Bonnyrigg Public schools to develop and celebrate quality teaching and learning and Capacity building across schools by implementing (BIL) Building instructional leadership.
- Establish educational partnerships with local high schools/primary schools and universities to support curriculum implementation and consistent quality teaching practices based on Action research.

## Evaluation Plan

- Survey parents on skill development for curriculum understanding, feedback and reflection. Focus groups
- Evaluate Review COS conference staff translating learning into classroom practice.
- Action research positively impacting on staff capabilities
- Review Instructional rounds as evidence seeking culture at MPPS

## Products and Practices

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

### Product:

- All teachers participate in Targeted professional learning and educational networks
- Increased parent participation formal and informal in school activities and classrooms(audit)
- 100% teacher awareness and staff interaction in BIL for aspiring and existing leaders.
- Teacher's reflection indicates shift in practice and increased use of collaborative planning and teaching.

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

### Practice:

- Students engaging in purposeful communication with peers across schools) epals network with SJP
- Establish a common practice across COS to enhance teaching and learning.
- Ultise(BIL) to enhance reflective processes to improve teaching and learning.
- Establish educational network to build knowledge and skills.
- A committee established to develop transition strategies moving into 2017