School plan 2015 – 2017

Mount Kembla Public School

School Code: 2643

Staff -
Creating a High
Performing
Learning
Culture

Students -
Creating Contributing
Global Citizens

Community -
Creating Community
Partnerships
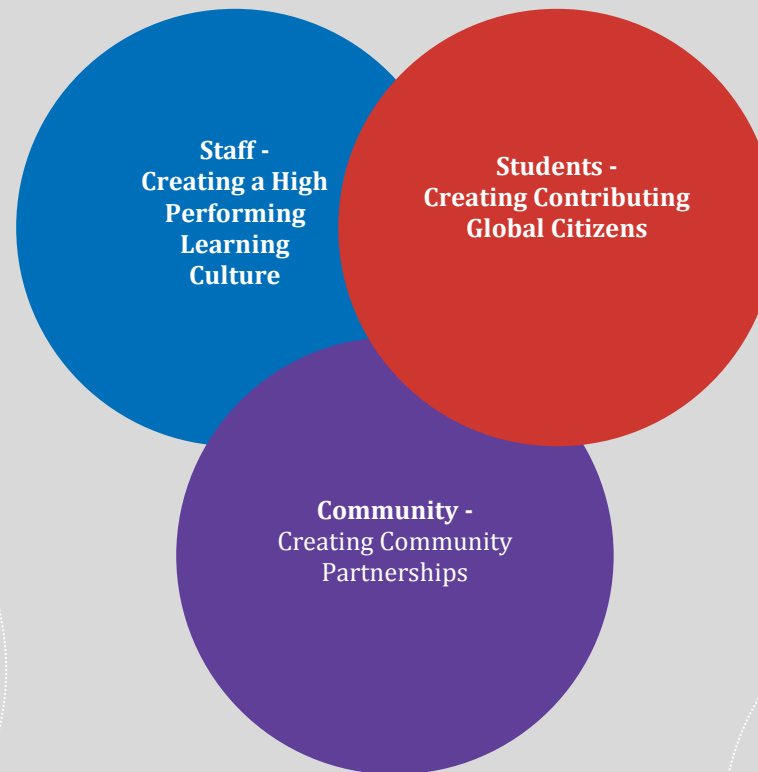
School vision statement

At Mount Kembla Public School we believe "all young Australians become successful learners, confident and creative individuals, and active and informed citizens" (*Melbourne Declaration*, 2008) when immersed in quality education delivered by dedicated and skilled staff. Through the combined efforts of all educational stakeholders we endeavour to prepare students to have fulfilling, meaningful and responsible lives.

Knowledge is Power

School context

Mount Kembla Public School, established in 1859, is situated in the Illawarra suburb of Mount Kembla, located south of Wollongong. Mount Kembla has a strong mining history and was also the scene of a historic mining disaster which is commemorated each year.

Our parents are involved in many school events and through the P&C organise our uniform shop and canteen. They are welcome at the school and we always have a high number of supporters at all sporting or special activities.

Mount Kembla Public School comprises of students who are courteous and respectful, enjoying the challenges of learning. They are primarily from our local areas including Mount Kembla, Cordeaux Heights and Unanderra. We currently have seven classes and enrolment projections suggest this will remain the situation for upcoming years. One of the advantages of a school our size is the friendships that are not bound by age or class. Our students know each other and mix well regardless of grade. They are also very welcoming of new students to our school.

The staff of Mount Kembla Public School demonstrate a high level of professionalism and commitment. All of our staff members remain dedicated in their efforts to raise student achievement and best cater for the children in their care. They are welcoming of other professionals and community members alike.

School planning process

Mount Kembla Public School annually seeks the opinions of staff, students and community members through the School Evaluation process. In order to move to the 2015-2017 planning phase we again involved staff, students and community members when gathering our information.

In 2014 we surveyed all stakeholders based on possible future directions across all educational programs for our 2015-2017 School Plan.

The results showed all parties are very satisfied with:
- The community feel of our school
- Student Welfare systems
- Technology available to students.

Areas identified for possible growth in the future by the community were:
- Increased musical opportunities

Areas identified by students included:
- Increased outdoor learning
- Increased use of technology.

Areas identified by staff were:
- Encouraging students to set personal learning goals
- Utilising staff strengths to build capacity overall.

Staff also completed a strength audit and looked at both in school and external data. The draft of our plan has been tabled at P&C meetings and regular staff meetings. Our 2015-2017 School Plan is a result of consultation between the students, staff and community of Mount Kembla Public School.

School strategic directions 2015 – 201

STRATEGIC DIRECTION 1

Staff
Creating a High Performing Learning Culture

Purpose:

To strengthen a culture of commitment in teaching where staff actively reflect on learning outcomes and maintain high expectations of themselves and students.

Staff will be active and collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

Staff engage in individualised, team and shared professional learning to meet their needs and the diverse needs of our students.

STRATEGIC DIRECTION 2

Students
Creating Contributing Global Citizens

Purpose:

To develop in students the use of critical thinking to contextualise their learning beyond the classroom, thus engendering the ability to work independently and in teams to explore concepts and communicate ideas.

Students will be guided to become resourceful, empathetic, resilient and productive members of society.

As a result of effective pedagogy students will have the skills to be literate, numerate and creative thinkers. They will be immersed in quality teaching practices to heighten engagement and significance producing citizens equipped for engaging in society. Students will be competent and ethical users of technology.

STRATEGIC DIRECTION 3

Community
Creating Community Partnerships

Purpose:

To build on existing links with the wider community for the betterment of our students. Through reflective practices and meaningful partnerships stakeholders are empowered to contribute positively to the school community and support student learning.

Strengthen current relationships with the community to improve whole school organisational effectiveness.

Delivering quality educational and leadership programs through sustained and meaningful engagement with our Community of Schools.

Strategic Direction 1: Staff- Creating a High Performing Learning Culture

Purpose

To strengthen a culture of commitment in teaching where staff actively reflect on learning outcomes and maintain high expectations of themselves and students.

Staff active and collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

Staff engage in individualised, team and shared professional learning to meet their needs and the diverse needs of our students.

Improvement Measures

1. 100% of staff develop and review individual Performance and Development Plans (PDPs) that reflect the Australian Professional Standards for Teachers and Quality Teaching Framework.
2. 90% of teaching staff utilising PLAN software to track student progress and monitor individual student needs.
3. Implementation of all new Board of Studies syllabus documents as determined by the mandatory timeframe by 100% of teaching staff.

People

Staff:
Able to develop and maintain individual Performance and Development Plans (PDPs) reflective of the Australian Professional Standards for Teachers.

Students:
Challenged and engaged in learning based on all current syllabuses, including the newly introduced documents, having feedback to further motivate improvement.

Community:
Establishing clear communications with parents to assist their understanding of the syllabus documents being introduced, current teaching strategies and ways to best support their child's learning.

Leaders:
School leadership team to undertake additional professional learning around syllabus implementation and the Australian Professional Standards for Teachers.

Processes

- Staff will identify learning and development needs linked to the schools strategic direction and the Australian Professional Standards for Teachers.
- Increasing capacity of staff to have proactive conversations about their own learning needs.
- Staff awareness and skills of Growth Coaching developed and supported through on going professional learning.
- Utilising growth coaching and mentoring strategies to develop PDP goals.
- Further develop staff understanding and quality pedagogy while explicitly targeting student needs.
- Implementing professional learning based on the use of the PLAN software and determining time to input data regularly.
- Continue professional learning targeting new BOSTES syllabus documents and monitor effective implementation of these documents.

Evaluation Plan:
1. Evidence includes teachers PDPs showing goals and reflections.
2. Plan data reports on student progress.
3. New syllabus implementation evident in work samples, teaching programs and in the Performance and Development process.

Products and Practices

Products:
- 100% of staff develop and review Individual PDPs that reflect the Australian Professional Standards for Teachers and Quality Teaching Framework.
- Teaching programs reflect a deep understanding of effective feedback and assessment.
- All teaching programs reflect implementation of BOSTES syllabus documents in line with the Australian Curriculum.
- 90% of teaching staff utilising PLAN software to track student progress and monitor individual student needs.

Practices:
- Teachers collaboratively plan and implement consistent teacher judgement when inputting student data based on the continuums.
- Peer Coaching Buddy program established to assist in setting and professional learning goals.

Strategic Direction 2: Students - Creating Contributing Global Citizens

Purpose

To develop in students the use of critical thinking to contextualise their learning beyond the classroom, thus engendering the ability to work independently and in teams to explore concepts and communicate ideas.

Students will be guided to become resourceful, empathetic, resilient and productive members of society.

As a result of effective pedagogy students will have the skills to be literate, numerate and creative thinkers. They will be immersed in quality teaching practices to heighten engagement and significance producing citizens equipped for engaging in society. Students will be competent and ethical users of technology.

Improvement Measures

1. 100% of teachers engaged in explicit teaching based on sound pedagogy.
2. 95% of Stage Two and Three students aware of ethical use of technology to support their independent learning.

People

Students:
Engaged in high quality learning utilising technology in an ethical manner. Growing into resourceful, empathetic, resilient and productive members of society.

Staff:
Exploring new ways to engage learners, reflect on current practices and refine best use of technology, multi-modal learning and explicitly teaching skills required by contributing global citizens.

Leaders:
School leaders support the professional learning of teachers in curriculum and implementation of pedagogy based programs and practices.

Community:
Strengthening existing community partnerships with other schools, available resources and community groups to provide learning opportunities and support structures for our students.

Processes

- Staff plan, implement and reflect on professional learning based on Focus on Reading and L3 with student achievements recorded against the Literacy Continuum and data entered into PLAN.
- Based on TEN and CMIT, implement and reflect on professional learning with student achievements recorded against the Numeracy Continuum and data entered into PLAN.
- Support Community of School initiatives to implement extension and enrichment programs at a school and CoS level.
- Devise a peer support program to build student leadership capacity and strengthen student resilience.
- Professional learning for teachers to develop a deep shared understanding of 21st Century learning.
- Ethical use of technology developed and implemented in Stage Two and Three.

Evaluation Plan:
1. Performance and Development process demonstrates goal setting and development of a deeper knowledge of sound pedagogy.
2. No current base line data. Surveys and student situation analysis illustrates positive responses to given scenarios.

Products and Practices

Products:
- An established peer support program in which all students K-6 participate.
- 100% of teachers engaged in explicit teaching based on sound pedagogy.
- 95% of Stage Two and Three students aware of ethical use of technology to support their independent learning.
- L3 established in Kindergarten and Year 1 classes and Focus on Reading implemented in Year 2-6 classes.

Practices:
- All teachers and students participate in various modes of inquiry learning to develop creative thinkers.
- 100% participation of all staff trained in Focus on Reading, and all 2-6 teachers implementing these core strategies.
- 100% participation of all staff trained in Count Me In Too, and all teachers implementing these core strategies.

Purpose

To build on existing links with the wider community for the betterment of our students. Through reflective practices and meaningful partnerships stakeholders are empowered to contribute positively to the school community and support student learning.

Strengthen current relationships with the community to improve whole school organisational effectiveness.

Delivering quality educational and leadership programs through sustained and meaningful engagement with our Community of Schools.

Improvement Measures

1. 70% of community feedback is positive in regards to being informed of their child's learning.
2. 70% of feedback from parent information sessions is positive, displaying parents have increased confidence in their ability to assist their child's learning.

People

Community:
Developing parent skills and understanding of current practices within education. Enabling parents to be active participants in their children's learning.

Staff:
Staff exhibit practices aligned with the values of Public Education, being welcoming and professional in their manner, supportive of our parent body and encourage positive community involvement in our school.

Students:
Develop an understanding that their parents have a significant role in supporting their learning. They participate in opportunities to learn with other members of our community including our Community of Schools.

Community of Schools:
Building on already existing positive partnerships in the Figtree CoS, providing learning opportunities for both staff and students.

Historical Society:
Existing partnerships continue to develop through the shared interests of the Mount Kembla Mining Disaster annual commemorations.

Processes

- Gather base line data measuring satisfaction level in regards to parents being informed of their child's learning.
- Develop and implement ongoing parent information sessions about the new syllabuses and teaching strategies to employ at home in order to be active participants in their children's learning.
- Regularly review the current communication practices and Welfare Policy structure in order to best keep parents informed.
- Maintain and strengthen current links within the Figtree Community of Schools in relation to professional learning opportunities.

Evaluation Plan:
1. Evidence gathered via surveying parents.
2. Evidence through attendance at parent information sessions and survey results from those sessions.

Products and Practices

Products:
- 70% of community feedback is positive in regards to being informed of their child's learning.
- Surveys regularly offered to the wider community in order to ascertain the effectiveness of communication tools.
- 70% of feedback from parent information sessions is positive, displaying parents have increased confidence in their ability to assist their child's learning.

Practices:
- Parents utilising a variety of communication tools to be informed of school events and news.
- Parents being strongly supportive of the school's Welfare Policy and demonstrating a clear understanding of school rules and expectations.
- 100% involvement in all CoS initiatives for both students and staff.