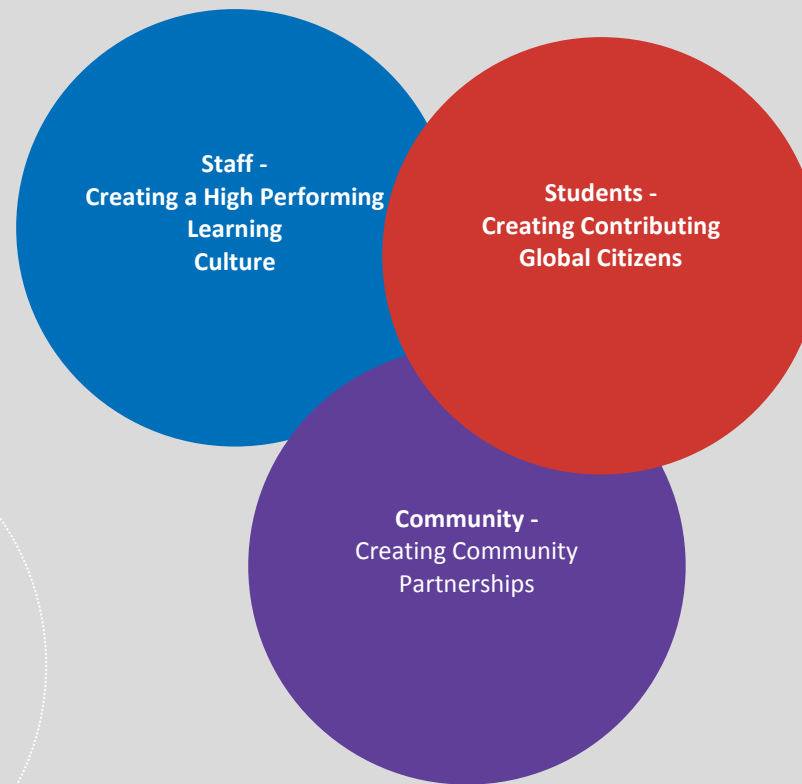


School Plan 2016



Mount Kembla Public School

School Code: 2643





School background 2015 - 2017



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 become active and informed citizens of the world.

Mount Kembla Public School is dedicated to providing a nurturing and safe school community where students are able to achieve their full potential through independent and creative learning opportunities.

'Making the learning visible'

'When teachers see learning through the eyes of the students and students see themselves as their own teachers'.

Professor John Hattie

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 active participants in the school community through their dedication to classroom help, volunteering in the canteen and uniform shop as well as supporting the school and their children through attending many school events.

Mount Kembla Public School has students who use their initiative, demonstrate common sense and interact honestly and with integrity in an environment which values multi-age groupings.

Our school is committed to providing high quality learning experiences achieved through implementing a balanced curriculum that aims to prepare students for the 21 Century; increasing the use of technology; recognising roles and responsibilities and contributions of all school community members in setting appropriate educational goals and maintaining a strong focus on literacy and numeracy.

The staff of Mount Kembla Public School demonstrate a high level of professionalism and commitment to improve student outcomes.

School planning process

Mount Kembla Public School seeks the opinions of staff, students and community members through the School Evaluation process annually. 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 School Plan 2016 was devised by evaluating achievements made in 2015 to plan the where to next.

Strategic Direction 1 focused on developing a high performing learning culture through students learning to articulate learning goals and staff having access to professional development that focuses on best practice in improving student outcomes.

Strategic Direction 2 focused on developing quality professional learning in differentiated learning strategies to enable every student to excel.

Strategic Direction 3 focused on providing community members with the opportunities to engage in their child's education and in a wide range of school related activities. Building on existing partnerships in the Figtree CoS providing learning opportunities for both staff and students.



School strategic directions 2015 – 2017



STRATEGIC DIRECTION 1

Staff
Creating a High
Performing Learning
Culture

STRATEGIC DIRECTION 2

Students
Creating
Contributing Global
Citizens

STRATEGIC DIRECTION 3

Community
Creating
Community
Partnerships

Purpose:

Teachers have the capacity to provide curriculum that is differentiated to meet students' strengths and needs. All staff are provided with ongoing quality professional learning to meet the challenges of future pedagogy and practice.

Teachers network and collaborate with the broader community to provide quality programs and resources to achieve quality student outcomes and academic growth for every student.

Purpose:

Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Based on this knowledge a differentiated instruction approach to teaching and learning gives students multiple options for taking in information and making sense of ideas. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Purpose:

Strong community partnerships are encompassed through a shared vision where the school and community work in collaboration to provide students with quality educational experiences.

Effective communication and processes will underpin our school's directions as we work in partnership to achieve our goals and challenge our students to be successful 21st Century learners.

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

Teachers have the capacity to provide curriculum that is differentiated to meet students' strengths and needs. All staff are provided with ongoing quality professional learning to meet the challenges of future pedagogy and practice.

Teachers network and collaborate with the broader community to provide quality programs and resources to achieve quality student outcomes and academic growth for every student.

Improvement Measures

Teaching programs reflect a developing understanding of learning intentions using success criteria and effective feedback for improved student outcomes.

Classroom use of both summative and formative assessment to inform teaching and learning programs and assessment.

All teaching programs reflect implementation of BOSTES syllabus documents in line with the Australian Curriculum.

All teaching staff utilising literacy, numeracy continuums and PLAN software to track student progress and monitor individual student needs.

People

Students: will be able to articulate learning goals, success criteria and the purpose of their learning.

Identify a range of strategies to use when they don't know what to do and understand the where to next.

Staff: will embed visible learning strategies in their daily teaching initially in just literacy and numeracy.

Effectively implement new syllabus documents.

Provide effective feedback at point in time learning through the use of both summative and formative assessment strategies.

Plot student progress on literacy and numeracy continuums and use PLAN data to inform teaching to target students who fail to progress.

Develop and refine Performance and Development Plans throughout the year.

Parents will be made aware of a range of productive pedagogies being employed by the school and ways to best support their child's learning.

Leaders will undertake the role of mentor for early career teachers. Collaboratively planning for professional development through Peer Coaching opportunities.

Processes

Staff will identify learning and development needs linked to the schools strategic directions and the Australian Professional Standards for Teachers through the development and refining of their Performance and Development Plans.

Peer Coaching developed and supported via ongoing professional development through executive mentoring role.

Continue to develop staff understanding of quality pedagogy judged against the Quality Teaching Framework (QTF) while explicitly targeting student need

Using PLAN data to inform the next step in teaching and learning.

Evaluation Plan:

Evidence includes teachers PDPs demonstrating goals and reflections.

Plan data reports on student progress.

New syllabus implementation evident in work samples, teaching programs and in the Performance and Development process.

Students articulating learning goals through the establishment of learning intentions in lessons and success criteria.

Products and Practices

Products:

Teaching programs reflect a developing understanding of learning intentions using success criteria and effective feedback for improved student outcomes.

Classroom use of both summative and formative assessment to inform teaching and learning programs and assessment.

All teaching programs reflect implementation of BOSTES syllabus documents in line with the Australian Curriculum.

All teaching staff utilising PLAN software to track student progress and monitor individual student needs.

Practices:

Teachers use student performance data to measure the effectiveness of their teaching and learning programs.

Teachers collaboratively plan and design both summative and formative assessment tasks using consistent teacher judgment to plot student data on the literacy and numeracy continuums.

Peer Coaching established to develop professional learning targeted at school priorities to establish clear learning goals to meet their personal and professional needs.

There is a shared responsibility of teachers and students to identify the learning intentions and expected outcomes of teaching programs.

Strategic Direction 2: Students - Creating Contributing Global Citizens

Purpose

Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Based on this knowledge a differentiated instruction approach to teaching and learning gives students multiple options for taking in information and making sense of ideas. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Improvement Measures

An increased proportion of students achieving through the school's teaching and learning programs as measured by external performance data, school based performance data and community survey results.

This may be measured by :

- an increase in students attaining a higher than expected growth in external data.
- movement of students along the literacy and numeracy continuum.
- individual student reports include descriptions of the student's strengths and areas of growth.

People

Students' development an understanding that engaging in their work and learning are connected.

Students identify the importance of developing effective strategies to become assessment capable learners.

Teachers build capacity in their ability to exceed best practice to strengthen and build quality learning outcomes for their students alongside mentors.

Parents and the wider school community share a school wide responsibility for learning and success for every student.

School leaders are committed to developing quality professional learning in differentiated learning strategies to enable every student to excel.

Processes

Teachers differentiate curriculum delivery to meet the needs of individual students through a thorough knowledge of where students are now and where to next using literacy and numeracy continuums; SENA 1 and 2 data; ongoing L3, TEN and TOWN initiatives and the ongoing implementation of Focus on Reading (FoR).

Teachers involve students and parents in planning to support students designing and implementing Individual Education Plans.

There are systematic policies, programs and processes to identify and address student learning needs ie. through the Learning Support Team.

Evaluation Plan:

The school analysis of internal and external assessment data to monitor, track and report on student and school performance.

Students use reflection on assessment and reporting processes and feedback to plan future learning.

Products and Practices

Products:

An increased proportion of students achieving through the school's teaching and learning programs as measured by external performance data, school based performance data and community survey results.

This may be measured by :

- an increase in students attaining a higher than expected growth in external data.
- movement of students along the literacy and numeracy continuum.
- individual student reports include descriptions of the student's strengths and areas of growth.

Practice:

Improved student achievement in literacy and numeracy reflects the positive engagement in rich teaching and learning through the implementation of L3, TEN, CMIT and FoR.

A differentiated curriculum enables every student to become successful learners who engage positively and independently in quality learning programs to achieve their personal learning goals through being actively engaged in visible learning through effective feedback.

Strategic Direction 3: Community - Creating Community Partnerships

Purpose

Strong community partnerships are encompassed through a shared vision where the school and community work in collaboration to provide students with quality educational experiences.

Effective communication and processes will underpin our school's directions as we work in partnership to achieve our goals and challenge our students to be successful 21st Century learners.

Improvement Measures

A higher incidence of community members responding to parent forums and online surveys about the school's direction and future focus.

Collaborative planning a regular occurrence throughout the year with high levels of student, staff and community engagement.

Community involved in school activities such as swimming, cross country and athletics carnivals, parades, BBQ's etc.

People

Students are engaged in consultative practices where they consider their contributions to be valued towards achieving quality learning experiences and are empowered to value their contribution towards the vision of the school initially through SRC and Peer Support Groups.

Teachers can clearly articulate their commitment to developing high expectations for learning for each student and are responsive to the changing needs of the Mt Kembla community.

Parents work collaboratively with the school to develop future directions providing ongoing support of school programs and resources.

Parents and community members are provided an opportunity to engage in their child's education and in a wide range of school related activities.

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

Processes

Parents are provided with support that allows effective participation in parent to student feedback of learning goals.

Leaders have access to time and resources that allows them to effectively support collaboration and communication to all stakeholders.

Develop and implement ongoing parent information sessions about visible learning, learning intentions, success criteria and effective feedback to improve student learning outcomes.

Regularly review the current communication practices 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:

Community surveys on collaborative practices: success and improvements.

Evidence through attendance at parent information sessions and survey results from those sessions.

Evaluation surveys of parents, staff and students at the end of each year.

Collaboration in analysing surveys and planning for future directions for each subsequent year of the three year school plan.

Products and Practices

Products:

A higher incidence of community members responding to parent forums and online surveys about the school's direction and future focus.

Collaborative planning a regular occurrence throughout the year with high levels of student, staff and community engagement.

Practices:

Parents and community members actively engage in a wide range of school related programs and activities.

The school successfully collaborates with parents and the broader community to establish common goals and directions of the school.

The school articulates a commitment to equity and high expectations for learning for every student and is responsive to the changing needs of the schools community.

A shared responsibility is evident through the school's leadership, teaching and learning and the school's evaluation processes to review learning outcomes for students.

The school acknowledges and celebrates student achievement and recognises the contributions made by all key stakeholders in the learning community.

Students, teachers and parents provide constructive feedback on school practice and procedures and work collaboratively to determine future directions of the school.

