

# School plan 2015 – 2017



Monteaule Public School

# School background 2015 - 2017

## SCHOOL VISION STATEMENT

At Monteagle Public School students, staff and the community unite to promote a culture of school excellence where our students will become creative, critical thinkers who will have the skills to equip them for 21<sup>st</sup> Century learning.

## SCHOOL CONTEXT

Monteagle Public School was established in 1882 and is situated 14km north of Young.

It is a P5 school where half the students come from the Monteagle area and the remaining students travel to Monteagle from the larger town of Young, to access the benefits of a small school.

The school is situated on five hectares and has abundant grounds and resources including its own synthetic tennis court, outdoor classroom and modern play equipment.

Monteagle Public School endeavors to build lifelong learners in a unique community centered environment

The school plays an important role in the community by firmly believing that education is a partnership between equals, and that we are all working towards the best interests of our children

At Monteagle School we foster knowledge, friendship and integrity and strive for excellence in all we do.

We have high expectations of all students and provide quality educational programs that meet students' individual learning needs.

Monteagle Public School is a member of the Young Small Schools community of schools which consists of six small schools from the surrounding area. Together we participate in joint excursions, sporting and cultural events as well as professional learning.

## SCHOOL PLANNING PROCESS

School practices for evaluation and planning play a critical role in the determination of school priorities and programs.

The planning process took place during 2014 with evaluation and consultation with students, staff and parents.

The school initially worked with the High Performance Directorate and the Cootamundra Alliance of Schools (CAS) to begin formulating the new school plan. Surveys were given to all staff, primary students and parents and discussion groups were held.

The evidence collected was used in planning sessions with staff, students and community to share ideas and identify priorities for the 2015-2017 school plan. From this, the three strategic directions were determined:

1. Student Learning
2. Staff and Leader Learning and
3. Community Learning

Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan.

The consultation was supported by documents such as the Melbourne Declaration, which provided a rich source of information to assist the development of understanding the imperative need for change.

The School Plan (2015-2017) also reflects current DEC priorities and reforms, with a strong focus on Great Teaching Inspired Learning (GTIL) Reforms.



## STRATEGIC DIRECTION 1

### Student Learning

To develop and implement a challenging, innovative and inclusive curriculum to equip students to become successful 21<sup>st</sup> century learners

Student learning is dynamic, personalised and connected in a purposeful way.

To improve student learning experiences with results in students' development of the abilities to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

## STRATEGIC DIRECTION 2

### Staff and Leader Learning

Creating a high performing and dynamic school.

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure and teaching and learning programs that inspires every student and teacher to excel and learn to their full potential.

To ensure that learning is differentiated and personalised for all students and staff.

## STRATEGIC DIRECTION 3

### Community Learning

Enhancing Community Engagement and Participation

Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices



# Strategic direction 1: Student Learning

## PURPOSE

To develop and implement a challenging, innovative and inclusive curriculum to equip students to become successful 21<sup>st</sup> Century learners

Student learning is dynamic, personalised and connected in a purposeful way. To improve student learning experiences with results in students' development of the abilities to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

## IMPROVEMENT MEASURE/S

All programs contain evidence of a rich learning environment that facilitates the development of literate and numerate students who are able to think deeply and creatively.

## PEOPLE

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

### Students:

Students will learn how to use new technologies as a way to communicate and to learn, including online GAT courses with other small schools in the Southern Tablelands.

Students will become active participants in their own learning focussing on assessment as learning and developing voice in their own learning

Levels of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.

### Staff

Staff take part in iTunes U course on problem-based learning.

Staff take part in iTunes U course on integrating ICT into learning units

Staff will collegially develop integrated units of work with a focus on higher order thinking skills, open-ended problems and multiple ways for students to show what they know.

## PROCESSES

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

Plot students on the continuum and in PLAN, as they achieve outcomes

Staff learn about plan

Hold three way conferencing so students can reflect on their learning, celebrate their achievements and set new goals

Teachers work together to create engaging problem solving challenges each term, which reflect the unit of work being studied and draw on different KLA's and skills.

Develop a deeper appreciation of the *Quality Teaching Model* through shared collegial visits, (school based and other school visits), engaging in professional learning such as TOWN, L3, PBL and How2Learn self-evaluation and the Professional Development Framework

## PRODUCT AND PRACTICES

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

**Product** - All teacher programmes will demonstrate the teaching and incorporation of 21<sup>st</sup> Century thinking skills into all curriculum areas.

**Product** - Staff will regularly analyse data to highlight student and whole school strengths and weaknesses.

**Product** - All classes study extensive, integrated units of work which require students to achieve higher order thinking skills.

**Product** - Monteagle School adopts the How2Learn pedagogy

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

**Practice** - Ongoing, meaningful, evidence based teacher PL is embedded into the culture of the school.

**Practice** - Adjustments and accommodation leads to progress commensurate with their abilities

**Practice** - Literacy and numeracy achievement tracked and monitored through PLAN and continuums

### Parents

Contribute positively to their child's learning by participating in 3 way conferences, information sessions (Q&A), class meetings and teacher interviews.

Parents will support their children to develop and achieve their learning goals.

### Community partners

Establish proactive learning alliances with other schools and community members for the delivery of educational innovation projects

### Leaders

Promote the language of learning amongst staff, students and parents and lead syllabus implementation.

Budget for and then timetable opportunities for teachers to collaborate and attend professional learning. Ensure the alignment of professional learning plans, the teacher improvement cycle and the School Plan

### Evaluation plan

Regular reporting against milestones.

Feedback from parents, students and staff.

Student progression monitored once a term through PLAN

Regular meetings with teachers to discuss professional learning

National School Improvement Tool (survey)

School Excellence Framework (survey)

**Practice** - Rich problem solving task conducted each term in all classes, as part of integrated units of work which have focused on higher order thinking skills

**Practice** - Students will implement the habits and dispositions of How2Learn in their learning

# Strategic direction 2: Staff and Leader Learning

## PURPOSE

Creating a high performing and dynamic school

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential.

To ensure that learning is differentiated and personalised for all students and staff.

## IMPROVEMENT MEASURE/S

Increased number of students in top 3 bands of NAPLAN in years 3 and 5

Each student to have moved at least one cluster on the literacy and numeracy continuum.

All staff to be involved in ongoing professional learning and reflection, using Australian teaching standards as reference.

## PEOPLE

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

**Students:** Students have clear learning goals.

Students will engage in being quality learners focussing on engagement and achievement

**Staff:** Will develop personalised learning systems in their classrooms to ensure all students are achieving

Staff programming and planning is assessment driven

Staff will broaden the teaching of the new curriculum in order to extend students learning in 21<sup>st</sup> Century capabilities.

**Parents** Parents support the school's development of 21<sup>st</sup> Century education and seek to learn more themselves to assist their children.

**Community partners** Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs of the school

**Leaders** Build deep understanding and best practice around the National Professional Standard for Teachers and Principals.

## PROCESSES

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

Build staff capacity to collaboratively plan and differentiate programming using the quality teaching elements and including lesson observation, feedback, self-evaluations and Performance Development Framework.

Professional learning in L3, TOWN, How2Learn, PBL and the new syllabus documents.

Effective use of quantitative and qualitative student assessment data to inform and improve school curriculum and assessment practices.

Improve staff capacity to develop and implement personalised learning across the entire school

**Evaluation plan**  
Regular monitoring of milestones

Regularly revise ILP's for students and reflect on current needs

Closely monitor NAPLAN and school based assessment results to analyse student performance in English and maths.

## PRODUCT AND PRACTICES

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

**Product** - Increased number of students in top 3 bands of NAPLAN in years 3 and 5

**Product** - 80% of kindergarten students will achieve cluster 4 in all literacy and numeracy continuum aspects

**Product** - 75% of Year 2 students will achieve cluster 8 in all literacy and numeracy continuum aspects

**Product** - K-6 scope and sequences reviewed and developed incorporating new syllabus documents for all KLA's.

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

**Practice** - Improved use of data to drive teaching through staff analysis and identification of strengths and areas for development

**Practice** - High quality teaching and learning practices evidenced through teaching and learning programs, Performance Development Framework and assessment.

**Practice** - Students and staff reflecting on the achievement of their personal learning and leadership goals.

**Practice** - Technology used across all KLA's to enhance 21<sup>st</sup> Century pedagogy

**Practice** - Students will implement the habits and dispositions of How2Learn in their learning



# Strategic direction 3: Community Learning

## PURPOSE

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

Enhancing community engagement and participation.

Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders

To build stronger relationships as an educational community by leading and aspiring to a culture of collaboration, engaged communication, empowered leadership and organisational practices.

## IMPROVEMENT MEASURE/S

To increase the number of parents and community members that provide feedback to the school.

100% of parents/carers understand that their participation in their child's education has a positive impact on their child's learning.

## PEOPLE

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

**Students:** All students have the right to the opportunity to reach their full potential. To value education and to feel that it is important and life-long.

Students will benefit through greater parental understanding and skill in school based teaching and learning practices.

**Staff:** Provide a nurturing and supportive learning environment where quality teaching takes place. Develop capacity within their classrooms and within the school to build stronger community relations.

Staff commits to and will work collaboratively to develop and present parent workshops in identified key learning areas supporting this management plan.

**Parents:** Respect teachers professional expertise, value diversity, use their resources to build partnerships.

Parents and Carers will have the opportunity to attend and participate in workshops to develop their knowledge of teaching and learning practices and where appropriate, assist their child/ren in these skills in the home environment.

## PROCESSES

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

Allocate staff in key areas to present workshops to parents on key school practices.ie How2Learn, maths, English

The School to continue its operation of important open days (including: Harmony day, Book week, sporting events and assemblies) to engage the school community with student learning and demonstrate the school's successes and practices

Community of schools working together

Develop and implement a Face book (information provision only) account to enhance communication of school activities.

## Evaluation plan

Community members attend workshops

Number of community members utilising facebook

## PRODUCT AND PRACTICES

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

**Product:** A culture of welcome is created and fostered

**Product:** A school creates a culture of inclusion and belonging that reflects and respects the diversity within the school and community.

**Product:** Families and community members are active contributors to school decision making and planning processes

**Product:** All school based open days effectively implemented across the school year.

**Product:** Face book page established and implemented with control measures. - allowing for wider school access to information on school events.

**Product:** Parent workshops implemented and well attended each term.

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

**Practice:** Use of technology to share exemplar classroom practice

**Practice:** Brokerage for PL

Parents and carers will have an additional forum to find information about school events via Face book.

#### Community of Schools

Collegial network: Continued development of a Community of Schools approach to enhance professional knowledge to support implementation and evaluation of pedagogical practice.

**Leaders:** To support sustainable and effective partnerships between all members of the school community, including teachers, families and students.

To build a culture of welcome.

**Practice:** Effective two-way communication using a variety of strategies to regularly seek and share information about students' achievements and learning needs, school policies and practices

**Practice:** A shared responsibility for learning and well-being

**Practice:** Families are acknowledged and partners in their children's education

**Practice:** A proactive leadership culture