School plan 2015 – 2017

Minto Public School – 2572

- Challenging, engaging and inclusive curriculum
- Building teacher and leader capacity
- Enhancing community engagement and partnerships
### School background 2015 - 2017

#### School vision statement
Minto Public School aims to create a welcoming, collaborative and challenging environment where all members of the school community are supported and valued.

Minto Public School is a school that seeks new teaching practices and technologies to improve student engagement and achieve educational outcomes. We prepare students for the future by providing a safe, caring environment where students feel comfortable taking risks with their learning and value their learning and education. This is supported by quality teachers implementing excellent teaching and learning programs and experiences that are differentiated to cater for individual needs.

#### School context
Minto Public School is located in the south west Sydney Region of NSW and is one of four public primary schools providing educational services within the Minto Community of Schools.

Minto Public School was originally opened in 1867 and has been at its present site since 1954. It has a number of original buildings, beautifully refurbished, and an historical train museum. The school has a population of 193 students with 70% of students identify as coming from a non-English speaking background. Minto Public School currently has 8 classes organised into two stage teams led by two Assistant Principals. The education of these students is supported by a two day per week English as an Additional Language or Dialect (EAL/D) teacher, a five day per week Learning and Support Teacher (LaST) / Reading Recovery teacher and a two day per week teacher librarian. The staff is comprised of predominantly experienced teachers with four New Scheme Teachers in a cohort of 13. Administration staff is comprised of very experienced personnel.

The school is a dynamic learning community with dedicated staff committed to continual improvement of learning outcomes through quality teaching practices and programs. The school, its students and their families benefit from positive, collaborative relationships. Our parent community highly values education and the school has a very committed and hardworking Parents and Citizens’ Association (P&C).

#### School planning process
The school planning process began in Term 4, 2014 and involved all stakeholders, including; staff, students and parents. A wide range of consultative tools were utilised.

**Staff** were consulted through a series of staff meetings on developing a school vision statement, their commitment to the strategic directions, assessment of current school initiatives, practices and data and the development of new school innovation initiatives to support strategic directions. Staff teams were established to develop the purpose, products and practices, processes and people of each strategic direction and the formation of milestones. Staff grouping mechanisms ensured critical reflection of the plan during the drafting process.

**Students** were asked to provide feedback through strategic questioning. This information was used to reflect on the people and processes components of the school plan. The Department of Education and Communities’ ‘Tell Them From Me’ survey was undertaken in Term 1, 2015 by students in years 4, 5 and 6 and will support the delivery of the school’s milestones. This biannual survey will continue to be used as an instrument to inform the school’s plan and particularly, the school’s milestones.

**Parents** were surveyed through an online tool, ‘Google Docs’. The online survey was promoted through the school newsletter, website and mobile phone application. To maximise the response from families, the document was also later sent home in hard copy. A follow up focus group was held to delve further into the responses and to facilitate parents to give specific ideas and suggestions on the future directions of the school. The Minto Public School Parents and Citizens’ Association (P&C) completed an activity to support the writing of the school’s vision statement. The P&C were updated during the school planning process. The information collected assisted in the formation of the 2015 – 2017 School Plan and will support the development of the school’s milestones document.
**Purpose:**
To provide learning opportunities for students to be critical, creative, collaborative and analytical learners, who are literate and numerate, with the ability to be culturally and socially aware in a supportive and meaningful learning environment.

**STRATEGIC DIRECTION 1**
Challenging, engaging and inclusive curriculum

**STRATEGIC DIRECTION 2**
Building teacher and leader capacity

**STRATEGIC DIRECTION 3**
Enhancing community engagement and partnerships

**Purpose:**
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, deep reflection, engaged communication, empowered leadership and organisational practices.

**Purpose:**
To build stronger partnerships by nurturing a culture of collaboration through enhanced communication and consultation. To provide opportunities for the community to engage with the school for a variety of purposes.
**Strategic Direction 1: Challenging, engaging and inclusive curriculum**

**Purpose**

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

To provide learning opportunities for students to be critical, creative, collaborative and analytical learners, who are literate and numerate, with the ability to be culturally and socially aware in a supportive and meaningful learning environment.

**People**

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

**Students:** Engage students in teaching and learning programs that are meaningful and differentiated. Students are encouraged, trained and supported in personal goal setting to ensure learning accountabilities.

**Staff:** Staff continually develop high skill levels in best practice, designing teaching and learning programs that are engaging and that are differentiated, to provide opportunities for all students to succeed.

**Parents/Carers:** Provide parents/carers with access to teaching and learning programs so they can know and understand more about them and their own role in supporting their child’s learning.

**Leaders:** Lead and support staff to continually develop high skill levels in best practice, to design teaching and learning programs that are engaging and that are differentiated providing opportunities for all students to succeed.

**Processes**

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

**Quality teaching and learning programs**

- Differentiated teaching and learning programs are informed by student assessment data.
- Teaching and learning programs are developed in line with 2 – 3 week cycles of assessment and evaluation.
- Individual movement across the continuums recorded as required and in every term.

**Quality assessment**

- Implementation / continuation of formative assessment to drive teaching and learning (communicated lesson goals and success criteria in all literacy and numeracy sessions) on a daily basis.

**Meaningful professional learning and reflective practice**

- Meaningful professional learning for staff based on the school plan and individual goals.
- Best practice literacy and numeracy professional learning in Language, Learning and Literacy (L3), Focus on Reading (FoR), TEN and ‘problem of the day’ using Newman’s analysis.

**Empowered students**

- Students have an understanding of expectations and how to achieve their own learning goals.

**Evaluation Plan**

Track and maintain data regarding professional learning time and activities committed to teacher learning and best practice.

Track and maintain data of student goal setting and evaluation at the beginning and end of each semester.

Analysis of NAPLAN and school-based data, including PLAN, L3 (Kindergarten and Stage 1) and Reading Recovery.

Survey and focus group interviews with staff.

**Products and Practices**

**Product:**

- Improved school literacy and numeracy performance evidenced by regular movement of all students along the relevant continuums and pathways of PLAN; Language, Learning and Literacy (L3 Kindergarten and Stage 1); and Reading Recovery.
- Improved proficiency in literacy and numeracy measured through increased NAPLAN trend data and a minimum of 60% of students displaying appropriate levels of growth (value-added).
- All teachers demonstrating assessing, planning and teaching of a differentiated curriculum for students K – 6.

**Practice:**

- Well developed and current policies, programs and processes identify, address and monitor student learning needs.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- School level assessment focuses on assessment for learning, assessment as learning and assessment of learning.
- Students with specific learning needs identified and individualised learning programs in place.
- Creative and authentic practices for celebrating student success.
### Strategic Direction 2: Building teacher and leadership capacity

#### Purpose

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

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

#### People

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

**Staff:** Develop a culture in which professional learning is valued by teachers and embedded within practice. Teachers demonstrate achievement of the Australian Professional Standards for Teachers and are supported in their ongoing development of high quality professional learning linked to the school plan and individual goals.

**Leaders:** Lead and support staff to create a school culture that pursues self-improvement by engaging in authentic conversations about best teaching and learning practice and by exploring and responding to current educational research. Build the capacity of staff to become future leaders.

**Parents/Carers:** Develop a range of communication systems to share the school community’s commitment to building teacher capacity.

#### Processes

How do we do it and how will we know?

**High quality professional learning**
- Develop and access a differentiated professional learning plan targeted at improving their own pedagogy.
- Use the syllabus, school and DEC policies, scope and sequences and the Literacy and Numeracy continuums to ensure best teaching practice K – 6 is evident in teaching programs.

**Performance and Development Framework**
- Develop a shared understanding of the Australian Professional Standards for Teachers including a framework for teacher self-evaluations, lesson observations, feedback and the accountabilities of the Performance and Development Framework.

**Evaluation Plan**
- Professional learning plans / reflection
- ‘Tell Them From Me’ biannual survey will be conducted.
- Teacher interviews
- Classroom observations

#### Products and Practices

**Product:**
- All teachers have an understanding and knowledge of the strategic directions within the school plan and actively support this with a focus on personal and collective efficacy.
- All teachers will engage with the Australian Professional Standards for Teachers and the Teacher Performance and Development Framework, and self-report a positive impact on professional practice, and 10% (or greater) of teaching staff have completed or are actively engaged in seeker higher levels of accreditation.

**Practice:**
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- The school focuses on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.
- Teachers are committed to their ongoing professional development as members of the teaching profession.
- The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.

#### Improvement Measures

- 100% of teachers have an understanding and knowledge of the strategic directions within the school plan and have a professional learning goal reflecting this.
- 100% of teachers will engage with the Australian Professional Standards for Teachers and the Teacher Performance and Development Framework, and self-report a positive impact on professional practice, and 10% (or greater) of teaching staff have completed or are actively engaged in seeker higher levels of accreditation.
## Strategic Direction 3: Enhancing community engagement and partnerships

### Purpose

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

To build stronger partnerships by nurturing a culture of collaboration through enhanced communication and consultation. To provide opportunities for the community to engage with the school for a variety of purposes.

### People

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

**Students:** Engage students in proactive leadership behaviours and opportunities in student governance.

**Staff and Leaders:** Develop staff capacity to build proactive and strong community relations with parents from all cultural backgrounds. To improve positive modes of communication to strengthen community consultation processes.

**Parents/Carers:** Regular opportunities created for authentic two-way communication with parents to ensure transparent and accountable decision making that benefits all stakeholders.

**Community Partners:** Active involvement in networks, outside agencies and the Minto Community of Schools.

### Processes

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

**Student leadership**

- Participation and representation is supported through leadership groups including school captains, SRC, house captains, library monitors and all senior students.

**Authentic engagement**

- Establish, sustain and grow a school community reference group, including students, staff and parents, to develop priorities for enhancing community engagement.
- All staff to work in collaboration with parents to provide regular opportunities that foster discussion, feedback and good communication.

### Products and Practices

**Product:**

- Enhanced student voice, leadership and consultation through student input in a Student Representative Council (SRC) and other school initiatives.
- A supportive school community evidenced by the number of parents attending P&C, assisting at school and attending school events.
- Improved parent collaboration and participation in school-community partnerships.

**Practice:**

- Parents and community members have the opportunity to engage in a wide range of school-related activities.
- The school community is positive about educational provision.
- The school solicits and addresses feedback on school performance.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.
- Two-way, reciprocated and respectful communication between students, staff, parents and the wider community is evident.

### Improvement Measures

- ‘Tell Them From Me’ and other measurement tools will indicate increasing levels of positive connection and engagement with the school.
- A supportive school community evidenced by the number of parents attending P&C, assisting at school and attending school events.

### Evaluation Plan

**Collect attendance data for parents and families at school events and activities.**

Conduct ‘Tell Them From Me’ biannual survey.

Conduct a range of focus groups / forums to collect qualitative feedback on our progress against the three processes and to inform adjustments as required.