

School plan 2015 – 2017



Mount Austin Public School 4215



School vision statement

At Mount Austin Public School every student will have opportunities to achieve their personal best through engagement and active learning in a safe, respectful and supportive school.

As an Early Action for Success (EaFS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tired interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2.

School context

Mount Austin Public School is located in a large regional city, serving a diverse population within a low socio-economic. There are currently 257 students who attend the school, representing 12 different nationalities, including 90 Aboriginal and Torres Strait Islander students. There are a mix of highly-experienced, mid-career and beginner teachers at the school.

Teaching and learning programs at the school are well supported by funding under

- Early Action for Success
- Resource Allocation Model
- Funding Support
- Norta Norta
- EAL/D staffing entitlement
- Targeted refugee funding

The Mount Austin Public School staff and parents believe in caring and encouraging all students to develop a sense of worth and to reach their full potential in all areas. This philosophy is supported by programs that emphasise student and parent participation. The school receives support from the Resource Allocation Model as well as the Early Action for Success program, both of which are state government funded. The funds from state and Federal sources are used to provide a high level of resourcing and support for staff and students to access quality educational programs. A large number of student welfare initiatives are in place to support students in their endeavours at school such as the Positive Behaviour for Learning Program, Refugee Homework Centre and community support through a Breakfast program. The school also employs a Speech Pathologist, an Occupational Therapist and a Student Welfare Worker using RAM funds. The school is an Early Action for Success partner, an Instructional Leader has been appointed. The school also employs several additional teachers as Interventionists. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

School planning process

The school community comprises of

- School based staff (including AECG and ESL staff)
- P&C
- Wagga African Network
- Wagga Wagga Multicultural Council and its clients

There has been extensive consultation with all community stakeholders as to the direction of the school over the next 3 years. As the Wagga African Network has become an important member of the school community, the opinions of the leaders of that network have been sought and included. The support of the Wagga Wagga Multicultural Council has been integral to the school planning process. Staff meetings where staff were broken into groups, including support staff, to discuss the strategic directions of the school plan were also part of the consultation process., P&C meetings have also been held in late 2014 and early 2015 where the draft School Plan has been presented for discussion as well as the Staff Development Days have provided opportunities for planning and consultation in the development of the School Plan 2015-2017.

Anecdotal information as well as informal invitations to come and discuss the school plan have been a purposeful way of collecting information relating to future school planning.

Through Early Action for Success, the school is provided with an Instructional Leader, an additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K-2 students.



STRATEGIC DIRECTION 1

Learning and
Engagement for the 21st
Century

Purpose:

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities

STRATEGIC DIRECTION 2

Leadership

Purpose:

To build leadership skills to improve students' engagement in a positive school environment. The development of quality teaching and learning practices to promote student engagement. To improve social and emotional wellbeing of students and their capacity to become technologically competent students.

STRATEGIC DIRECTION 3

Learning Community

Purpose:

To build effective partnerships and stronger relationships as an educational community.

Purpose

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

Improvement Measures

- 80% of students are achieving at expected cluster on the literacy and numeracy continuum

People

Students

Develop their knowledge and understanding of the learning habits of 21st C learning.

Leaders

Develop their professional learning knowledge and understanding of the learning habits of 21st C learning. Future planning, Assessment for and of Learning.

Staff

Plan systematic and explicit (modelled, guided and independent) teaching and learning activities to support student literacy progress across the curriculum.

Engage in PL in literacy to enhance their teaching practice - L3, Focus on Reading and grammar.

Deepen knowledge of pedagogy, understanding of the learner and the necessary point in time mathematics learning for all students through professional learning.
Provide coaching in data analysis and Newman's error analysis.
Undertake ongoing professional discussion and reflection, focusing on using and deep understanding of the Numeracy continuum K-10.

Parents/Carers

Building parent understanding in the habits and dispositions of 21st C learners to enable them to support their children's learning.
Parents are provided with a sample of literacy strategies to support their children's learning at home. They are informed of the school's literacy programs through newsletters, Facebook, the school website, parent/teacher meetings, and formal and informal conversations with teachers.

Processes

A three tiered model of intervention is utilised to determine students requiring extra support with their learning and appropriate interventions are formulated to address need. These interventions include: L3, TEN and Reading Recovery.

Introduced innovative programs such as HOW2LEARN in order to develop learning habits and dispositions of 21st Century Learners.

Professional Learning via Instructional Leader role expanded to K-6 to ensure continuity across the school in quality teaching, goal setting, monitoring as well as cycles of assessment for, of and during learning.

Deliver extra curricula learning opportunities to ensure all students have the opportunity to excel in their area of interest.

Tracking student achievement and engagement through PLAN software in correlation with benchmarks, in addition to attendance, suspensions and RISC etc.

Data, including PLAN, is updated and monitored every 5 weeks to inform teaching and plan for learning. The Instructional Leader co-ordinates the identification of the literacy and numeracy achievement through the use of data discussions and data walls. Regular feedback to parents and carers is provided to support student learning and identify progress.

Products and Practices

PRODUCTS

Learning habits and disposition of 21st century learners and educators are evident across K-6 to develop engaged, competent, purposeful and resilient learners.

Staff are empowered to deliver quality teaching and learning programs that are relevant and responsive to student needs. Students are focused and engaged with a clear understanding of "what the data is telling us", "where to next" and how they will get there, through the Early Action for Success program and the guidance of the Instructional Leader.

PRACTICES

Ongoing differentiated Professional Learning leads to staff confidence and capabilities in new and existing curriculum implementation, monitoring, assessment and evaluation.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities

Purpose	People	Processes	Products and Practices
<p>To build leadership skills to improve student's engagement in a positive school environment. The development of quality teaching and learning practises to promote student engagement. To improve students social and emotional wellbeing of students and their capacity to become technologically competent students. To develop a professional learning culture involving, modelling, mentoring and demonstrating in place to develop leadership capacity throughout the school.</p>	<p>Students Development of emotional intelligence and social etiquette and view themselves in an aspirational way (through goal setting) as they interact in a technologically competent manner.</p> <p>Staff Building capacity as leaders to establish a more aspirational learning environment by establishing authentic and ambitious goal setting.</p>	<p>Implement programs such as KIDS MATTER which are specifically designed to build student capacity in leadership, positive social interaction, and technology to enhance learning and engagement.</p> <p>The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the lives of the students and improving learning outcomes</p>	<p>PRODUCTS The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and cultural wellbeing of students, which measurably improves the individual and collective wellbeing as evidenced by improvement in attendance data.</p> <p>Staff has purposeful leadership roles based on professional expertise and are committed to the school's strategic directions and practices to achieve the school's priorities. The schools leadership strategy promotes succession planning as evidenced by distributed leadership and organisational best practice</p>
Improvement Measures			
<p>The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and cultural wellbeing of students, which measurably improves the individual and collective wellbeing as evidenced by improvement in attendance data. This will be measured through an improvement in attendance data that has been consistently and methodically to monitored to improve attendance rates.</p>	<p>Parents/Carers Developing their understanding of Emotional Intelligence and social etiquette and to engage in their children's aspirational goal setting.</p> <p>Community Partners Professional Learning opportunities provided for staff and community partners such as WAFRICA, Wagga TAFE and Wagga Multicultural Council to enhance the leadership skills of all partnership groups.</p>	<p>Continued participation in Tell Them From Me survey, review and implementation of findings</p> <p>Building capacity of school leaders through participation at GRIP leadership Conference, PBL activities and the Peer Support program</p> <p>Have a program of personalised professional learning using a range of innovative strategies, including planned peer observation, document analysis and conferencing focused on the training and implementation of the National Curriculum and implementation of the National Teaching Standards.</p>	<p>PRACTICES Consistency across all staff about what "a positive school environment is" (student engagement, student and staff wellbeing, attendance, punctuality, decrease in suspensions, monitoring of RISC and student participation).</p> <p>Learning Support team (LST) matches student support to areas of need on both a targeted group level and an individual level. Staff reflecting and reporting on the achievement of their leadership goals through accreditation and the Professional Development Plan and TARS</p> <p>A culture of collaborative professional learning that is valued and builds the capability of all staff.</p> <p>All SAS staff are confident to transition to LMBR and adapt to new systems.</p>

Purpose	People	Processes	Products and Practices
<p>To build effective partnerships and stronger relationships as an educational community.</p>	<p>Students Engage and actively participate by learning through a variety of curricula and extra- curricular programs to achieve our purpose Students develop their capabilities through clearly defined learning goals and pathways to personal success. Classrooms challenge and motivate, building the capacity in students to have combined efforts and problem solve.</p> <p>Staff Communicate an open, welcoming and inclusive approach to engage volunteers in their classrooms and parents and community at school events</p>	<p>Establish special events where parents can become involved in and lead school activities with increased use of technology to build the capacity of the community to match the skills of the students and staff.</p> <p>Developing a culture where parents and community members feel valued and informed for example attendance at fortnightly assemblies, special events and celebration days.</p>	<p>PRODUCTS To improve community and school identity through a focus on inclusion, to achieve a 20% increase in parent attendance at all events.</p> <p>Quality teaching will be enhanced throughout the school due to drawing on other expertise and resources from the local community</p>
Improvement Measures			
<p>To improve community and school identity through a focus on inclusion, to achieve a 20% increase in parent attendance at all events. Quality teaching will increase throughout the school due to drawing on other expertise and resources from the local community and the community of schools</p>	<p>Parents/Carers Become involved in extra curricula activities and special events such as International Day and to attend Information Curriculum Workshops</p> <p>Community Partners Work together to establish meaningful and proactive partnerships to engage our students in “real world” activities and strategies</p> <p>Leaders IL undergo formal training in volunteers facilitators program Continue to initiate specific and whole school programs to meet the needs of our school community</p>	<p>Strengthen family and carers ties through continued engaged relationships with Student Welfare Worker, Speech Pathologist and Occupational Therapist</p>	<p>PRACTICES Parents and community members will become involved in an increasing number of school activities.</p> <p>The use of school facilities is optimised within the local community to best meet the needs of students and the local community</p>