

# School plan 2015 – 2017

## MEGALONG PUBLIC SCHOOL 2015





## School vision statement

The School Community of Megalong Public School's vision is to create a community centred school which provides a safe, caring and inclusive environment where all students are given the opportunity to achieve their full academic, social, physical and emotional potential.

## School context

Megalong PS is located in the Blue Mountains, twelve kilometres south of Blackheath. It is a small semi-rural school with a very supportive school community. It has a current enrolment of fifteen, coming from ten families, and provides education for students drawn from the rural Megalong Valley, as well as from Blackheath area.

School structure consists of one multi-ages class with teaching principal, part time teachers for Release from Face to Face (RFF), Learning Support Officers (LaST), music, Languages other than English (LOTE), school administration manager (SAM) and a general assistant. The school is committed to providing quality educational programs and improving the literacy and numeracy achievements of students.

The school is well resourced with a high level of technology available.

Megalong Public is a proud member of the Upper Blue Mountains Learning Community of partner schools comprising of seven state primary schools and one state high school. The school works closely with the learning community to deliver innovative academic and social curricula for students.

## School planning process

Megalong Public School planning process began in 2014 with the comprehensive review of the school priorities for the Annual School Report (ASR) for 2014.

In preparing the ASR, the self-evaluation committee gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. This included analysis of student achievement data in Yr. 3 and Yr. 5 including detailed NAPLAN SMART analysis on trend data in Reading, Writing and Numeracy 2011 to 2014.

In 2015 the school undertook a consultative approach and gathered further information from the school community to develop this plan. This included:

- Information meeting for parents and community members about the process of the implementation of the 2015-2017 Plan.
- Surveys for staff, parents, community members and students identifying things that the school does well and things that the school could do better.
- Parent and staff meetings to facilitate the formation of the Strategic Directions.

The three strategic directions of Quality Student Learning, Quality Teaching and Learning, and Community Engagement and Participation have been informed by these processes.



## STRATEGIC DIRECTION 1

Quality Student Learning

### **Purpose:**

To develop an inclusive environment that will build the capacity of students to be creative, innovative, resourceful, resilient and independent learners.

## STRATEGIC DIRECTION 2

Quality Teaching and Leadership

### **Purpose:**

To develop, support and sustain quality teaching across all Key Learning Areas through programs that explicitly reflect evidence based pedagogies resulting in improved learning outcomes in all Key Learning Areas.

To provide students with the opportunity to be successful 21<sup>st</sup> Century learners.

## STRATEGIC DIRECTION 3

Community Engagement and Participation

### **Purpose:**

To nurture a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

To empower the school community to engage and contribute positively to the school and support student learning.

# Strategic Direction 1: Quality Student Learning

## Purpose

To develop an inclusive environment that will build the capacity of students to be creative, innovative, resourceful, resilient and independent learners.

## Staff professional learning is relevant

- NAPLAN trends aggregated over time show increased performance in all areas of literacy and numeracy.
- PLAN data showing all students working at or beyond expected levels.

## People

### Student:

Engage in quality teaching programs developed in line with the new Australian curriculum.

Understand active engagement in explicit learning will lead to highly developed literacy and numeracy skills.

Use effective techniques for resilience, positive behaviour and citizenship.

Are provided with the skills to enable them to be effective 21st Century learners.

### Staff:

Use assessment data to inform their planning of teaching/learning programs.

Set explicit learning intentions and success criteria for teaching/learning programs and provide students with descriptive feedback.

Engage in professional learning which leads to an increased understanding and effective implementation of strategies leading to improved student outcomes.

### Parents:

Develop their understanding of curriculum through newsletters, workshops and information sessions.

Understand why, what and how their children learn and how to actively support their child's learning at home.

## Processes

Proficient collection, analysis and interpretation of data to support student learning and the use of PLAN software to diagnose student needs in literacy and numeracy.

Implement consistent assessment strategies using PLAN and benchmarking data to inform teaching/learning programs in, reading, spelling, grammar and punctuation K-6.

Implement Kidmatter framework and Bounce Back program as part of Upper Blue Mountains Learning Community.

### EVALUATION PLAN

Regular reporting against Milestones.

NAPLAN data will be analysed to track improvements in literacy and numeracy.

Regularly monitor students reading levels using benchmarking tools.

Students can articulate learning intentions.

Review and monitor teaching programs and practices.

## Products and Practices

### Products

NAPLAN trends aggregated over time show increased performance in all areas of literacy and numeracy.

PLAN data showing all students working at or beyond expected levels.

Differentiated teaching/learning programs that meet the needs of all the students.

### Practices

Students are fully engaged in the learning process and can clearly and confidently articulate the learning intentions of their learning activities in all Key Learning Areas.

Students utilise feedback provided by staff against success criteria to improve and achieve their learning goals.

Teaching staff use and understand student assessment data to inform their planning of teaching/learning programs that meet the learning needs of all students.

Staff professional learning is relevant, and underpinned by the Quality Teaching Framework and the Melbourne Declaration.

# Strategic Direction 2: Quality Teaching and Learning

## Purpose

To develop, support and sustain quality teaching across all Key Learning Areas through programs that explicitly reflect evidence based pedagogies resulting in improved learning outcomes in all Key Learning Areas.

To provide students with the opportunity to be successful 21<sup>st</sup> Century learners.

## Improvement Measures

Performance and Development Plan for all staff indicating professional goals.

Quality teaching/learning programs in all KLAs based on the NSW syllabuses are in place.

## People

### Students:

Engage students in relevant and purposeful learning experiences in literacy and numeracy.

Are provided with the skills to be resilient and effective lifelong 21<sup>st</sup> Century learners.

### Staff:

Implement the Australian curriculum in mathematics.

Use PLAN data to plot all student success in literacy and numeracy continuum.

Attend onsite and external professional development activities in all Key Learning Areas.

### Parents:

Understand their contribution to their child's learning and feel valued as a respected partner in the teaching and learning and personalised planning process.

## Processes

Implementation of K-6 Scope and Sequence to support all aspects of the Australian Curriculum.

Implementation of Kids Matter and Bounce Back program in conjunction with the Upper Blue Mountains Learning Community.

Teachers develop their own Performance and Development Plan (PDP) and attend a range of courses to support their learning plan.

Ongoing mentoring and professional learning activities, including working with the Upper Blue Mountains Learning Community, to support staff in all Key Learning Areas.

### EVALUATION PLAN

K-6 Scope and Sequence in all KLAs regularly reviewed and tracked.

Review Performance Development Plans.

Plan to be monitored against the milestones every five weeks.

## Products and Practices

### Products

Performance and Development Plan for all staff indicating professional goals.

Quality teaching/learning programs in all KLAs based on the NSW syllabuses are in place.

### Practices

Teachers use PLAN data to plot student achievement and to inform their teaching/learning programs.

Quality teaching and learning practices across the school are demonstrated through reflection, differentiated lessons and assessments leading to improved student achievement.

Teachers use PLAN and other benchmarking data to inform teaching/learning programs in English.

# Strategic Direction 3: Community Engagement and Participation

## Purpose

To nurture a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

To empower the school community to engage and contribute positively to the school and support student learning.

## Improvement Measures

Sustained high levels of positive student, staff and parent satisfaction levels with school learning culture and environment being greater than 85%.

Parents are included in Upper Blue Mountains Learning Community (UBMLC) events.

Parents work in classes to support teaching/learning programs.

## People

### Students:

Students actively participate in the school planning process.

Students understand the importance of community through involvement in internal and external activities.

### Staff:

Understand the positive impact community connections have on student learning outcomes and have the skills and the capacity to build strong consultative practices.

Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

### Parents:

Understand the value of a collaborative learning community for students, parents and teachers to support student engagement, learning and well-being.

Be informed of and invited to workshops and training sessions.

Actively participate in students' curriculum and extra-curriculum activities.

## Processes

Parents are consulted about, and are actively involved in the school planning process.

Regular, planned curriculum training workshops and tutorials for parents to support classroom and home based programs.

Review and develop the reporting, communication and homework policy to reflect consultative input from all members of the school community.

### Evaluation Plan

Monitor and review the number of trained parents working in co-operation with staff.

Regularly review with parents the effectiveness of school home communications and adapt the new technologies as they are introduced.

Annual school survey measurement of school culture; quality learning environment; and satisfaction levels.

Track achievements and objectives through milestones.

## Products and Practices

### Products

Sustained high levels of positive student, staff and parent satisfaction levels with school learning culture and environment being greater than 85%.

Parents are included in Upper Blue Mountains Learning Community (UBMLC) events.

Parents work in classes to support teaching/learning programs.

### Practices

Families and the school acknowledge a shared responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.

School provide ongoing training workshops for parents to support student learning at school and home.

Parents see themselves as part of the Upper Blue Mountains Learning Community (UBMLC).

Decision making across the school is collaborative.