School plan 2015 – 2017

Mittagong Public School 2581

STRATEGIC DIRECTION 1
Present and Participating

STRATEGIC DIRECTION 2
Success for All

STRATEGIC DIRECTION 3
Creating 21st Century Learners
### School background 2015 - 2017

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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Mittagong Public School provides a rich educational environment where engagement and learning and emotional wellbeing are fostered through challenging programs within a safe school culture. Our students are guided to meet their full potential by passionate, professional staff and supported by strong parent and community partnerships. Our school will: • provide ongoing opportunities for students and teachers to develop and demonstrate their talents and interests; • promote social awareness and responsibility; and • teach the skills essential for 21st century learners.</td>
<td>Mittagong Public School strives to be a leading primary school in the Southern Highlands through emphasising the fundamental importance of basic skills development for all students. Regular opportunities are provided for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility. Our school motto, “Strive to Achieve” underpins the school’s strong belief that each child needs to be recognised for their achievements, celebrating success at both a school and personal level. Teachers meet collaborate in teams to develop common learning programs, utilise unique or shared knowledge and skills, and develop common assessment and reporting practices. Enrolment for 2015 is 460 students, including students from a non-English speaking or Aboriginal background. Our school also caters for students with specific learning needs through the provision of three support classes.</td>
<td>The school self-evaluation process is transparent and inclusive of all stakeholders. In 2014 the school conducted a number of surveys to ascertain the viewpoints of parents, students and staff. Through the P&amp;C and School Council, parents were encouraged to participate in discussions around our school culture and in particular what works well at our school and what could work better. Similar discussions took place with students and staff. The information gathered from these meetings formed the basis for the strategic directions in our three year plan. All targets in the previous management plan have been reviewed, including NAPLAN and L3 results, and the data collated by school teams. This planning process has also taken into consideration the value parents, students and staff place on existing programs within the school and the emerging needs of our current and future cohort of students to ensure they acquire the knowledge, skills and experiences to lead successful lives in the 21st Century.</td>
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This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence;
- represent a high level and future-focused educational priority which is evidence based and data informed;
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture; and
- make explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**
Present and Participating

All students achieve their full potential as engaged learners through regular, full day school attendance and active participation in all areas of school. This will ensure that valuable learning time and the sense of belonging are not lost through unnecessary time away from school.

**STRATEGIC DIRECTION 2**
Success for All

Creating a culture of continued growth and success for every learner in our school through strengthening and refining teaching practices and closely monitoring student progress on the Literacy and Numeracy continuums.

**STRATEGIC DIRECTION 3**
Creating 21st Century Learners

Developing student capacity to successfully engage in the 21st Century learning environment as creative thinkers and collaborative problem solvers.
### Strategic Direction 1: Present and Participating

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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<tr>
<td>Students achieve their full potential as engaged learners by regular attendance and active participation in all areas of school.</td>
<td><strong>Students:</strong> Students are motivated via clear communication of expectations to attend and participate in all aspects of school life. This should allow them to maximise their potential as learners.</td>
<td>Project teams to focus on re-establishing systems and tools which support attendance monitoring and foster student engagement. This in turn facilitates the skills and behaviours required for successful learning. Knowing your students and how they learn is a focus for school professional learning, targeting high quality teaching and learning experiences which seek to fully engage all students.</td>
<td><strong>Products:</strong> 95% of students in each class arrive at school before the class roll is recorded each day 95% of students across the school achieve a 95% or above score for whole day attendance each term</td>
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<td><strong>Staff:</strong> Teachers use teaching and management strategies based on their knowledge of students’ physical, social and intellectual development as well as home background to improve student attendance and participation.</td>
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<td>Teachers fully utilise management tools and systems which monitor student attendance and communicate regularly with teams, reflecting on progress and implementing appropriate strategies.</td>
<td><strong>Practices:</strong> Teachers know their students and how they learn. They use tools and systems to monitor student progress in attendance and engagement Data is used consistently and regularly to measure student attendance and inform teacher practice Attendance monitoring is a regular feature of stage, executive and learning support team meetings and communication to students and parents about this is a priority All students have an understanding of the successful learning behaviours expected of them and the part they play in this</td>
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<td><strong>Parents/Carers:</strong> Parents/carers value their children’s learning and well-being and engage in strong home-school relationships, supporting regular student attendance and participation.</td>
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<td>Identify, initiate and promote opportunities to engage parents/carers and community partners to support the progress of their children’s learning and attendance.</td>
<td><strong>Evaluation plan:</strong> Regular reporting against milestones by the leadership group; feedback from stage and learning support teams and a staff, student and community survey.</td>
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<td><strong>Leaders:</strong> Leaders guide colleagues in selecting and developing teaching and management strategies to improve student attendance and participation by using knowledge of each student’s characteristics and background and through professional learning.</td>
<td><strong>Leaders:</strong> Leaders guide colleagues in selecting and developing teaching and management strategies to improve student attendance and participation by using knowledge of each student’s characteristics and background and through professional learning.</td>
<td>Evaluation plan: Regular reporting against milestones by the leadership group; feedback from stage and learning support teams and a staff, student and community survey.</td>
<td><strong>Improvement Measures</strong> 95% of students in each class arrive at school before the class roll is recorded each day 95% of students across the school achieve a 95% or above score for whole day attendance each term</td>
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**Improvement Measures**

- 95% of students in each class arrive at school before the class roll is recorded each day
- 95% of students across the school achieve a 95% or above score for whole day attendance each term

**Evaluation plan:**
Regular reporting against milestones by the leadership group; feedback from stage and learning support teams and a staff, student and community survey.
Strategic Direction 2: Success for All

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

Strengthening and refining teaching practices that create a culture of continued growth and success for every learner within our school.

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

**Students:**
Provide differentiated learning programs to meet students’ individual learning needs and styles. Progress of student development is tracked and monitored regularly.

**Staff:**
Staff collaboratively develop learning and teaching programs which are differentiated for the specific learning needs of students. Tracking of student progress systems are fully understood and utilised by all teachers. Staff participate in professional learning to update knowledge and practice.

**Parents:**
Opportunities are created for parents/carers to be involved in their children’s individual learning plans and learning adjustments. Parents are actively encouraged to support their child’s progress through home reading and other activities.

**Leaders:**
Work with colleagues to develop and review collaborative teaching and learning programs using feedback, student assessment data and knowledge of curriculum. Executive and learning support teams provide leadership and guidance in resolving problematic students issues to ensure success for all.

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

Teachers assess students and place them on the Literacy and Numeracy continuum. They are engaged in professional conversations in stage teams, designed to address identified learning needs of students using a collaborative programming approach.

Leadership and learning support teams respond to identified needs, targeting these with resources such as SLSO time, TPL funds and RAM allocation funds. Teachers and teams collaborate with parents, where appropriate, to devise effective approaches to meet the identified learning needs of their child.

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

**Products:**
- 100% of students in each class are assessed and their progress plotted on the Literacy and Numeracy continuums at the end of each term
- 85% of students in each class are assessed as achieving at a grade appropriate level of attainment on the Literacy and Numeracy continuums at the end of each school year
- 85% of students in years 3 and 5 achieve above the bottom band in NAPLAN testing for Reading and Numeracy

**Practices:**
- Student assessment and score-boarding of progress forms the basis of regular discussion in stage groups to identify learning needs and effective strategies to assist student success
- All teachers deliver an innovative curriculum reflective of current and quality pedagogy that support individual learning needs. Collaborative planning practices support this process
- Student achievement is maximised through collaborative programming and tracking which has provided appropriate support and strategies.

**Improvement Measures**
- 100% of students in each class are assessed and their progress plotted on the Literacy and Numeracy continuums at the end of each term
- 85% of students in each class are assessed and their progress plotted on the Literacy and Numeracy continuums at the end of each term
# Strategic Direction 3: Creating 21st Century Learners

## Purpose

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

Developing student capacity to successfully engage in the 21st Century learning environment.

## People

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

**Students:**
Students are guided through explicit and focused teaching to utilise and interact with a variety of technologies to effectively solve real-world problems and open ended tasks.

**Staff:**
Teachers gain knowledge, skills and expertise in the use of current technology and effective integration of open-ended tasks.

**Parents:**
Parents understand the importance of 21st Century learning skills in equipping students for their ongoing development and the need to maintain currency in multi-modal approaches and the use of current technology.

**Leaders:**
Work with colleagues to develop and review the implementation of a variety of technologies to effectively solve real-world problems and open ended tasks.

## Processes

How do we do it and how will we know?

Teachers engage in professional dialogue and practical interaction with current technology to ensure they have a cutting-edge knowledge. Teachers engage in appropriate professional development activities to enhance their ability to support students in utilising and interacting with a variety of technologies. These are then embedded in class programs. Teachers engage in appropriate professional development activities to guide students in effectively solving real-world problems and completing open-ended tasks which are embedded in class programs.

Appropriate resources are sourced through school funds, departmental allocations and community sponsorship to support and maintain 21st Century learning activities. Communication of the need for support to local organisations and community members is undertaken by appropriate team leaders.

**Evaluation plan:**
Regular reporting against milestones to the leadership group; feedback from stage and learning support teams and a staff, student and community survey.

## Products and Practices

What is achieved and how do we know?

**Products:**
- 100% of students in each class use appropriate technology to complete tasks each term
- Each term 100% of class teachers’ programs contain open-ended and problem-solving tasks as part of their approach to teaching

**Practices:**
- Curriculum content is delivered in multi-modal approaches which foster creative thinking and a collaborative problem-solving capacity within students
- Teachers collaboratively program, sharing new ideas and applications within stage staff meetings to upskill colleagues.
- Students utilise and interact with a variety of technologies to effectively solve real-world problems and open ended tasks
- Students design and produce work through a multi-modal delivery of curriculum content by teachers.

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**21st century learning at Mittagong Public School means:**
creativity, use of higher order thinking skills, collaborative problem solving, working with diverse others and their ideas, completing open-ended tasks and engaging in project/inquiry based learning.