

## Strategic Plan for Mount Ousley Public School, 2015-2017

Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
<p style="text-align: center;"><b>Equity &amp; Excellence For All Students</b></p> <p>Our purpose is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for each child's educational outcomes and aim to promote a culture of excellence through the provision of challenging and stimulating learning experiences. Personalised learning that provides academic, social and emotional support will ensure all children attain their best.</p>	<p style="text-align: center;"><b>World's Best Practice in Teaching &amp; Learning</b></p> <p>Our purpose is to encourage all students to be successful and passionate learners, confident and creative individuals, and active and informed citizens. Our teaching pedagogy will provide enhanced experiences in creativity, critical thinking, problem solving, decision making, communication, collaboration and student choice. Children will use ICT extensively to develop skills and understanding in each Key Learning Area. They will learn to be responsible local and global citizens, and have a sense of optimism for the future.</p>	<p style="text-align: center;"><b>Leadership &amp; Management</b></p> <p>Our purpose is to provide the processes and structures for effective teaching and learning to occur across the school. We intend to develop our skills and knowledge as teachers, critically evaluate the ways in which we do things as a whole school and as individuals, and maintain a caring, nurturing culture in which every child is motivated to reach their full potential. Underpinning our success will be an ethos of trust and collaboration.</p>



**Strategic Direction 1: Equity & Excellence For All Students**

**Products:** To sustain average school growth in all aspects of NAPLAN at or above the NSW average. To differentiate learning for all students and improve student attainment and enjoyment. To achieve learning outcomes for Aboriginal students consistent with or better than those of non-Aboriginal students. To provide learning free from all forms of discrimination and disadvantage.

<b>Purpose</b>	<b>People</b>	<b>Processes</b>	<b>Practices</b>
<ul style="list-style-type: none"> <li>•Set high expectations for all students and increase levels of literacy and numeracy achievement, appropriate to each child's ability.</li> <li>•Engage all students and improve student attainment across all stages, by differentiating teaching and learning practices, and focusing on wellbeing.</li> <li>•Improve learning outcomes for all Aboriginal students and improve awareness of Aboriginal Australia for all students.</li> <li>•Provide an equitable and high quality education, free of all forms of discrimination and disadvantage.</li> <li>•Provide support for students with academic, social, emotional and physical needs.</li> </ul>	<p><b>Students:</b> Engage in quality literacy and numeracy learning, tailored to specific needs and curriculum expectations. Develop self-confidence in literacy and numeracy abilities. Focus on positive social skills. Reflect on learning with explicit focuses on levels of enjoyment, cognitive challenge and productivity.</p> <p><b>Staff:</b> Focus on literacy and numeracy, ensuring whole school systems are in place to provide quality teaching and learning to all students. Increase expectations of high NAPLAN achievement. Focus on curriculum differentiation within new syllabuses. Support Aboriginal and ESL students with specific learning plans. Identify students with learning needs and design specific learning plans. Cater for G&amp;T students. Use mentoring and other PL to reflect on teaching practice and support students.</p> <p><b>Parents:</b> Invest in a learning community through greater involvement in collaborative discussions about teaching and learning. Participate in online conversations and sharing, engage in more frequent parent interviews, be involved in creating a strong sense of community, and be strong advocates for the school's 3 strategic directions.</p>	<p><b>•Focus on Quality Teaching</b> Invest heavily in supporting teachers to reflect on practice through mentoring and other PL. Release AP to facilitate support. Utilise support teacher for in-class coaching of teachers.</p> <p><b>•Focus on Wellbeing:</b> Employ additional staff to support students with social, emotional, cognitive and physical needs. Implement whole school wellbeing structures.</p> <p><b>•Focus on Early Intervention Learning Support:</b> Utilise support teacher and additional RAM funds to provide literacy and numeracy intervention for identified students. Train additional parents as reading tutors.</p> <p><b>•Focus on Literacy &amp; Numeracy Data:</b> Analyse PLAN data to ensure continued learning growth for all students on literacy and numeracy continuums. Track growth on data walls. Focus on consistent teacher judgement.</p> <p><b>•Focus on Writing:</b> Provide greater and more varied learning opportunities in public speaking, creative writing and published writing. All teachers involved in 'Writing in the Middle Years' PL with Keira CoS.</p> <p><b>•Focus on Numeracy:</b> Whole school approach to numeracy assessments and use of resources to plan differentiated numeracy support. Promote project based learning in numeracy. All teachers involved in 'Mathematics Building Blocks for Numeracy' professional learning.</p> <p><b>•Specific Focuses in Literacy &amp; Numeracy:</b> Whole school focus on literal and inferential comprehension understandings in literacy and numeracy. Incorporate 'Key Into Comprehension' into visible learning structures in each class. Implement strategies to promote greater levels of library borrowing.</p> <p><b>•Higher NAPLAN Expectations:</b> Provide teaching scaffolds for higher NAPLAN achievement. Consistently articulate higher expectations around student achievement in NAPLAN.</p> <p><b>•Extend Creative And Performing Arts Opportunities:</b> Continue to expand the school band and its performances. Provide opportunities across CAPA to enrich learning experiences through involvement in performances.</p> <p><b>•Aboriginal Education:</b> Support learning and cultural needs for each Aboriginal student. Involve Aboriginal families in Yarn meetings. Maintain a high profile, whole school focus on Aboriginal education.</p> <p><b>•Gifted &amp; Talented Enrichment Programs:</b> Participate in Tournament of Minds. Refine our weekly news podcast. Explore new possibilities for extension with ICT. Expand inquiry based learning approach K-6.</p> <p><b>•Student Reflection:</b> Allow time for students to gain deeper understandings in learning through reflective thinking. Embed reflection in classroom routines and reporting to parents.</p>	<ul style="list-style-type: none"> <li>•Quality teaching and learning practices across the school, demonstrated through differentiated literacy and numeracy lessons, leading to improved achievement in NAPLAN and other data sources.</li> <li>•All students supported and extended through greater teacher understanding of curriculum, involvement in support programs, increased awareness of individual needs, and use of data analysis.</li> <li>•Strong focus on teacher development to ensure quality in educational delivery.</li> <li>•Individual student needs supported through provision of additional staff, and deliberate focuses on student wellbeing and early intervention.</li> <li>•Greater involvement of parents from ESL backgrounds.</li> </ul> <p><b>Evaluation Plan:</b></p> <ul style="list-style-type: none"> <li>•Assessments and data analyses shared at stage and collaborative meetings to ensure consistent teacher judgement.</li> <li>•Higher number of students achieving proficient NAPLAN bands.</li> <li>•Systems in place to ensure all aspects of literacy and numeracy are taught effectively.</li> <li>•Growth of students on Literacy and Numeracy Continuums tracked.</li> <li>•Learning plans for students with identified needs monitored.</li> <li>•Aboriginal student progress monitored.</li> </ul>

**Strategic Direction 2: World's Best Practice in Teaching & Learning**

**Products:** To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens. To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate. To develop responsibility as local and global citizens.

Purpose	People	Processes	Practices
<ul style="list-style-type: none"> <li>•Ensure success at school for every student, especially in literacy and numeracy.</li> <li>•Align everything we do with fostering student interest, confidence, creativity, critical thinking and engagement.</li> <li>•Design connected learning tasks to promote students taking on local and global social responsibilities.</li> <li>•Use ICT to actively engage students in 21st century learning skills, to give learning context and relevance, and prepare students for their future.</li> <li>•Develop authentic learning tasks with wide ranging audiences.</li> <li>•Build a school ethos based on curiosity, imaginative play and passion in learning, where learning through discovery is highly valued and actively promoted.</li> </ul>	<p><b>Students:</b> Engage in a mix of electronic and pen/pencil writing. Demonstrate core learning in a multimedia format that challenges cognitive ability. Engage in learning experiences consistent with current educational research on best practice. Become active and passionate learners. Exercise responsible choice in learning.</p> <p><b>Staff:</b> Focus on pedagogical best practice and provide learning experiences aimed at developing 21st century learning skills. Focus on allowing students more choice in their learning, with a hands-on, investigative, inquiry based approach.</p> <p><b>Parents:</b> Support the connected learning of students by participating in collaborative discussions to better understand what we do and why. Support fundraising initiatives to advance teaching and learning opportunities. Encourage students to be educational risk takers and passionate about learning.</p>	<p><b>•Genius time, Learning Goals &amp; inquiry Based Learning:</b> Embed genius time and individual learning goals K-6, with every student being passionate, cognitively challenged and highly productive in learning. Promote student choice in learning by focusing HSIE units on big questions that allow for differentiated content research.</p> <p><b>•Extend the Use of ICT in Transformational Ways:</b> Use ICT in each class for more extensive literacy and numeracy activities, including the use of blogs, Twitter and Google Classroom. Expect digital presentations of high quality from all students, demonstrating deep understandings. Publish student eBooks online. Continue to upgrade ICT infrastructure and hardware. Improve our iPad management system. Invest in PL that supports our ICT plan and furthers our standing as an ADS.</p> <p><b>•Maker Space &amp; Other Science Initiatives:</b> Develop the Maker Space area to further meet learning needs in STEM. Explore new ways of promoting Science education K-6. Extend coding opportunities K-6. Provide coaching for teachers in STEM.</p> <p><b>•Active and Informed Citizens:</b> Provide opportunities for students to be involved in global issues. Provide varied learning tasks involving online connections. Establish links and networks outside the school. Get involved in scientific initiatives and data collection with other groups. Focus students on becoming active learners who make a difference.</p> <p><b>•Environmental Education:</b> Expand the Green Team's responsibilities to further encourage energy and water saving practices. Plant more trees and a bush tucker garden. Become involved in worldwide initiatives and long term data gathering. Record and use local weather data.</p> <p><b>•Flexible Learning Spaces:</b> Further refresh learning spaces with hard &amp; soft furnishings that enable greater student choice, comfort and flexibility in learning.</p> <p><b>•Playground Upgrade:</b> Utilise and further develop the new outdoor learning area, and extend playground supervision to include it as a play space. Install outdoor musical instruments. Expand the outdoor Maker Space area.</p> <p><b>•Partnerships Beyond the School:</b> Develop and further partnerships with local business, Apple, UOW and other institutions that provide access to greater and more varied educational resources and programs.</p>	<ul style="list-style-type: none"> <li>•Further embed ICT across the school, resulting in increased self-confidence, more relevant feedback to students and improved student learning outcomes.</li> <li>•Utilise ICT in ways that redefine learning, rather than for substitution of traditional educational delivery.</li> <li>•Provide student choice in learning activities and provide opportunities for creative investigation.</li> <li>•Model learning practices across the school to demonstrate a connectedness with outside individuals and agencies, so children are able to effect change in their world through these interactions.</li> <li>•Modify learning and play spaces to more effectively cater for student needs.</li> <li>•Implement strategies that make our school more environmentally sustainable and responsible.</li> </ul> <p><b>Evaluation Plan:</b></p> <ul style="list-style-type: none"> <li>•Student learning successes and innovative teaching practices shared and promoted, locally and globally.</li> <li>•Highly individualised learning with passion at its core.</li> <li>•Assessment of ICT presentations based on evidence of students reflecting and responding to feedback.</li> <li>•Reviews of self-regulated learning, flexible learning spaces and STEM.</li> <li>•Growth of student online publishing.</li> <li>•Partnerships beyond the school that provide enhanced learning opportunities.</li> </ul>

**Strategic Direction 3: Leadership & Management**

**Products:** To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use. To have new initiatives, including the Australian Curriculum, effectively implemented. To maintain a caring, nurturing school environment, in which every member of the school community feels valued and every child reaches their full potential.

Purpose	People	Processes	Practices
<p>•Make the Quality Teaching Framework and MeE Framework (engagement) central to everything we do; use them to plan teaching and learning activities, and have at the forefront of teachers' minds so staff constantly reflect on the best ways to do things.</p> <p>•Implement mandatory syllabuses as they are released; train staff to structure planning and programming on the Australian Curriculum. Ensure that each syllabus is taught effectively so students are provided with the best possible education.</p> <p>•Ensure our educational beliefs and practices always align.</p> <p>•Take advantage of the flexibilities delivered through RAM funding and consider how best to utilise funds to facilitate improved student learning outcomes.</p> <p>•Embed strategies and practices that reflect shared values with those of the community we serve.</p> <p>•Maintain and grow the happy, positive, trusting ethos that exists at Mt Ousley.</p>	<p><b>Students:</b> Be responsible for their own behaviour and attitude to learning. Maintain good attendance at school. Take full advantage of learning choices and opportunities, and follow their passions.</p> <p><b>Staff:</b> Critically analyse and reflect on teaching practice. Become proficient users of the new Australian Curriculum. Exercise professional behaviour at all times, in all facets of our job. Commit to the school's 3 strategic directions and take shared responsibility for our successes. Engage in collaborative discussions about educational best practice. Work towards achieving professional goals as part of PDF.</p> <p><b>Parents:</b> Participate meaningfully in collaborative discussions about the school's 3 strategic directions. Adhere to the school's Dignity &amp; Respect Charter. Ensure good attendance of students. Support the school in providing quality education for all students by trusting staff to do a good job.</p>	<p><b>•School Leadership Team:</b> Focus leadership team on improving student learning outcomes K-6, using data analysis and pedagogical review benchmarked against the QTF and MeE Framework. Focus on effectively delivering 21st century learning opportunities for all students, within the context of the School Excellence Framework.</p> <p><b>•Australian Curriculum:</b> Prepare for each syllabus in the new Australian Curriculum with training and staff discussions about what's expected. Put in place rigorous systems to ensure each syllabus is taught in its entirety and aligned to assessment and reporting practices.</p> <p><b>•Teacher Collaboration:</b> Extend opportunities for teachers to share, reflect and engage in professional dialogue, with focuses on whole school priorities and things that matter to teachers.</p> <p><b>•Reporting to Parents:</b> Evaluate student led conferencing and refine the ways in which we report student progress to parents.</p> <p><b>•Community Involvement and Communication:</b> Explore ways to enhance communication with parents. Offer translations for key documents and utilise video to explain student learning and school routines. Engage parents in better understandings of how and why we do things. Implement structures which promote a sense of community.</p> <p><b>•School Culture:</b> Continue to provide a progressive education with high expectations, encourage staff and students to think creatively, insist on adherence to the school's Dignity &amp; Respect Charter, and make school a fun place to be.</p> <p><b>•Attendance:</b> Implement procedures targeting students with high absences and a high incidence of late arrival.</p> <p><b>•Continuous School Improvement:</b> All staff using data and evidence based research to engage in ongoing reflective practice, facilitating improvement in teaching and school management. All teachers committed to meeting professional goals set in Personal Development Plans.</p> <p><b>•Trusting Culture:</b> All staff given authority to implement innovative practices which benefit student learning. In particular, allow students sufficient time to demonstrate deep understandings of concepts. Further develop culture of interdependence for support and professional growth.</p>	<p>•Strengthen the existing culture of open door classrooms, where teachers help each other to reflect on practice.</p> <p>•Raise awareness of all mandatory curricula and the expectations associated with teaching them.</p> <p>•Implement flexibilities in how the school is managed and organised, through consultation with the school community.</p> <p>•Maintain and strengthen a shared leadership approach to managing the school.</p> <p>•Enjoy a culture where staff want to come to work, children want to attend school and parents are happy with their children's education.</p> <p>•Improve communications to parents, especially those with an ESL background.</p> <p><b>Evaluation Plan:</b></p> <p>•Benefits of mentoring sessions discussed and a visible change in practice evident.</p> <p>•Issues with implementing the Australian Curriculum discussed. Teaching programs and student work samples reflecting content and ethos of curricula.</p> <p>•Attendance monitored.</p> <p>•Clear and deliberate focus on strategies that allow staff to do the best job they can maintained.</p> <p>•Parent feedback sought about the effectiveness of our communication and community commitment to the school's 3 strategic directions evident.</p>