School plan 2015 – 2017

Milperra Public School 2560
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td><strong>Our vision is to enable students to become successful 21st Century learners, confident, resilient and creative individuals; and informed citizens through equity and excellence in education. Every student will have the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and dynamic school environment, supported by our strong school community partnerships.</strong></td>
<td><strong>Milperra Public School is in South West Sydney with approximately 240 students in 2015. The area is very established and enrolments have been in steady increase. The school has ten classes in 2015. The number of students from non-English speaking backgrounds has remained around 17%. Due to its unique history as a soldier settlement school for the children of returned servicemen, Milperra Public School is able to draw on a strong community commitment in both scholastic and sporting ventures. The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for learning in the 21st Century.</strong></td>
<td><strong>The writing of the school plan commenced in 2014 with the Milperra Public School executive, comprising of the Assistant Principals and Principal. Meetings were also held with all staff to formulate the vision, three strategic directions and content. The P&amp;C were involved in consultation and discussions at P&amp;C meetings to develop the vision and strategic directions.</strong></td>
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The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for learning in the 21st Century. The writing of the school plan commenced in 2014 with the Milperra Public School executive, comprising of the Assistant Principals and Principal. Meetings were also held with all staff to formulate the vision, three strategic directions and content. The P&C were involved in consultation and discussions at P&C meetings to develop the vision and strategic directions.

Parent information sessions were held on literacy and numeracy and the sessions were evaluated. Surveys were conducted on the new curriculum, the vision, strategies and future directions for the school. The directions articulate the school’s priorities over the next three years for high expectations of quality student learning; dynamic teaching and leadership; successful partnerships and systems. The directions are high level and future-focused and will drive a whole school culture of educational and organisational excellence.
We aim to enable students to become successful learners, confident and creative individuals, and active and informed citizens. We will provide a safe, caring and supportive environment that promotes excellence.

**Purpose:**
To engage students in meaningful, challenging, future-focused learning experiences to achieve their full potential as a learner, a leader and a responsible and productive citizen. To create an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles.

**STRATEGIC DIRECTION 1**
High expectations of quality student learning

**STRATEGIC DIRECTION 2**
Dynamic teaching and leadership

**Purpose:**
To implement a whole school systematic delivery of quality teaching. To build capacity through professional learning in which staff members are engaged in ongoing, relevant practice at an individual and collaborative level.

**STRATEGIC DIRECTION 3**
Successful partnerships and systems

**Purpose:**
To implement effective systems which are clear and reflect local and systemic priorities. To build quality partnerships with the whole school and wider community that maximise student engagement and achievement.
**Strategic Direction 1:** High expectations of quality student learning.

### Purpose

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

To engage students in meaningful, challenging, future-focused learning experiences to achieve their full potential as learners and responsible and productive citizens. To create an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles.

### People

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

**Students:** Engage students to be active and reflective participants in their learning and to reach their full potential through individual needs and goals.

Engage students in 21st century learning to build creativity, technology, higher order thinking and fundamental skills.

Empower students to become positive school citizens through explicit teaching and promotion of positive behaviour.

**Staff:** Develop a comprehensive knowledge of syllabus documents and 21st Century learning pedagogies.

Engage teachers in effective and collaborative planning, teaching and assessment practices to deliver a differentiated curriculum.

Engage in collaborative planning to promote positive behaviour and student wellbeing.

**Parents/Carers:** Build the capacity of parents to continue supporting the learning of students by building on and strengthening home-school partnerships.

Encourage parents to be involved in student learning by extending invitations to engage in school life.

### Processes

How do we do it and how will we know?

- Collaboratively plan differentiated teaching and learning programs and implement a range of assessment strategies (Implementation of TEN, TOWN and Reading Recovery programs).

- Have students reflect on their learning by using learning goals to self-assess and engage in peer and teacher feedback.

- Identify gifted and talented students and provide ongoing enrichment and extra-curricular opportunities.

- Identify students with additional learning needs and develop support plans.

- Engage in enquiry-based learning and higher order frameworks and engage with the MiCX Centre and program (Milperra Innovation Creation Experience) to become creative users of technology.

- Link technology to teaching programs to make it meaningful and to utilise critical and creative thinking skills.

- Implement PBL (Positive Behaviour for Learning) to establish high expectations of student learning and behaviour.

### Products and Practices

What is achieved and how do we measure?

- Increased percentage of students achieving or exceeding grade/stage outcomes across all Key Learning Areas.

- Increased percentage of students achieving proficiency in Literacy and Numeracy.

- Increased percentage of students across the school being acknowledged and rewarded for displaying positive behaviour.

**Product:**

- Relevant, engaging and challenging 21st Century learning programs that cater for the needs of students across all Key Learning Areas.

**Product:**

- Class programs that demonstrate quality teaching and learning practices, through differentiated, innovative and engaging curriculum delivery, promoting critical and creative thinking.

**Product:**

- Resilient, self-motivated and responsible students who have the ability to manage their social, emotional and physical well-being.

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**Improvement Measures**

- Increased percentage of students achieving or exceeding grade/stage outcomes across all Key Learning Areas.

- Increased percentage of students achieving proficiency in Literacy and Numeracy.

- Increased percentage of students across the school being acknowledged and rewarded for displaying positive behaviour.

- Increased percentage of Aboriginal students, low socio-economic students and English as an Additional Dialect (EALD) students achieving proficiency in Literacy and Numeracy.
**Community Partners:** Engage external organisations to work collaboratively with the school to enrich and extend learning experiences.

Strengthen school and community links by engaging with targeted community groups to share skills, expertise and resources to enhance the school.

**Leaders:** Share and develop expertise to promote a whole school culture of differentiated learning.

Lead school programs and processes to engage students in 21st Century learning and positive behaviour.

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**Evaluation Plan**

- Literacy and Numeracy PLAN data
- TEN, TOWN data
- Analysis of NAPLAN results
- Continuous assessment of key learning areas through formative and summative assessment practices and teaching/learning program reviews.
- Collection of school based data of reward systems and behaviour monitoring processes.

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**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Teachers will collaborate to plan teaching and learning programs and a vast array of assessments.

**Practice:**
- Teachers will embed 21st century learning into class programs across all Key Learning Areas and professional learning.

**Practice:**
- Students will reflect on their achievement and monitor their learning.

**Practice:**
- Teachers will promote positive behaviour and student wellbeing through the explicit teaching of behavioural expectations and by following school systems.
# Strategic Direction 2: Dynamic teaching and leadership

## Purpose

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

To implement a whole school systematic delivery of quality teaching. To build capacity through professional learning in which staff members are engaged in ongoing, relevant practice at an individual and collaborative level.

## People

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

**Students:** Provide students with a range of opportunities to develop leadership skills.

**Staff:** Engage in relevant, meaningful, targeted and ongoing professional learning.

Encourage teachers to lead in an area of expertise or interest.

Develop the capacity of teachers to effectively implement new syllabus documents.

Reflect on their own practice using the Australian Teaching Standards and reflect on their own practice.

Collaboratively develop scope and sequences to ensure a systematic, whole-school approach to teaching.

**Parents/Carers:** Encourage community members and wider community organisations to support school programs and initiatives.

Develop partnerships to access appropriate programs to meet the professional learning needs of staff.

## Processes

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

- The school uses assessment, data, collaborative feedback and reflection to promote and generate quality teaching and learning.

- Teachers to work in teams to devise whole school programs, scope and sequences that relate to specific Key Learning Areas.

- Develop collaborative relationships with other schools to share best practice and promote quality teaching, including the East Hills Sharing Network (EHSN).

- Implementation of the Australian Standards to improve teacher quality to guide teachers to move to the next level of knowledge, practice and professional engagement relative to their career stage. The focus is on:
  - using the Performance Development Framework
  - Accreditation at all levels
  - Professional learning aligned with teacher needs and strategic directions, inclusive of NSW Syllabus documents.

- Executive to identify and mentor staff to lead others in a specific area.

## Products and Practices

**What is achieved and how do we measure?**

- Increased levels of professional learning, collaboration and dialogue among teachers.

- All teachers meet the Australian Professional Standards for teachers.

- Increased percentage of staff and students undertaking leadership roles and responsibilities.

**Product:**

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of students.

**Product:**

- All teachers implementing NSW syllabus documents. (Australian Curriculum).

**Product:**

- An evidence driven, dynamic and inclusive teaching/learning and evaluation process is established.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- All students K-6 will be involved in a wide range of activities to develop leadership skills and abilities.
| Leaders: Plan and deliver professional learning activities. Executive will mentor teachers for future leadership roles. | • Students to participate in leadership programs  
  
**Evaluation Plan**  
BOSTES Accreditation – Australian Professional Standards for teachers.  
A comprehensive school review process is undertaken based on rigorous and valid data analysis of professional learning, quality teaching and leadership across the school.  

Qualitative data collected from participating schools on effectiveness of school networks. | **Practice:**  
• Teachers will reflect on professional learning using the Australian Teaching Standards and personal professional learning goals.  

**Practice:**  
• The school leadership team demonstrates instructional leadership, promoting and modelling effective practice. Teachers lead others in an area of interest or expertise |
## Strategic Direction 3: Successful partnerships and systems

### Purpose

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

To implement effective systems that are clear and reflect local and systemic priorities. To build quality partnerships with the whole school and wider community that maximise student engagement and achievement.

### Improvement Measures

- Increased percentage of school community participation, consultation and discussion.
- Increased percentage of parents engaging purposefully in supporting their child’s education and in the life of the school.
- Increased percentage of parents of Aboriginal students, low socio-economic students and English as an Additional Dialect (EALD) students engaging purposefully in supporting their child’s education and in the life of the school.

### People

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

- **Students:** Set learning goals and engage with parents about their learning goals.
- **Staff:** Be informed of planned and upcoming events.
- **Engage in the development of a tracking system including Learning & Support information.**
- **Implement effective communication strategies and work collaboratively with each other, parents and the wider school community.**

**Parents/Carers:** Communicate effectively with teachers.

- Participate in parent workshops.
- Utilise all available avenues of communication.

**Community Partners:** Encourage community members and wider community organisations to support school programs and initiatives.

**Leaders:** Implement ‘Communicating and Engaging with Your Community’ in line with positive leadership development.

### Processes

How do we do it and how will we know?

- Implement a system of communication for all staff across the school. Use various modes of communication - Newsletter, e-News, Website to engage and inform the school community.
- Implement ‘Communicating with your school community’ DEC program in promoting Milperra Public School.
- Set up The MiCX Centre to provide a whole school focus for creating digital products and to create a hub for the development and sharing of teacher, student and parent expertise across the school.
- Conduct parent workshops on PBL, social skills programs, curriculum and learning and plan professional learning sessions that involve staff and parents.
- Engage students, teachers and parents in communication of student learning goals.

### Evaluation Plan

School and community engagement matrix.

Analysis of school App & website use.

### Products and Practices

What is achieved and how do we measure?

- Increased percentage of school community participation, consultation and discussion.
- Increased percentage of parents engaging purposefully in supporting their child’s education and in the life of the school.

**Product:**

- A high performing school and a well informed and engaged community.

**Product:**

- An evidence driven, dynamic and inclusive school planning and evaluation process is established.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- The school community will work in collaboration to improve student results.

**Practice:**

- The school will facilitate opportunities for meaningful and productive school/community partnerships.
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<th>The school community will engage with and contribute to school life and improvement.</th>
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<td>A comprehensive school survey based on community participation and involvement; parent satisfaction; parent information sessions.</td>
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