School plan  2015-2017

Mount Annan Public School 4597
### School background 2015-2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our vision is to provide quality teaching and learning in a safe, caring and supportive environment that promotes excellence and lifelong learning to develop confident, active and informed global citizens within a complex, changing world.</td>
<td>Opened in 1993, Mount Annan Public School is located in the residential suburb of Mount Annan which is situated between the suburbs of Camden and Campbelltown. Our well landscaped, generous school grounds provide our students with the opportunity to enjoy large, open, green spaces in which to play, learn and develop. The well-being of our students is supported by strong student welfare programs. We provide quality teaching and learning programs that cater to the students’ backgrounds and cultural heritage and are tailored to meet the individual needs of all students. Our commitment to the development of the whole child is evident through our teaching and learning, which incorporates a range of technology to engage and inspire. Our experienced, dedicated and caring staff consistently provides learning experiences that encourage students to reach their full potential. Staff undertakes planned, systematic professional learning to ensure effective delivery of programs and to maximise student outcomes.</td>
<td>The school planning process was a consultative one which involved students, staff and community members. Staff, students and the community were involved in discussions and were surveyed regarding school priorities and future directions. Detailed analysis of feedback provided an evidence base of current school practices, processes and learning success. Three strategic directions were then determined based upon a shared school vision.</td>
</tr>
</tbody>
</table>
School strategic directions 2015-2017

STRATEGIC DIRECTION 1
Excellence in Teaching and Learning

Purpose:
To ensure that all programs are founded upon quality educational delivery and that all members of the school community work in partnership within a supportive and dynamic learning environment to provide consistently high quality learning experiences and outcomes.

STRATEGIC DIRECTION 2
Holistic and Enriching Programs and Practices

Purpose:
To engage learners in purposeful and equitable curriculum within a dynamic and inclusive learning environment founded upon secure, respectful and reciprocal relationships.

STRATEGIC DIRECTION 3
Engaged and Productive Global Citizens

Purpose:
To develop leadership potential as an integral part of school operations and foster within the school community the desire, skills and capabilities to continuously learn, confidently face challenges, and make positive contributions to their own, community and world wellbeing.
## Strategic Direction 1: Excellence in Teaching and Learning

### Purpose
To ensure that all programs are founded upon quality educational delivery and that all members of the school community work in partnership within a supportive and dynamic learning environment to provide consistently high quality learning experiences and outcomes.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td><strong>People</strong></td>
<td><strong>Processes</strong></td>
</tr>
<tr>
<td><strong>To ensure that all programs are founded upon quality educational delivery and that all members of the school community work in partnership within a supportive and dynamic learning environment to provide consistently high quality learning experiences and outcomes.</strong></td>
<td><strong>Students</strong></td>
<td><strong>Enhancing the teaching of reading</strong></td>
</tr>
<tr>
<td></td>
<td>Students: Value their own learning with an expectation of personal accountability.</td>
<td>Professional learning to support curriculum delivery in Reading</td>
</tr>
<tr>
<td></td>
<td><strong>Staff</strong></td>
<td>Enhancing the teaching of numeracy</td>
</tr>
<tr>
<td></td>
<td>Staff: Build staff capacity and syllabus knowledge through professional learning, collegial dialogue, collaborative planning, observation and quality feedback.</td>
<td>Professional Learning to support curriculum delivery in numeracy.</td>
</tr>
<tr>
<td></td>
<td><strong>Leaders</strong></td>
<td>Assessment and Reporting</td>
</tr>
<tr>
<td></td>
<td>Leaders: Engage in collaborative and consultative decision making.</td>
<td>Use assessment as, of and for learning to assess progress, inform differentiated teaching and communicate to the school community.</td>
</tr>
<tr>
<td></td>
<td>Leaders collaboratively and strategically plan focused professional development through instructional leadership to improve quality teaching and learning practice.</td>
<td>Quality Teaching and Educational Leadership</td>
</tr>
<tr>
<td></td>
<td><strong>Parents/Carers</strong></td>
<td>Quality Teaching</td>
</tr>
<tr>
<td></td>
<td>Parents: Engage in opportunities to view and discuss feedback on student learning.</td>
<td>Further develop staff understanding and implementation of quality pedagogy, linking with the Performance and Development Framework and Australian Professional Standards for Teachers.</td>
</tr>
<tr>
<td></td>
<td><strong>Practices</strong></td>
<td>Educational Leadership</td>
</tr>
<tr>
<td></td>
<td><strong>Enhance the teaching of reading</strong></td>
<td>Develop leadership capacity of teachers and executive through the implementation of mentoring, coaching, quality feedback and leadership professional learning which is aligned to the Australian Standards for leaders and principals.</td>
</tr>
<tr>
<td></td>
<td><strong>By 2019, 7% increase in the number of students achieving in the proficiency NAPLAN Bands for Year 5 Reading based on benchmarks established in 2016.</strong></td>
<td><strong>By 2017, 95% of teachers actively participate in collaborative planning in English and Mathematics.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>By 2017, formative assessment strategies are evident in 100% of classrooms.</strong></td>
<td><strong>By 2017, 95% of teachers actively participate in collaborative planning in English and Mathematics.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>By 2017, 35% of teachers are actively involved in leadership initiatives.</strong></td>
<td><strong>By 2017, 35% of teachers are actively involved in leadership initiatives.</strong></td>
</tr>
</tbody>
</table>

---

Printed on: 27 March, 2017

Mount Annan Public School 4597 (2015-2017)
### Strategic Direction 1: Excellence in Teaching and Learning

<table>
<thead>
<tr>
<th>Improvement Measures</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Evaluation Plan</td>
<td>Monitoring of the milestones and mapping against the School Excellence Framework. Team leader evaluations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Direction 2: Holistic and Enriching Programs and Practices

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
</table>
| To engage learners in purposeful and equitable curriculum within a dynamic and inclusive learning environment founded upon secure, respectful and reciprocal relationships. | **Students**
Students participate in wellbeing initiatives to develop resilience strategies to effectively socialise with others and confidently deal with life challenges.  
Students are given opportunities to commit to and participate in extra curricula activities. | **Student Well-Being**
Review, develop, implement and evaluate student welfare initiatives to ensure inclusivity and improve well-being. Integrate the Wellbeing Framework and Positive Behaviour for Learning to promote positive behaviour and engaged learning. | **Practices**
A broad range of extra curricula programs are supported by authentic school community partnerships.  
All students access engaging and relevant curriculum through a dynamic and diverse range of high quality programs which cater to the needs of 21st Century learners.  
Schedule parent forums on a regular basis where a range of learning and feedback opportunities are provided.  
Parents are partners in education and contribute to all aspects of school life.  
Productive partnerships are maintained and further developed with the Community of Schools and early childhood centres. |
| | **Staff**
Staff utilise assessment data effectively to analyse student progress and develop differentiated teaching and learning programs.  
Staff are engaged in inquiry based learning and 21st century pedagogies.  
Staff are provided with opportunities to work collaboratively to develop and support continued quality teaching practice. | **Inquiry Based Learning**
Research and implement 21st century pedagogies to enrich teaching and learning programs and provide students with skills to become 21st century citizens. | |
| | **Parents/Carers**
Home-School partnerships allow parents opportunities to communicate openly with the school in order to meet individual needs of all students.  
Parents are active participants in school programs and provide constructive feedback on school practices and procedures.  
Parents are a visible presence within the school through attendance at school events and ongoing participation in school activities and programs.  
Opportunities to increase parent | **Evaluation Plan**
Monitoring of the milestones and mapping against the School Excellence Framework. Team leader evaluations. | |
| Improvement Measures | **Evaluation Plan**
Monitoring of the milestones and mapping against the School Excellence Framework. Team leader evaluations. | |
| Improve community participation and feedback. 10% improvement in high levels of satisfaction with school programs and practices.  
85% of students believe that the award system fairly recognises and celebrates their achievement and behaviour.  
80% of staff are confidently using inquiry learning in History/Science/Geography. | **Evaluation Plan**
Monitoring of the milestones and mapping against the School Excellence Framework. Team leader evaluations. | |
### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>awareness of syllabus content and learning processes to support their child are provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The local and educational community work collaboratively with the school to enhance learning programs and opportunities for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders develop and strengthen networks within the school community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders oversee finance and resource allocation to ensure that individualised and whole school programs are supported and implemented effectively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strategic Direction 3: Engaged and Productive Global Citizens

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
</table>

#### Purpose
To develop leadership potential as an integral part of school operations and foster within the school community the desire, skills and capabilities to continuously learn, confidently face challenges, and make positive contributions to their own, community and world wellbeing.

#### Improvement Measures
- 79.8% of students experience high levels of satisfaction with school programs and practices.
- Improved leadership capacity and increased opportunities for students to participate in leadership initiatives.
- 85% of Aboriginal students achieve personal learning goals.

#### People

**Students**
Student leadership capacity is developed by engaging students in School Parliament, Ethics, Morals and Values programs and community and student welfare programs.

**Staff**
Leadership capacity and density of leadership is increased through authentic opportunities for leadership development.

Staff actively seeks opportunities to enhance teaching practice and undertake a range of responsibilities within grades, stage and whole school activities.

Staff well-being is enhanced within a respectful and supportive school environment where individual differences are recognised and celebrated.

**Parents/Carers**
Parents are kept abreast of school programs, initiatives and general operations through access to relevant and ongoing information.

Parents are partners in education who are actively involved in school evaluation and decision making processes.

Mount Annan PS Parent and Citizens Association (P&C) continues to grow and make valued contributions to the school and students.

**Community Partners**
Community expertise and resources are accessed and enhance individual and

#### Processes

**Student Voice**
Evaluate current opportunities for student voice and positive student action across the school.

Develop student leadership capacity through the refining and developing of leadership opportunities for students across the school.

**Aboriginal and Multicultural Education**
Collaboratively develop and implement a range of Aboriginal and multicultural education initiatives and embed Aboriginal and multicultural perspectives in teaching and learning programs.

**Connecting with Local and Global Communities**
Provide opportunities for students to connect with other people within and beyond our community of schools.

#### Evaluation Plan
- Monitoring of the milestones and mapping against the School Excellence Framework.
- Team leader evaluations.

#### Practices

**Practices**
- Students are provided with meaningful opportunities to contribute to decision making processes within the school and take thoughtful and responsible action.

- Students implement effective conflict resolution strategies and resilience when faced with adversity.

- Global citizenship is embedded in the experiences and outcomes in all curriculum area. Students are encouraged to become active citizens, creative and critical thinkers, in order to develop an environmentally sustainable school infrastructure.

- Parents make genuine contributions to student learning through sharing of information and active participation in school activities and events.

#### Products

- 79.8% of students experience high levels of satisfaction with school programs and practices.

- Improved leadership capacity and increased opportunities for students to participate in leadership initiatives.

- 85% of Aboriginal students achieve personal learning goals.
### Strategic Direction 3: Engaged and Productive Global Citizens

<table>
<thead>
<tr>
<th>Improvement Measures</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>whole school learning programs.</td>
<td>Community initiatives are enhanced through the support of the Mount Annan Public School Community.</td>
<td></td>
</tr>
</tbody>
</table>