

# School plan 2018-2020

Morisset Public School 2621



# School background 2018–2020

## School vision statement

At Morisset Public School, we nurture, guide, inspire and challenge all students to become successful and creative learners through strong student, staff and community partnerships.

## School context

Morisset Public School is situated on the south west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance which is in partnership with 6 primary schools and Morisset High School. Morisset Public School has a total of 224 enrolments for 2018. 18% of students identify as Aboriginal and 11% are from language backgrounds other than English.

A commitment to future focused learning ensures quality teaching, high expectations and up-to-date technologies. This encourages high student engagement and self-regulated learners.

Evidence indicates that strong parent and community involvement in student learning continues to develop through active involvement in school events and whole school student initiatives.

The attendance rate for students has decreased and will be an area of focus in this school plan. Strategies will be implemented to support students and families to improve their attendance.

Ongoing professional learning of staff delivers quality pedagogy in Literacy and Numeracy. Our school has identified the need for a range of wellbeing strategies to maximise success for all.

## School planning process

In 2017, the evaluation and planning process involved participation of and consultation with key stakeholders. It included a review of the strengths and opportunities as well as areas for development across the school. Our local Itji Marru Aboriginal Education Consultative Group (AECG) takes a very active interest in the school's learning, wellbeing and cultural programs, promoting these within the community.

In this three year plan the Western Shores Learning Alliance (WSLA) initiatives will be embedded across the three strategic directions.

*The Window of Certainty (Rob Stones and Judy Hatswell)* was used as a scaffold to support the planning process. The three strategic directions that were identified articulate the schools priorities for the next three years.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Quality Learning

**Purpose:**

To work in partnership with staff, students, parents and school community to provide literacy and numeracy skills through rich, stimulating and engaging learning experiences that foster student's ability to learn, adapt and be responsible, confident citizens and leaders.



## STRATEGIC DIRECTION 2 Quality Teaching

**Purpose:**

To create a school culture where teachers are committed to high levels of professionalism and accountability. Through a shared and personal responsibility, teachers and leaders analyse and interpret authentic data to inform evidence based teaching practices to optimise student achievement in literacy and numeracy.



## STRATEGIC DIRECTION 3 Quality Leading

**Purpose:**

To enable effective instructional leadership that demonstrates a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student wellbeing and success in a future focused learning environment.

# Strategic Direction 1: Quality Learning

## Purpose

To work in partnership with staff, students, parents and school community to provide literacy and numeracy skills through rich, stimulating and engaging learning experiences that foster student's ability to learn, adapt and be responsible, confident citizens and leaders.

## Improvement Measures

Increase school community participation in engaging and collaborating around student progress and achievement in literacy and numeracy.

Equal or exceed NSW Government norms in the area of students understanding that there are clear rules and expectations for school behaviour.

Tracking systems aligned to incident monitoring will indicate an improvement in student wellbeing.

## People

### Students

Build skills to identify areas of growth and actively engage in literacy, numeracy and wellbeing goals with a focus on becoming self-regulated learners.

### Staff

Build deep knowledge and understanding to implement evidence based learning.

### Leaders

The school leadership team adopt a consistent and coordinated approach to evidence based learning. There is an expectation that all students will be successful in literacy, numeracy and wellbeing.

### Parents/Carers

Develop an understanding of and value the school's future directions by supporting their children to learn, adapt and be responsible citizens and leaders.

### Community Partners

Work collaboratively with the community of schools supporting the wellbeing of students and effective transitions.

## Processes

### High Expectations

The aspirations and expectations of students and parents are known and inform learning. Learning goals in literacy, numeracy and wellbeing, are established to support a growth mindset and student self regulation.

### Wellbeing – a planned approach

The school plans for and monitors a whole school approach to student wellbeing and engagement.

## Evaluation Plan

- *School Excellence Framework* (SEF2)
- Internal and external school performance measures
- Reporting to parents
- *Learning @ Morisset*
- Three-way conferences
- *Tell Them From Me* surveys
- Attendance monitoring
- *Positive Behaviour for Learning* (PBL) Data
- Learning Support Meetings
- *Sentral* Behaviour data
- Regular tracking against the milestones

## Practices and Products

### Practices

All staff facilitate partnerships with parents and students to support clear improvement aims and planning for learning.

Data from a variety of sources is collected, analysed and used to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

### Products

Effective partnerships in learning with parents and students who are motivated to be active participants and self regulated learners.

Evidence-based change implemented to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

# Strategic Direction 2: Quality Teaching

## Purpose

To create a school culture where teachers are committed to high levels of professionalism and accountability. Through a shared and personal responsibility, teachers and leaders analyse and interpret authentic data to inform evidence based teaching practices to optimise student achievement in literacy and numeracy.

## Improvement Measures

Increased percentage of students in the top two bands of NAPLAN Reading, Writing and Numeracy.

Increased percentage of Aboriginal students in the top two bands of NAPLAN Reading, Writing and Numeracy.

Equal or exceed NSW Government norms in the domain of Data Informs Practice.

Increased number of students demonstrating expected growth across Literacy and Numeracy.

Increased percentage of Aboriginal students demonstrating expected growth across Literacy and Numeracy.

Equal or exceed NSW Government norms in the domains of Leadership and Quality Feedback.

## People

### Students

Build skills to provide and use feedback to improve learning outcomes and goals.

### Staff

Build skills and deep knowledge in authentic data collection, analysis and feedback to inform planning, identifying interventions and modify teaching practice. Work collaboratively within teams to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

### Leaders

Build skills and capacity of staff to engage in evaluative thinking and improve practice through formal mentoring and coaching. Monitor the impact of programs used to improve practices. Lead comprehensive analysis of student progress and achievement data.

### Parents/Carers

Actively work in partnership with the school to develop and implement plans for continuous improvement.

### Community Partners

Collaboration and professional learning within the community of schools for consistent delivery of programs.

## Processes

### Collaborative Practice, Explicit Teaching and Feedback

Teaching practice and learning programs, are reviewed and revised to meet the needs of the learners, based on student progress and achievement.

### Data Analysis and Skills/ Student Performance Measures

The school uses internal and external assessments to assess student progress and achievement against syllabus outcomes.

## Evaluation Plan

- Participation in relevant professional learning
- Data Analysis – Smart data, Learning Progressions, consistent teacher judgement
- Feedback – program supervision, lesson observations, lesson structures
- *Tell Them From Me* surveys
- Regular tracking against the milestones

## Practices and Products

### Practices

Teachers use explicit teaching techniques and collaborate to improve teaching and learning. Teachers utilise formative feedback to reflect on and improve their teaching and learning practice.

All teachers contribute to gathering and analysing data. Teachers monitor student learning progress, identifying skill gaps for improvement and areas for extension.

### Products

School wide systems are evidenced based and promote collaborative planning, optimising learning for all students. Effective methods are identified, promoted and modelled.

High quality literacy and numeracy pedagogy is evident.

Teaching staff are accountable for participating in professional learning and collaboration that drives ongoing school wide improvement in teaching practices. Student results measured through observations and data analysis.

# Strategic Direction 3: Quality Leading

## Purpose

To enable effective instructional leadership that demonstrates a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student wellbeing and success in a future focused learning environment.

## Improvement Measures

Increased percentage of students reaching target benchmarks as a result of Instructional Leadership systems.

Increased student engagement as a result of flexible learning spaces and project based learning.

Equal or exceed NSW Government norms in the domain of Technology.

## People

### Students

Connect and engage in flexible learning settings to become leaders of their own learning.

### Staff

Collaborate and participate in professional learning to ensure high performing teachers.

Learning environments are flexible and responsive to student needs.

### Leaders

Build capacity through instructional leadership and co-facilitation to provide formal mentoring, coaching and support to improve teaching practice.

### Parents/Carers

Develop an understanding and actively support the pursuit of high expectations to maximise success for all students.

## Processes

### Instructional Leadership

Staff lead areas of expertise, aligned to the school plan using distributive leadership practices, resulting in sustained quality school wide systems.

### Future Focused Learning

Learning environments promote Collaboration, Communication, Co-operation, Critical Thinking & Creativity (5Cs).

## Evaluation Plan

- Professional Development Plans
- Lesson observation feedback
- Participation in the *Tell Them From Me* (TTFM) survey – additional questions included
- Regular Benchmarking – observable achievements entered onto *Learning Progressions*
- Regular tracking against the milestones

## Practices and Products

### Practices

Professional learning develops effective instructional leadership and management skills to facilitate whole school improvement.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

### Products

A culture of effective evidence-based pedagogy and ongoing improvement with every student making measurable academic progress.

Learning is optimised within the school through a creative approach supporting the 5Cs.