

School plan 2018-2020

Minchinbury Public School 4577



School background 2018–2020

School vision statement

At Minchinbury Public School we are a motivated and respectful community of learners.

Minchinbury Public School strives to promote a culture of excellence that provides challenging, stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.

Fostering a culture of excellence encourages students to become successful life-long learners, confident and creative individuals and active and informed citizens.

School context

Location

Minchinbury Public School is situated 40.2kms west of Sydney. The suburb of Minchinbury is a part of Blacktown City. The area is mostly residential with some small commercial and retail outlets beside and industrial zone along the western boundary.

Community

Minchinbury Public School is viewed positively within the community and has a good reputation. The community values public education and finds the school welcoming and supportive of students and their families.

Student Enrolment

In 2018 there are 20 classes with 510 students enrolled.

53% of our students come from a Language Background Other Than English (LBOTE) and 5% of our students identify as Aboriginal or Torres Strait Islander.

Staff

The leadership team includes the Principal and four Assistant Principals. There are 18 mainstream teachers and 8 support teachers. Support staff includes 0.6 English as an Additional Language or Dialect (EAL/D) teachers and 1.2 Learning and Support Teachers. Our school counsellor is available two days a week.

School staff are dedicated and focus on delivering quality teaching and learning experiences for students. They engage in ongoing professional development to enhance their classroom practice. There is a culture of collegiality and collaboration enriching the learning and working environment.

Programs

There is a strong tradition of participation in performing arts and sport programs where student talents and interests are

School planning process

The school actively sought input from students, community members and staff to inform planning. Analysis of the following sources has driven the creation of our strategic directions and milestone evaluations:

Tell Them From Me survey

Completed by 169 students from Years 4 to 6, 222 community members, and 33 staff. Responses discussed and analysed.

Staff consultation

Self-evaluation processes implemented at the whole school, executive, team and individual level. All staff participated in school self-evaluation utilising the School Excellence Framework.

Student Performance Data

Internal and external student performance data discussed and analysed to identify future areas for staff professional development and student need.

Community Consultation

Focus groups within the school such as Parents and Citizens Association (P&C) and Student Representative Council.

For 2018–2020 our three Strategic Directions are: Evidence-Based Quality Teaching, Accountable Successful Learning, and Reflective Inspirational Leadership.

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School context

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School planning process

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Evidence-Based Quality
Teaching

Purpose:

To ensure all staff share responsibility for student improvement and the learning culture of the school.

To develop explicit high quality teaching programs for all students to become successful learners.

To evaluate teaching to ensure student improvement.



**STRATEGIC
DIRECTION 2**
Accountable Successful
Learning

Purpose:

To develop engaged, accountable and successful learners.

To build and maintain positive supportive relationships that allow for successful life-long learning.



**STRATEGIC
DIRECTION 3**
Reflective Inspirational
Leadership

Purpose:

To enhance the leadership capacity of all staff, students and community members.

To foster a school-wide culture of high expectations, community engagement and a shared responsibility for student learning and success.

Strategic Direction 1: Evidence–Based Quality Teaching

Purpose

To ensure all staff share responsibility for student improvement and the learning culture of the school.

To develop explicit high quality teaching programs for all students to become successful learners.

To evaluate teaching to ensure student improvement.

Improvement Measures

All staff have individual Professional Development Plans that demonstrate reflective practice, are linked to the Australian Professional Standards for Teachers, and guide their professional learning, practice and capacity to improve student learning.

Staff meet the individual learning needs of all students through evidence–based differentiated curriculum delivery.

People

Students

Students commit to and strive for ongoing improvement in their learning.

Staff

Staff commit to and strive for improvement in student learning.

Staff cater for the learning needs of all students when designing, implementing and evaluating teaching programs.

Staff actively engage in professional critical reflection. Critical reflection leads to improvement of teaching practice. Teachers share their classroom practice.

Parents/Carers

Parents/carers have an awareness and understanding of what is taught in the classroom and how this assists their child's learning.

Leaders

Collaborate to develop and communicate systems of accountability including programming, assessment and professional reflection.

School leaders have the capabilities to lead staff professional development to ensure teachers have the necessary skills to deliver evidence–based quality lessons to students.

Processes

Literacy Implementation

Current English scope and sequences implemented and monitored in all classrooms.

Staff and students identify and articulate learning success criteria.

Reciprocal reading strategies implemented in all Year 2 to Year 6 classrooms.

L3 strategies implemented in Kindergarten and Year 1 to complement literacy programs.

Numeracy Implementation

Current mathematics scope and sequences implemented and monitored in all classrooms.

Staff and students identify and articulate learning success criteria.

TEN and TOWN numeracy strategies implemented in classrooms to complement numeracy programs.

Positive Behaviour for Learning Implementation

PBL (Positive Behaviour for Learning) consistently implemented school–wide.

Support Program Implementation

Individual Education Plans created for all identified students.

Practices and Products

Practices

Data informed, differentiated and personalised learning experiences are highly visible in all teaching and learning programs.

Evidence of effective implementation of learning success criteria in classrooms.

All staff are actively engaged in regular reflection and professional dialogue to evaluate the effectiveness of their own teaching practice.

Products

All staff have individual Professional Development Plans that demonstrate reflective practice, are linked to the Australian Professional Standards for Teachers and guides their professional learning, practice and capacity to improve student learning.

Staff meet the individual learning needs of all students through evidence–based differentiated curriculum delivery.

Strategic Direction 1: Evidence–Based Quality Teaching

Processes
Intervention and support programs are implemented for targeted students.
Evaluation Plan
Intervention and support programs are evaluated to measure impact on student learning.
Regular review, professional dialogue and reflection about staff Professional Development Plans.
Regular review of teaching programs, including evidence of differentiated teaching practice and data informed adjustments for students.
Executive team to monitor milestones at five weekly intervals.

Strategic Direction 2: Accountable Successful Learning

Purpose

To develop engaged, accountable and successful learners.

To build and maintain positive supportive relationships that allow for successful life-long learning.

Improvement Measures

All K–6 students achieve a minimum of one year's growth on the Learning Progressions.

All student results are substantiated with evidence.

People

Students

Students develop critical reflection skills regarding their own learning and the purpose of learning through the setting of their own learning goals.

Students understand that positive partnerships promote healthy wellbeing, resilience and enhance their learning capacity.

Staff

Staff acknowledge and take responsibility for their role in improving student learning, including evidence-based curriculum delivery and attendance.

Staff demonstrate professionalism and continuous learning.

Parents/Carers

Parents/carers work in partnership with the school to ensure their child's attendance.

Parents/carers are provided with opportunities to assist their child through regular communication from the school, including learning updates and information sessions.

Leaders

School leaders demonstrate professionalism and continuous learning.

School leaders create and build learning communities.

Processes

Learning Goals

Staff professional learning addresses school priorities and current syllabus requirements.

Develop staff capacity to collaboratively plan, differentiate programming and effectively evaluate teaching practice.

Develop student capacity to identify, set and articulate learning goals.

Data Analysis and Use

Develop staff understanding of data sources and their use.

Teachers engage in student/class analysis with supervisor every term.

Learning Communication

Students, staff and community develop methods of communicating about student learning and progress.

Evaluation Plan

Analysis of NAPLAN, PLAN, and other external and internal data to monitor student literacy and numeracy progress.

Analysis of Tell Them From Me, PBL, Scout reports.

Executive team to monitor milestones at five weekly intervals.

Practices and Products

Practices

Students regularly reflect on and update their learning goals to align to their needs.

Staff regularly reflect on student learning goals to align them to students needs.

Staff seek professional development opportunities to cater for their own, and student learning.

Staff share professional development experiences with others.

Students and staff collaborate to create engaging, effective and positive learning environments.

Products

All K–6 students achieve a minimum of one year's growth on the Literacy and Numeracy Continuum.

All Year 3 & Year 5 students achieve positive growth in NAPLAN.

All student results are substantiated with evidence.

All students have regularly reviewed and updated learning goals aligned to their needs.

Strategic Direction 3: Reflective Inspirational Leadership

Purpose

To enhance the leadership capacity of all staff, students and community members.

To foster a school-wide culture of high expectations, community engagement and a shared responsibility for student learning and success.

Improvement Measures

An increase in staff taking leadership responsibilities.

An increase in student leadership responsibilities for K–6 students.

An increase in community and staff engagement in school life.

People

Students

Students build and develop their leadership skills by actively participating in school leadership programs and opportunities.

Staff

Staff identify, accept and fulfil roles and responsibilities in the school.

Staff seeking leadership opportunities actively accept a variety of roles and responsibilities.

Parents/Carers

Parents/carers are provided with, and embrace, opportunities to engage with the school, including P&C, information sessions, school events.

Parents/carers participate in provided opportunities to contribute to school planning.

Leaders

Demonstrate professional, positive interaction with students, staff and community members.

Identify and develop leadership capacity in students, staff and community members.

School leaders develop a culture of effective teaching, for leading, designing and managing the quality of teaching and learning.

School leaders model effective leadership and are committed to their own ongoing professional development and personal

Processes

Student Leadership

Build student capacity through peer support activities. Students are taught leadership skills.

Community Engagement

Provide opportunities for community members to become involved in the life of the school.

Staff Leadership

Provide opportunities for staff to develop leadership skills.

Evaluation Plan

Analysis of Tell Them From Me data.

Timely evaluation of events/programs to direct future plans.

Executive team to monitor milestones at five weekly intervals.

Practices and Products

Practices

Student leadership opportunities are scheduled throughout the year.

Leadership development is aligned with succession planning.

Staff roles and responsibilities are monitored to ensure staff are supported to fulfil their roles.

School leaders support one another to build capacity and monitor wellbeing.

Parents/carers are engaged with the school in a variety of roles.

Products

An increase in staff taking leadership responsibilities.

An increase in student leadership responsibilities for K–6 students.

An increase in community and staff engagement in school life.

Strategic Direction 3: Reflective Inspirational Leadership

People

health and wellbeing in order to manage the complexity of the role.