School plan 2018-2020

Mount Lewis Infants School 5241

School background 2018–2020

School vision statement

Mount Lewis Infants School is a unique setting that offers children and their families a positive and high quality learning environment as they begin their school journey. We aim to develop motivated, confident and resilient students through programs that are engaging and promote academic excellence. Our vision extends to include the parents/carers as well as the wider community to add another dimension of stimulation and energy to our school.

School context

Mount Lewis Infants is a large infants school in the Bankstown area. It is held in high regard by the local community and is recognised for the positive and inclusive environment that is part of the school culture.

Enrolments remain relatively steady over the year despite the area having a high portion of rental properties. Families prefer to remain at the school even after they move further away.

We have a significant percentage of students from a non English speaking background, 97%, which attracts additional staff to support students English language learning.

School aims and directions are all focused on delivering quality programs to students with the outcomes desired being to assist students to reach their potential and to offer all opportunities for success.

The school is fortunate to have an Early Action for Success program and Instructional Leader that targets literacy and numeracy success for students and guidance for staff and parents. In addition we also have an Arabic Community Language teacher, two English as an Additional Language teachers and a Learning and Support teacher.

The community is engaged through the Parents and Citizens Association, which is an integral part of the daily planning and life of the school. Mount Lewis Infants is a stable and happy school that offers high quality education in an attractive and friendly environment.

School planning process

The Mount Lewis Infants School, School Plan has been developed in consultation with staff, parents/carers and students.

Opportunities for all participants to discuss, debate and modify the content have been available since term 4, 2017.

The previous School Plan was evaluated at the end of 2017 and the evaluation of where to next and success criteria were all considered before staff began working in 3 strategic direction teams. Each team was mindful of developing their purpose and direction based on the headings –Teaching, Leading, Learning, from the School Excellence Framework.

Teams presented their proposed ideas of their strategic direction and why it was important/relevant. Drafts were written and then the executive fleshed out the remainder of the plan.

Consultation also took place with the Director Public Schools, PSL and other DoE staff. The P&C were again shown the draft at a public meeting where responses were considered.

Key improvement measures are data driven and include feedback from all participants – staff, community and the students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Active and responsible learners with a sense of positive wellbeing

STRATEGIC DIRECTION 2
Dynamic teachers committed to high quality teaching and reflective practice

STRATEGIC DIRECTION 3
Strong, strategic and effective leadership

Purpose:

 All students are encouraged to be responsible for their learning through planned, strategic measures to ensure success in the short term and in the future as they transition to primary schools.

Purpose:

Student learning is underpinned by high quality teaching that is systematically planned and explicitly taught. Teachers will continuously improve their teaching practice through a transparent learning culture that includes peer observations with timely feedback and monitoring of student assessment data that shows student progress and achievement.

Purpose:

School leaders strategically create a culture of distributed leadership amongst staff and students by sharing the accountability of delivering the school plan. Through effective use of resources and evaluations of administrative processes, changes will be made in response to general community feedback.

Strategic Direction 1: Active and responsible learners with a sense of positive wellbeing

Purpose

All students are encouraged to be responsible for their learning through planned, strategic measures to ensure success in the short term and in the future as they transition to primary schools.

Improvement Measures

Increased percentage of students who are achieving expected growth per semester across the Department of Education literacy and numeracy progressions.

All teachers implement consistent and quality school–wide assessment practices and moderation tasks to monitor, plan and report on student learning

Improvement in student wellbeing, responsibility, creativity and resilience and as reported through school data and DoE surveys, such as, Tell Them From Me, that have been adapted to suit our context.

People

Students

Students demonstrate responsibility for their own learning and can articulate their learning goals through self assessment. Students demonstrate a growth mindset where they are willing to take risks and embrace new challenges.

Staff

Staff have a deeper understanding of how to use available assessment data to develop high quality teaching programs in all KLAs which suit the needs of all students within the school. Staff understand the potential wellbeing has to bring about positive change and how it can be a powerful force in students' learning and development.

Leaders

School leaders understand how to use systematic and reliable assessment data to evaluate student learning and understand how to implement changes in teaching that leads to measurable improvement. School leaders adopt collective wellbeing processes to ensure optimum conditions for student learning.

Parents/Carers

Families demonstrate high expectations of learning progress and achievement, and are committed to the collective wellbeing of their children.

Processes

Data: Teachers will use the Department of Education literacy and numeracy progressions to track student data and growth. They will use this data to drive the development of learning programs which respond to identified needs to build students' foundations in literacy and numeracy.

Assessment: Formative and summative assessment practices and processes are embedded across all KLAs and teachers use assessment data to inform the teaching and learning cycle and to evaluate student learning.

Wellbeing: Implement a whole school integrated approach to student well being by developing programs with a specific focus on promoting student responsibility, resilience, independence, creativity and a growth mindset.

Evaluation Plan

Progress towards improvement measures will be evaluated through: regular analysis of student learning data using the Department of Education literacy and numeracy learning progressions., evaluation and review of literacy and numeracy teaching programs, observation of classroom teaching practice using the Quality Teaching Rounds model, evaluation of assessment practices, and teacher, student and parent/community surveys.

Practices and Products

Practices

Staff evaluate and refine teaching and learning programs in literacy and numeracy based on assessment data and student, parent and collegial feedback.

Teachers develop and use a range of assessment strategies and feedback to drive instruction and differentiate learning.

Staff collegially develop and implement whole school well being programs including PBL, a Bounceback resilience program and a student led SRC.

Teachers incorporate formative assessment activities, student learning goals, STEM and Growth Mindset activities into their everyday teaching programs. Student reports reflect this assessment data and provide a personalised, detailed snapshot of student learning, growth and areas for improvement.

Products

Teaching and learning programs in literacy and numeracy show evidence of how the literacy and numeracy learning progressions are used to differentiate learning programs.

Clearly defined school–wide formative and summative assessment practices and moderation tasks leading to consistent and comparable judgements of student learning.

Successful SRC program where students have an active voice and demonstrate improved leadership skills and responsibility.

Mount Lewis Infants School 5241 (2018-2020)

Strategic Direction 1: Active and responsible learners with a sense of positive wellbeing

Practices and Products

Explicit teaching programs in literacy and numeracy which embed opportunities for students to develop growth mindset and responsibility for their own learning.

STEM activities are embedded into Science and Mathematics programs.

Strategic Direction 2: Dynamic teachers committed to high quality teaching and reflective practice

Purpose

Student learning is underpinned by high quality teaching that is systematically planned and explicitly taught. Teachers will continuously improve their teaching practice through a transparent learning culture that includes peer observations with timely feedback and monitoring of student assessment data that shows student progress and achievement.

Improvement Measures

The professional learning created allows for 'higher levels' of the teaching standards to be achieved.

All staff involved in peer observations and feedback. This collaborative practice will result in ongoing school–wide improvement in teaching practice by using a wider range of skills.

All teaching programs show evidence of teachers using higher level assessment data to inform teaching. (Surveys–then & now–what do you use now in the classroom & then do another survey to show change and improvement.)

People

Students

Students provide honest and regular feedback to teachers on their understanding and learning after targeted lessons.

Staff

Staff understand the importance of planning programs that target student needs and deliver them in an explicit manner.

Teaching programs show evidence of revisions based on feedback between teachers.

Assessment and evaluation data drive teaching and inform programming and planning.

Staff value professional learning based on their interests and expertise and continually develop their practices and keep abreast of research.. Staff trial innovative and evidence based, future–focused practices.

Leaders

Leaders have a united front on an approach that targets quality teaching. There is an expectation that there will be an improvement in standards across the school.

Parents/Carers

Parents/carers value workshops and engage in conversations that demonstrate an understanding of what constitutes quality teaching. Parents/carers are supportive and are better able to be

Processes

Professional Learning: The Instructional Leader will work collaboratively with school Leaders, grade supervisors and teachers to evaluate programs. This will determine the professional learning needs of staff allowing for the delivery of targeted quality professional learning, specifically in the areas of literacy and numeracy.

Professional Dialogue: Design, implement and evaluate a framework that facilitates professional dialogue, classroom observation and feedback between teachers/staff., such as, Quality Teaching Rounds.

Data: Data is collected and analysed regularly to track student development and target support. Teachers use data to modify teaching programs.

Evaluation Plan

Regular surveys and reflections collected from staff show that PL is having an impact on the teaching and learning cycle – eg delivery of quality lessons, peer feedback informs change in the classroom etc

Regular reporting against milestones by the leadership team through focus groups, surveys, reflections and observations.

Monitoring student growth at regular intervals using assessment plan devised for the school.

Practices and Products

Practices

All staff are involved and participate in purposeful professional learning targeted at literacy and numeracy as well as quality teaching practices.

Teachers engage in peer observations with timely feedback and monitoring of student assessment data that provides data on their teaching.

Every teacher uses data to inform their teaching and learning by using the learning progressions.

Products

Teaching programs reflect implementation of PL in Literacy and Numeracy within the Quality Teaching Framework..

PDP's reflect authentic engagement in goal setting, observation feedback and reflection.

All teaching and learning programs reflect differentiation and an awareness of how student data has led the planning of programs.

People
partners at all levels of planning.

Strategic Direction 3: Strong, strategic and effective leadership

Purpose

School leaders strategically create a culture of distributed leadership amongst staff and students by sharing the accountability of delivering the school plan. Through effective use of resources and evaluations of administrative processes, changes will be made in response to general community feedback.

Improvement Measures

All staff are engaged in professional learning opportunities which reflect leadership development, evaluation measures and curriculum initiatives in literacy and numeracy.

Feedback from the Excellence in School Customer Service 360 Reflection Tool will show improvement in community satisfaction as compared to 2017 data.

Distributed leadership in the area of resource management will be reflected in the planning and implementation of the school plan by a wider portion of the staff leading and being accountable for the goals. This will involve, finances/budgets, Human Resources, materials, all things that are needed to achieve the directions.

People

Leaders

Leaders understand the importance of on going school improvement and rigorous evaluation measures. Leaders value the need for developing a shared culture of accountability , capacity building and sustainability.

Staff

Teachers value their importance in being active members in decision making and understand the need to take responsibility for their own professional development.

Parents/Carers

Parents and carers understand the positive impact community connections can have on student learning outcomes. They understand that their opinions and feedback are valued and acted upon to make school wide improvements.

Community Partners

Community partners in other schools understand the value of sharing professional learning, resources and skill development.

Processes

Designing Professional Learning: School leaders develop, implement and evaluate a whole school professional learning plan, responding to PDPs, individual needs , school priorities and Department of Education initiatives.

Delivering Professional Learning: Draw on research, staff expertise and professional learning to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Distributed Leadership: Develop, implement and evaluate an action plan for improved shared accountability amongst staff to enable teachers to lead the effective use of resources and to solicit valuable feedback from the school community which will drive planning.

Evaluation Plan

Progress towards improvement measures will be evaluated through: feedback including exit slips and evaluations after professional learning meetings, staff evaluation of the PDP process, parent and communication satisfaction surveys (for example 360 Tool), evaluation of the school budget, audits of resources within the school, monitoring and evaluating teaching and learning programs and assessment.

Practices and Products

Practices

School leaders develop a professional learning plan which caters for staff individual needs and professional goals, school priorities and Department of Education initiatives.

KLA meetings, finance meetings and administration meetings are scheduled regularly each term to plan for effective use of resources.

Members of the literacy and numeracy committees attend external professional learning and deliver school wide professional learning to improve teaching practice.

School leaders regularly solicit and address feedback on school performance from students, staff, parents and the broader school community.

Products

Comprehensive professional learning plan accounting for professional development of all staff members.

PDPs are reflective of school priorities and teachers' professional needs, linking to the Australian Professional Standards.

English and Mathematics teaching programs are reflective of school priorities, professional learning and new initiatives, and demonstrate evaluation of teaching practice to drive the teaching and learning cycle.

Well informed community who effectively participate in their child's learning and attend parent workshops. The community

Strategic Direction 3: Strong, strategic and effective leadership

Practices and Products

have an active involvement in surveys, voicing their opinions and feedback to contribute to ideas for school improvement.