School plan 2015 – 2017

Mona Vale Public School 2593
### 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>A school of learners committed to excellence, innovation and community.</td>
<td>Mona Vale is situated on the Northern Beaches of Sydney and is a member of the Peninsula Community of schools within the Northern Sydney Region. The school is a P1 school, with current enrolments of 1088 students. Most of the students come from the local area. The talented teaching staff reflects a wide range of experience, from a significant number of beginning teachers seeking accreditation to those approaching retirement. Staff are hardworking and supported by an active school community. A special feature of the school is the diversity in the educational services that are provided for primary aged students. There are two classes for students with a moderate intellectual disability (IO) and one for students who have Autism Spectrum Disorder (AU). The school has two opportunity classes (OC) for students in the gifted range and entrance to the two opportunity classes is by way of state wide testing conducted by the Department of Education and Communities.</td>
<td>Introduced the new School Planning template to the executive staff by discussing their thoughts, ideas and analysing the data. Established three teams from the executive staff to look at the school’s current practices. Identified three key directions in consultation with the community. Collated the feedback from students, teachers and the community. Integrated the three key directions with the 5P template.</td>
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School strategic directions 2015 - 2017

Purpose:
To work together as a learning community to build knowledge, skills and attitudes around quality assessment practices that promote achievement of both educational and personal goals for successful lives in the 21st Century.

Purpose:
To provide opportunities for the whole school community to engage in a wide range of innovative teaching practices and learning experiences that develop a culture of enquiry, creative thinking and collective responsibility for improving school and student performance and wellbeing.

Purpose:
To strengthen existing relationships with our community partners to develop understandings around quality teaching and learning practices.

To work with the local community and council to deliver a Performing Arts venue.
## Strategic Direction 1: Excellence

### Purpose

To work together as a learning community to build knowledge, skills and attitudes around quality assessment practices that promote achievement of both educational and personal goals for successful lives in the 21st Century.

### Improvement Measures

- **Growth of students in all aspects of Literacy and Numeracy is above DEC and Peninsula Community of Schools average in NAPLAN assessment.**
- **80% of students are achieving at or above expected cluster level in Literacy and Numeracy using PLAN.**
- Surveys indicate an improvement in community satisfaction regarding reporting procedures.
- All students are able to identify and articulate personal learning goals in Literacy and Numeracy.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th><strong>Develop their ability to self assess and reflect on their learning, set personal goals and take steps towards addressing their own learning needs.</strong></th>
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<tbody>
<tr>
<td>Staff:</td>
<td><strong>Build an understanding of effective formative and summative assessment practices to inform quality learning and teaching.</strong></td>
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<td>Clearly understand and confidently use assessment strategies, including PLAN, to determine teaching directions and levels of effectiveness.</td>
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<td></td>
<td><strong>Develop their capacity to set learning intentions, success criteria and provide descriptive feedback to students.</strong></td>
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<tr>
<td>Parents/Carers:</td>
<td><strong>Develop an understanding of quality teaching and assessment practices and how they can support their own child’s learning.</strong></td>
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<td></td>
<td>Parents/carers develop a clear understanding of their child’s individual goals and how to support their learning.</td>
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### Processes

- **Students are taught to critically reflect on their learning and to set independent goals in Literacy and Numeracy.**
- Through mentoring and professional learning, develop a school wide understanding of best formative and summative assessment practices including the use of PLAN data.
- Staff collaborate to develop teaching and learning programs incorporating high quality assessment practices.
- Community forums will address the changing nature of curriculum and assessment practices.

### Products and Practices

<table>
<thead>
<tr>
<th>Product:</th>
<th><strong>Growth of students in all aspects of Literacy and Numeracy is above DEC and Peninsula Community of Schools average in NAPLAN assessment.</strong></th>
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<tr>
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<td><strong>80% of students are achieving at or above expected cluster level in Literacy and Numeracy using PLAN.</strong></td>
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<td>Students are able to identify and articulate personal learning goals in Literacy and Numeracy.</td>
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<td></td>
<td>Programs demonstrate embedded formative and summative assessment practices that enable teaching and learning programs to meet the learning needs of students.</td>
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<td></td>
<td>Surveys indicate an improvement in community satisfaction regarding reporting procedures.</td>
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<tr>
<td>Practice:</td>
<td><strong>Students reflect on their learning and engage in setting personal learning goals.</strong></td>
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<td></td>
<td>Students demonstrate confidence in using a formative assessment based philosophy and can articulate the knowledge and skills required to achieve their learning goals.</td>
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<tr>
<td></td>
<td>Teachers use formative and summative assessment data to differentiate and inform teaching and learning programs.</td>
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<td></td>
<td>Quality feedback is provided to the community regarding student performance.</td>
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# Strategic Direction 2: Innovation

## Purpose
To provide opportunities for the whole school community to engage in a wide range of innovative teaching practices and learning experiences that develop a culture of enquiry, creative thinking and collective responsibility for improving school and student performance and wellbeing.

## Improvement Measures
- **100% of teaching and learning programs reflect the Quality Teaching Framework and Higher Order Thinking skills.**
- Performance and Development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Professional Standards for Teachers.
- All BOSTES syllabus documents are effectively implemented K-6.
- Learning experiences and school plans are developed which reflect student input.

## People

### Students:
Develop a mindset and capabilities that allow them to become critical thinkers and confident, enquiry based learners.

### Staff:
- Develop deep knowledge of the Quality Teaching Framework and Higher Order Thinking skills.
- Develop their knowledge and understanding of the BOSTES syllabus documents and the Australian Teaching Standards.
- Develop an understanding of the Performance and Development Framework and the process involved in negotiating a Performance and Development Plan.
- Develop knowledge, skills and understanding in reflective practice and collegial feedback.

### Parents/Carers:
- Understand the changing nature of the new curriculum and 21st Century learning skills.

## Processes
- **Opportunities are created for students to engage in learning experiences which involve higher order thinking skills and quality teaching elements.**
- All teachers engage in evidence based professional learning that directly relates to quality teaching and the development of higher order thinking skills.
- Teachers are engaged in professional learning and mentoring related to their development of knowledge around:
  - BOSTES syllabus documents
  - Australian Professional Standards for Teachers
  - Performance and Development Plans
  - Leadership development.
- Teachers engage in mentoring and networking programs designed to develop reflective practice, collegial feedback and the development of innovative ideas that may apply to their class, grade, stage or school.

## Products and Practices

### Product:
- Learning experiences and school plans are developed which reflect student input.
- 100% of teaching and learning programs reflect the Quality Teaching Framework and Higher Order Thinking skills.
- Performance and Development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Professional Standards for Teachers.
- All BOSTES syllabus documents are effectively implemented K-6 using innovative teaching practices.

### Practice:
- Students and staff demonstrate skills in inquiry based learning (critical and creative thinking, ethical understanding, information and communication technology capability, intercultural understanding, literacy and numeracy, and personal and social development).
- All staff are engaged in regular reflection using formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.
- Leadership development exists at all levels based on a common language and framework.

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**Evaluation Plan**
- School wide satisfaction survey indicates positive, resilient students and high levels of student engagement.
- Review of Performance and Development Plans and teaching and learning programs.
**Strategic Direction 3: Community**

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>To strengthen existing relationships with our community partners to develop understandings around quality teaching and learning practices. To work with the local community and council to deliver a Performing Arts venue.</td>
<td><strong>Students:</strong> Develop collaboration and communication skills to enable them to work with our community partners on a number of community projects. <strong>Staff:</strong> Explore opportunities with our partners to improve and innovate their teaching and learning practices. <strong>Parents, Carers and Community Partners:</strong> Community members are involved in the design and use of a performing arts centre. Collaborate with teaching staff to share expertise.</td>
<td>Students engage in activities designed to facilitate their involvement in the design of future Pittwater Council community projects. Engage students in programs delivered by external groups (Peninsula Community of Schools, Macquarie University, parent volunteers) Opportunities offered by partners are assessed by our Teacher Professional Learning committee and where appropriate are developed by staff. Expertise of parents, caregivers and community partners are used to enhance teaching and learning programs for all students. A working party is established involving school, local council and the community to deliver a creative and performing arts centre for the Pittwater community. <strong>Evaluation Plan:</strong> A performing arts centre is built on our school site and is being used for school and community purposes. Staff are involved in opportunities with our partners to improve their teaching and learning practice.</td>
<td><strong>Product:</strong> New community facilities and events are established in the local community based on students’ input and design. Students from all grades are involved in external programs delivered by community partners, Macquarie University and the Peninsula Community of Schools. Students engage with the wider community through visits, mentoring and participation in intergenerational learning and teaching. Staff are involved in high quality, differentiated Teacher Professional Learning aligned to our School Plan Increased number of parents attending school run workshops and the P&amp;C. A performing arts centre is built on our school site which reflects school community consultation and is being used for school and community purposes. <strong>Practice:</strong> Staff engage in professional learning opportunities and resource sharing with the Peninsula Community of Schools, Macquarie University staff and other community partners to support quality teaching and assessment practices. Staff actively engage with the Peninsula Community of Schools’ initiatives that support student, staff and community learning.</td>
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**Improvement Measures**

Students from all grades are involved in external programs delivered by community partners, Macquarie University and the Peninsula Community of Schools.

Staff are involved in high quality, differentiated Teacher Professional Learning aligned to our School plan.

New community facilities and events are established in the local community based on students’ input and design.

Increased number of parents attending school run workshops and the P&C.

A performing art centre is built on our school site which reflects school community consultation and is being used for school and community purposes.