Milton Public School

School Plan 2015 – 2017

Curriculum

Quality Teaching & Learning

Welfare & Linkages
School background 2015 - 2017

SCHOOL VISION STATEMENT

At Milton Public School, we are preparing students for a complex, rapidly changing world. Students will be active and informed citizens who make the most of the opportunities that this future will present. At Milton Public School we inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.

Students will be confident and creative individuals. We build resilience in our students by developing their physical, social and emotional development.

SCHOOL CONTEXT

Milton Public School continues to be a growing school providing quality, public education. The school celebrates 132 years of education in 2015 and will have an enrolment of 650+ students to begin the 2015 school year. The student population includes 6% from language backgrounds other than English (LBOTE) and 5% identify as Indigenous. The teaching staff is a dedicated group, with a range of experience, interests and skills. Teachers are willing and able to provide a range of extra-curricular activities for our students. The school community is very supportive of the school with a proactive and thoughtful P&C Association as the major vehicle for parental involvement in the school.

Carpe Diem- Enjoy the present day is the school motto.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy centres on the ideal that all students are happy, safe and achieving their individual potential. Teachers are committed to their profession and undertake personal and group learning to ensure their knowledge, skills and understandings are appropriate as we build a culture for learning in a 21st century context.

The school community has endorsed a set of values; play sensibly, do your best, be kind to others and do the right thing and believe all should strive to achieve and put these into practice.

SCHOOL PLANNING PROCESS

All members of the Milton Public School learning community were involved in the development of this School Plan. This was achieved through:

- Staff and community forums to contribute to and develop the new School Vision.
- Milton Public School Vision Statement was developed to directly reflect the input of all stakeholders.
- Strategic Directions within the plan reflect the views expressed by our staff, students and community through the process.
- The School Vision Statement and School Plan have been re-presented to staff, students and the community for additional input and clarification before being finalised.
- Through rigorous evaluation, reporting and re-planning processes, the achievement of the directions outlined above will be maximised. This process will again incorporate input from all stakeholders.
To ensure that student learning and assessment is driven purposefully by quality, well-resourced, innovative teaching and learning programs, informed by the NSW syllabus. Our aim is to create independent thinkers who collaboratively engage in curriculum to become active problem solvers and critical, creative thinkers with deep knowledge and understanding.

Our learning community endeavours to provide innovative, differentiated, collaborative and engaging programs to meet the current educational, cultural, social, emotional and physical needs of our students. Through professional development, our teachers demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire lifelong learning.

Our shared vision is to provide a safe, supportive, respectful and inclusive learning community that encompasses the wellbeing of all individuals. Together we foster strong community partnerships and promote sustainable systems that ensure staff and students fulfil their potential and become active community members.
### Strategic direction 1: Curriculum

#### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

To ensure that student learning and assessment is driven purposefully by quality, well resourced and innovative teaching and learning programs, informed by the NSW syllabus. Our aim is to create independent thinkers who collaboratively engage in curriculum to become active problem solvers and critical, creative thinkers with deep knowledge and understanding.

#### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

- **Staff:** Develop teacher capacity to implement the Australian curriculum-whole school plans, scope and sequences, assessment schedules and units of work

  **Staff:** The Mathematics team will lead teaching staff to review and implement MPS scope and sequence.

- **Staff:** The English team will lead teaching staff towards professional learning activities to improve knowledge skills and understandings to increase their capacity to deliver programs for improved outcomes for students

  **Staff:** Grade teams to collaboratively plan and resource teaching and learning activities in line with MPS scope and sequence.

- **Staff:** Stage and grade collaboration on consistent teacher judgement (assessment for, as and of learning). Rubrics developed to ensure consistency across each grade.

  **Staff:** Collaborative sharing of successful teaching and learning practices linked with Quality teaching framework.

- **Staff:** Develop rubrics for consistent teacher judgement in each core area of teaching across all NSW syllabus.

  **Leaders:** Develop teachers capacity to use PLAN through professional learning

- **Leaders:** Provide professional learning opportunities for understanding of differentiation of curriculum in Mathematics

#### PROCESSES

**How do we do it and how will we know?**

- **Professional Learning teams established to lead and review NSW BOS syllabus (K-6)**
- **Staff:** Professional learning opportunities – 21st Century Learning, creative and critical thinking, consistent teacher judgement, continuous assessment.
- **Assessment tasks developed to reflect NSW syllabus in English, Mathematics and Science.**
- **Professional learning team provides professional learning experiences aligned to quality teaching e.g what makes a quality literature lesson?**
- **Professional workshops provided on use of the literacy continuum**

#### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

- **Product:** Successful planning and implementation framework that leads towards effective delivery of Maths, Science and History (2016).
- **Practices:** Staff teams will be committed to continuous development of syllabuses focusing on building teacher capacity of subject knowledge and skills required to improve student learning.

- **Product:** New English units are concept based and taught consistently and explicitly across K-6.

  **Practices:** Creating a culture which is professionally supportive and establishes best teaching practice.

  Data tracking using the literacy continuum.

  Resourcing Aboriginal perspectives and Asian perspectives.

- **Practices** Teaching and learning programs are framed by NSW syllabi and are continually monitored to ensure their relevance and quality.

  Teacher professional development is informed by ongoing assessment of the knowledge and skills required for teachers to deliver relevant, high quality curricula.

  Delivery of teaching and learning programs demonstrates consistent and explicit teaching practice informed by student assessment.

  Student assessment is informed by and recorded against the continuums.

- **Product:** Systemic planning, development, delivery, monitoring and evaluation of teaching and learning programs across K-6.

  A culture of best practice in the delivery of curricula.

  Shred professional learning and classroom practice.

- **Product:** Continuous and effective assessment that guides ongoing quality teaching practices including differentiation.

  Assessment data is collated and evaluated for future planning.

  Consistent use of pre-tests to ascertain student levels – guides ‘FOR’ learning.

  Staff assess ‘AS’ and ‘OF’ learning to guide teaching practice and future direction.

---

Staff survey indicates 90% of staff have the understanding and confidence to implement, assess and report on the NSW Syllabus for the Australian Curriculum in English and Mathematics.
Strategic direction 2: Quality Teaching & Learning

Our learning community endeavours to provide innovative, differentiated, collaborative and engaging programs that meet the current educational, cultural, social, emotional and physical needs of our students. Through professional development our teachers demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire lifelong learning.

### Purpose

Our learning community endeavours to provide innovative, differentiated, collaborative and engaging programs that meet the current educational, cultural, social, emotional and physical needs of our students. Through professional development our teachers demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire lifelong learning.

### People

**How do we develop capabilities of our people to bring about transformation?**

- **Staff:** Professional development given by Principal to executive on the Growth Coaching model.
- **Staff:** Principal and Federation Rep to undergo training in the Performance and Development Framework.
- **Staff:** Professional development opportunities given on the new Performance and Development Framework.
- **Staff:** Professional dialogue to take place between Executive and teachers on development of individual professional plans.

- **Staff:** G & T team members to form a GATS policy.
- **Staff:** Elected team members to design an enrichment program.

**How do we develop our people to bring about transformation?**

- **Staff:** Professional development given by Principal to executive on the Growth Coaching model.
- **Staff:** Principal and Federation Rep to undergo training in the Performance and Development Framework.
- **Staff:** Professional development opportunities given on the new Performance and Development Framework.
- **Staff:** Professional dialogue to take place between Executive and teachers on development of individual professional plans.

### Processes

**How do we do it and how will we know?**

- **Professional learning around best practice and opportunities to engage in coaching conversations to improve practice**
- **All teachers will be individually supported across all levels of the accreditation process**
- **Meet with teachers to develop their professional plans**

- **Teachers and school identify professional practice**
- **Professional learning given in the growth coaching model and implementing it within effective classroom practice**
- **Establish a Professional learning team**
- **Federation Rep and Principal to undergo training in Professional Development Framework**

**How do we do it and how will we know?**

- **Professional learning around best practice and opportunities to engage in coaching conversations to improve practice**
- **All teachers will be individually supported across all levels of the accreditation process**
- **Meet with teachers to develop their professional plans**

- **Teachers and school identify professional practice**
- **Professional learning given in the growth coaching model and implementing it within effective classroom practice**
- **Establish a Professional learning team**
- **Federation Rep and Principal to undergo training in Professional Development Framework**

### Products and Practices

**What is achieved and how do we know?**

- **Product:** Implement the Performance Development Framework. Develop capacity to lead and manage teacher professional development and practice.

- **Practices:** Staff teams collaborating to support professional development, self-reflection and accreditation using the ‘Performance Development Framework’. All professional learning is strategically planned.

- **Practices:** Creating a school culture which is professionally supportive, proactive, and strengthens teacher capacity to improve learning outcomes.

- **Product:** A successful PL team that coordinates strategic learning for staff across school. PL successfully coordinates learning.

- **Product:** The development of a GATS policy that includes differentiation and enrichment programs.

- **Practices:** Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students.

- **Practices:** High quality teaching and learning programs are evident resulting in higher engagement and purposeful learning meeting the needs of all students with developing higher order thinking skills.

- **Product:** A technologically competent staff and student body.

- **Practices:** Confidently using technology including digital multi-media and ethcal usage –digital literacies.

- **Product:** A quality report to parents that reflects student learning in line with DEC policy.

- **Practices:** ongoing assessment.

- **Product:** Effective use of Aboriginal funding to support our Aboriginal Students.

- **Practices:** ‘No Gaps No Excuses’ adhered to.

- **Product:** Educate and create Mgoals (phase 1) in alliance with AECG and local community

- **Product:** Mgoals will be used to develop PLPs

Staff survey indicates 100% of staff actively engaged in coaching conversations and goal setting.

Staff survey indicates 75% of staff report that they have engaged with meaningful and strategic professional learning. All staff indicate understanding of and commitment to the Performance & Development Framework – including an understanding and commitment to NST.

Our Aboriginal students and their families (and AECG) report via survey that the school is effectively meeting their needs and that the Aboriginal funding is being utilised in an effective and transparent manner. Over the next two years, external assessment will indicate trend improvement in both literacy and numeracy.

Staff/Community: AECG meeting scheduled

Community: Staff meeting given on MGoals (recording and programming PLP’s)

Staff: All teachers trial Mgoals

Evaluation plan:

- **Internal:** Regular reporting against milestones, feedback from project teams, focus group sessions and staff surveys.
- **External:** Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.
Strategic direction 3: Welfare & Linkages

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Our shared vision is to provide a safe supportive respectful and inclusive learning community that encompasses the wellbeing of all individuals.

Together we foster strong community partnerships and promote sustainable systems that ensure staff and students fulfil their potential and become active community members.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

- **Staff**: Welfare team given professional development opportunities in the use of SENTRAL Welfare tracking system.
- **Staff**: Welfare team will train staff on SENTRAL Wellbeing package.
- **Staff**: Teachers practice data entry on Wellbeing-incident reporting during Stage Meetings.
- **Staff**: Action team to trial Student Plans.
- **Staff**: Support team to assist staff where necessary to ensure that ongoing and regular recording of incidents into Wellbeing is taking place.
- **Staff**: Support team to assist staff where necessary to ensure that ongoing and regular recording of Student Plans take place.

**IMPROVEMENT MEASURE/S**

Staff survey indicates 95% of staff have the understanding and confidence to implement and measure the effectiveness of the school’s Kidsmatter program.

Staff survey indicates 95% of staff have the understanding and confidence to implement and measure the effectiveness of Mgoals to support learning and wellbeing for Indigenous students.

100% of staff indicate the understanding and confidence to implement the Milton PS SENTRAL Welfare system.

**PROCESSES**

How do we do it and how will we know?

- **Trial SENTRAL support resources including Wellbeing, Student Profiles and Student Plans**
- **Investigate best current practice by visiting a) primary school SPPS and b) secondary school USH using SENTRAL**
- **Establish best practice for reporting and entering information on misdemeanours/detention/positive incidents using SENTRAL**
- **Staff trained to enter incident data onto SENTRAL Wellbeing (positive and negative incidents)**
- **Purchase Student Profiles and Student Plans**
- **Staff trained in use of Student Profiles and Student Plans**
- **Schedule opportunities for staff to engage in the development of a PLP in consultation with parent, student and teacher**
- **Pi on M goals**
- **Communicate, promote and lead practices to enhance continuity of learning at transition points**
- **Use Aboriginal Educational worker to assist in transition of Aboriginal students**
- **Communicate relevant information from teacher to teacher**
- **Promote and support school community partnerships including staff, students and the wider community to meet the diverse needs of all students**
- **Actively build school network partnerships through**

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

- **Product**: An effective data system that tracks student welfare
- **Practice**: Accessing, entering and monitoring to ensure recording and tracking of student well-being regularly takes place.
- **Product**: An effective welfare system that caters for the well-being of all school and community stakeholders.
- **Practices**: A common language is used by staff when communicating to students through ‘restorative justice’.

Creating a school culture which is professionally supportive, proactive, and strengthens teacher capacity to improve well-being of all stakeholders using ‘Kidsmatter’, Friendly Kids, Bounce Back and resilience programs.

Staff awareness of Aboriginal services and agencies. Accessing, entering and monitoring Personal Learning Plans to ensure recording and tracking of Aboriginal students using M goals.

- **Product**: Effective transition programs are in place for all students – pre-school, new students, Yr 2 to Yr 3, high school entry
- **Practices**: Transition programs are set in yearly calendar. Information is conveyed to the community as appropriate. Information packages are available for all programs. Information is conveyed via social media – school webpage and school Facebook account.

Specific support is given for Aboriginal students from year to year.

- **Product**: Consistent, clear communication strategies are in place to convey relevant information to all stakeholders.
- **Practices**: Weekly newsletters convey up to date information on school programs and events. P & C meetings provide opportunities for community members to discuss and collaborate on school programs.

Alternate weekly staff/stage meetings with staff provide opportunities for collaborative decision making. Overviews of grade content areas are provided to parents yearly.

Parent/teacher/student surveys provide feedback in targeted areas to drive further school planning.

- **Product**: Increased opportunities for professional dialogue and development, and enhancement of pedagogical knowledge within our community of schools.
- **Practices**: Maintain good relationships and collegial approach across school.

Communication and actions regularly take place between schools – once a term.
professional development target areas

- School teams to share strategic directions within and across our COS

Evaluation plan:

**Internal:** Regular reporting against milestones, feedback from project teams, focus group sessions and staff surveys.

**External:** Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

**Product:** Alignment of MPS school plan across 'Community of Schools'

**Practices:** Collaborate and work with UPS to develop and enhance professional learning opportunities through the sharing of resources and common goals