

School Plan 2015 – 2017

Matthew Pearce Public School 4526





School vision statement

Matthew Pearce Public School is committed to providing all students with a comprehensive education to ensure that they develop to their full potential in a creative and dynamic environment.

At Matthew Pearce Public School we strive for students to be:

Safe,
Respectful,
Responsible learners.

School context

Matthew Pearce Public School community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and as a result, homes within the school's drawing area are keenly sought.

The school student population is approximately 1250 students and trends indicate that the population should continue to increase based on the development of the new housing estate directly behind the school.

Our school celebrates many cultures with almost 77% of students from a language background other than English.

The school's programs reflect the high priority of the community for academic excellence in a positive, safe and caring environment. It is accepted that a key role for the school is to ensure that its students are committed to the process of life-long learning that is necessary in this 21st Century.

School planning process

Developing the 2015-2017 School Plan was a rigorous process including whole school communication and collection of data.

With a focus on providing a safe, inclusive and challenging learning environment for the students of Matthew Pearce Public School, staff reflected on the qualities and skills students should develop in order to ensure they are future focussed learners.

This information was collated and used by staff, who worked in focus groups to develop the school vision and strategic directions.

Each staff member was given an opportunity to review and evaluate the three strategic directions before determining processes, practices and products required.

Regular discussion regarding the processes and the school vision was communicated at several P&C meetings. A parent forum was held to present draft plans and to gather feedback.

Each staff member belongs to a strategic direction committee and is responsible for the implementation of strategies to support this direction.

Led by the school executive, milestones for each strategic direction have been planned, implemented and evaluated.



STRATEGIC DIRECTION 1

Global Citizenship

Students will develop the skills to be resilient, independent and intrinsically motivated citizens who are respectful, tolerant and adaptable in our ever changing world.

Purpose:

To promote harmonious relationships within our diverse society, embedding a system of values that develop students' social conscience. We will develop students who are resilient and recognise effort and perseverance in order to achieve goals; who generate and evaluate knowledge, ideas and possibilities whilst exploring various pathways and solutions.

STRATEGIC DIRECTION 2

Learning and Engagement

The school community will empower students to be successfully engaged as future focused learners.

Purpose:

To create engaged and successful citizens who are able to communicate, collaborate, think critically and be creative. They will adapt to the rapid change in education and demonstrate effective and ethical use of technology.

STRATEGIC DIRECTION 3

Professional Growth

Staff will be empowered to promote a culture of high expectations, within an environment promoting professionalism, collegiality and support.

Purpose:

To encourage and equip teachers to have high expectations, enabling them to collaboratively develop and implement quality learning experiences through explicit teaching practices and intentionally relevant programs. Matthew Pearce Public School will provide opportunities for staff to further develop their professional expertise and leadership skills, participate in decision making processes within the school and contribute to forming a rigorous professional learning community.

Strategic Direction 1: Global Citizenship

Purpose

To promote harmonious relationships within our diverse society, embedding a system of values that develop students' social conscience. We will develop students who are resilient and recognise effort and perseverance in order to achieve goals; who generate and evaluate knowledge, ideas and possibilities whilst exploring various pathways and solutions.

Improvement Measures

- 5% decrease each term, in the number of students receiving negative behaviour notifications.
- 5% increase each term, in the number of students being recognised at end of term PBL reward activities.

People

Students:

- Students are safe, responsible and respectful learners who exhibit resilience and leadership qualities in their daily school routines.

Staff:

- Staff demonstrate knowledge and skills to model, support and guide students to become effective citizens through social awareness and leadership skills.

Parents/Carers:

- Strong partnerships between home and school enables students to become confident learners, develop values and resilience within the context of a diverse community.

Leaders:

- Model a consistent understanding of student expectations and values to be implemented in all classes.

Processes

Processes:

- Expanded and enhanced school PBL program will reinforce expectations and values through a visual presence around the school maintaining a consistent approach to meaningfully recognising students' achievements and ensuring they feel valued and respected.
- Opportunities are given to students to promote harmonious relationships in our diverse society.
- Students develop a repertoire of strategies to promote resilience, social responsibility and leadership skills.

Evaluation Plan

- Monitoring of reward programs to determine consistency and effectiveness within both the classroom and playground.
- Monitoring the effectiveness of programs such as the SRC, Chaplaincy, School Counsellor and Peer Support.
- Surveys conducted to gauge involvement in school welfare and PBL programs.

Products and Practices

Products:

- 5% decrease, in the number of students receiving negative behaviour notifications
- 5% increase, in the number of students being recognised at end of term PBL reward activities.
- Greater understanding of different cultures and diversity within the school community.

Practice:

- Welfare and values reinforced in non-classroom settings and consistency monitored within classroom settings.
- Students actively involved in clearly defined leadership roles within the school.
- Cultural, social & academic diversity are recognised and celebrated by the whole school community.
- Students involved in peer support and leadership programs are independent, positive student mentors.
- Increased tolerance of diversity and respect for individual differences.

Strategic Direction 2: Learning and Engagement

Purpose

To create engaged and successful citizens who are able to communicate, collaborate, think critically and be creative in their use of future focused skills. They will adapt to the rapid change in education and demonstrate effective and ethical use of technology.

Improvement Measures

- Project- based or open-learning tasks are included in 100% of all teaching programs.
- 75% of students are achieving expected growth or above in both Literacy and Numeracy as evident in NAPLAN results.

People

Students:

- Students are engaged learners who have the ability to set goals and work collaboratively as they reflect and evaluate their own learning.

Staff:

- Staff differentiate learning experiences that include project-based tasks to engage students and promote future learning skills.

Community Partners:

- Networks of schools and other agencies support in the knowledge, understanding and implementation of the NSW syllabus.

Leaders:

- Executive lead and support staff in the implementation of the NSW syllabuses for the Australian Curriculum.

Processes

Processes:

- Project-based and open-ended learning experiences are implemented across all grades utilising a wide range of resources, including ICT, to engage students in their learning within and beyond the school.
- Through the implementation of Individual Learning Plans, develop a culture of high expectation that engages all students.
- Through lesson studies, staff work with colleagues to plan, evaluate and modify learning and teaching programs that explicitly teach the language and skills required for future-focused learners.

Evaluation Plan

- Monitor student achievement and rate of growth data through NAPLAN, standardised testing and school performance tasks.
- Review the effectiveness of the differentiated teaching and learning programs.
- Review of the effectiveness of the Lesson Study approach, particularly in student engagement.
- Evidence of Project Based Learning and open-ended tasks in teacher programs and practice.

Products and Practices

Product:

- Project-based or open- learning tasks are included in 100% of all teaching programs.
- 75% of students are achieving expected growth or above in both Literacy and Numeracy as evident in NAPLAN results.
- 100% of students in Years 4-6 will use a digital social learning platform (eg. Edmodo) as part of their learning.

Practice:

- Students will demonstrate the ability to collaborate and work cooperatively to achieve specific outcomes within a given time frame.
- Students will use a variety of relevant ICT applications in purposeful learning experiences, supporting them as ethical, future-focused learners.
- Staff will develop learning experiences that are planned and evaluated through a lesson study approach and the quality teaching framework.

Strategic Direction 3: Professional Growth

Purpose

To encourage and equip teachers to have high expectations, enabling them to collaboratively develop and implement quality learning experiences through explicit teaching practices and intentionally relevant programs. Matthew Pearce Public School will provide opportunities for staff to further develop their professional expertise and leadership skills, participate in decision making processes within the school and contribute to forming an active and effective professional learning community.

Improvement Measures

- 100% of New Scheme Teachers meet the Australian Professional Standards.
- 10% or more of staff working towards Highly Accomplished and Lead Teacher levels of National Standards for Teachers.
- PDP's reflect a range of goals and professional learning options
- Teacher's PDP demonstrate teacher reflection of our own practice against National Teaching Standards.
- A cross section of staff leads in-school professional learning as well as parent information sessions.

People

Staff:

- Staff have a deep understanding of the syllabus and implement quality learning experiences that support and encourage students as future focused learners.

Parents/Carers:

- Provide parents with a clearer understanding of the curriculum taught in school to help them to support their child.

Community Partners:

- Partnerships with educational facilities further enhanced through linkages and joint projects to support understanding of pedagogy and student wellbeing.

Leaders:

- Executive and aspiring leaders enhance leadership capacity through a consistent approach to effective and innovative pedagogical practice.

Processes

Processes:

- Collaboration to create PDPs that reflect individual and grade based growth and development.
- Engagement in collaborative planning, lesson studies, learning hubs, whole school professional development, workshops, courses, online modules and in-services to enhance teaching practices, evaluated through reflective discussion and regular collegial dialogue.
- Enhancing a supportive and collegial culture amongst staff and with peer mentoring, as well as increased opportunity for leadership roles.
- Implementing professional learning plans, Performance and Development Framework checks with regular reflection to further enhance teaching practice.

Evaluation Plan

- Monitor and review professional learning and performance plans to ensure targeted staff development aligns with National Teacher Standards and enhances leadership capacity.
- Surveys are conducted to assess effectiveness of professional learning programs and their alignment with the school's strategic directions and DEC expectations.

Products and Practices

Products:

- 100% of New Scheme Teachers meet the Australian Professional Standards
- 10% or more of staff working towards Highly Accomplished and Lead Teacher levels of National Standards for Teachers.
- PDPs reflect a range of goals and professional learning options
- PDPs demonstrate teacher reflection of own practice against National Teaching Standards.
- A cross section of staff leads in-school professional learning as well as parent information sessions.

Practices:

- Staff undertake school-wide roles and projects to strengthen leadership density.
- Reflective teacher practice using national Teaching Standards and Quality Teaching Framework to improve teaching and learning in classrooms.
- 100% of staff actively engage in in-school professional learning such as Lesson Studies, Tech Time, Targeted Professional Learning and App Hour to enhance teaching practice.
- Staff engage in collaborative planning and reflection using digital tools like Google Apps.