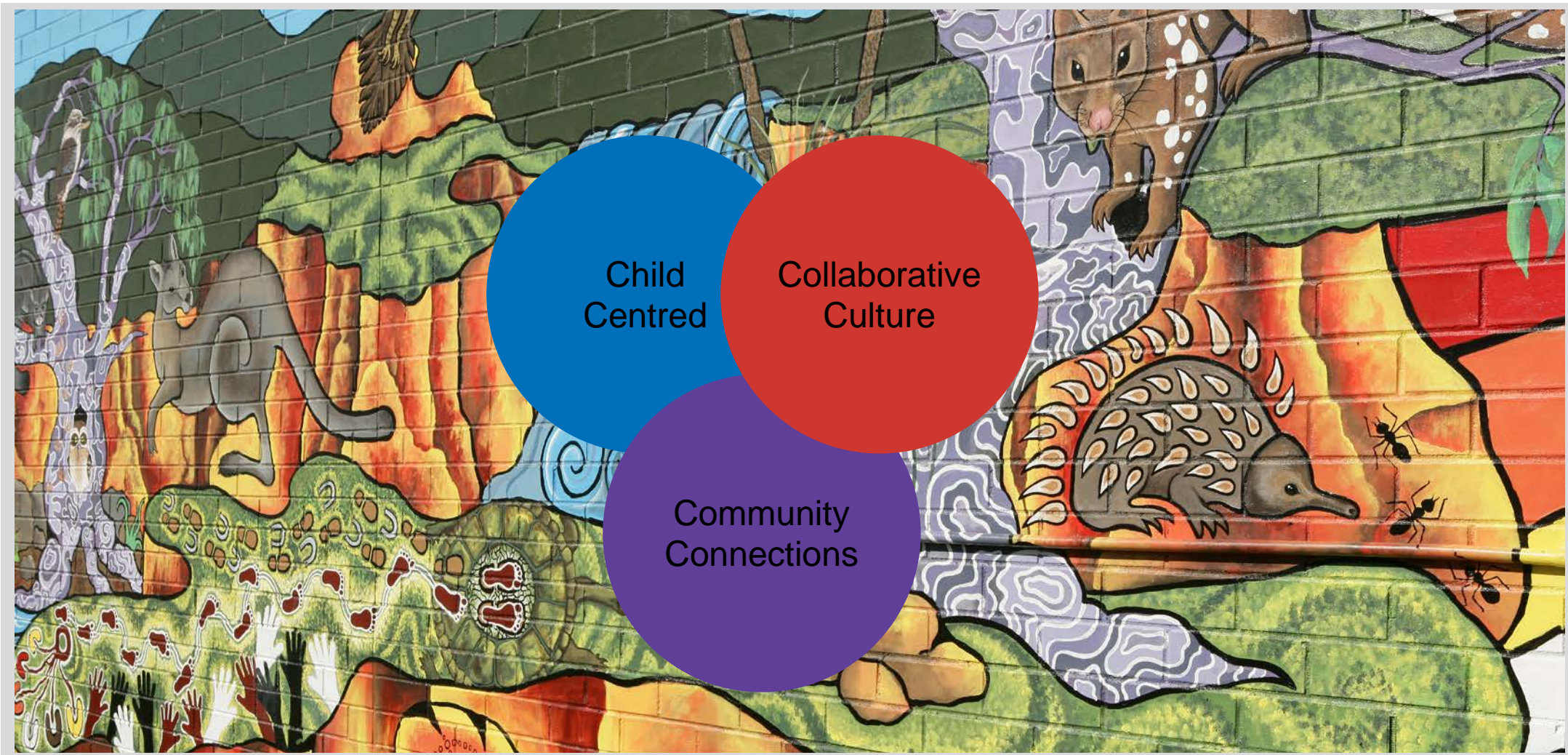


School plan 2015 – 2017

Mount Victoria Public School 2652

Member of the Upper Blue Mountains Learning Community





School vision statement

Mount Victoria Public School is a small and happy school which values relationships.

Our learning place fosters the growth of responsible, creative and caring people.

We actively seek community involvement and through building these connections we aim to be responsive and supportive of each individual's needs.

School context

Mount Victoria Public School is a small school situated at the western extremity of the Blue Mountains. The school is committed to quality teaching and learning programs for students who are drawn from the small local village, and the surrounding semi-rural areas.

There are 57 families with a total of 81 students enrolled for 2015. Six students are identified as Aboriginal. School structure consists of 4 classes with a teaching Principal, 3 full-time teachers, and a full time School Administration Manager. Enrolments are remaining reasonably steady.

MVPS is a member of the Upper Blue Mountains Learning Community. We provide Quality Teaching in all areas and have a strong and successful focus on Literacy, Numeracy, the integration of Technology into teaching and learning programs and student welfare.

Our school motto "Together in Harmony" reinforces the importance of home/school partnerships in developing the whole child.

School planning process

Consultation Processes involved the joint construction of this plan by Teaching Staff . Parent and Community involvement was also sought to ensure an active voice for clarity of school vision.

Data evidenced from both statistical data and surveys led to priorities, evaluation plans and evidence.



Mount Victoria Public School 2652

Member of the Upper Blue Mountains Learning Community



Purpose:

To implement whole school collaborative practices which fosters confident and successful learners who are engaged and self regulated. Social and emotional development is developed amongst the whole school community.



Purpose:

To build systems and structures that foster collaborative practices. To foster a positive staff culture which leads to increased staff engagement and professional growth. To promote and engage in professional learning which develops quality teaching practice.



Purpose:

To build a strong relationship with the Upper Blue Mountains, through sharing professional learning, resources, expertise, mentoring and support, building the capacity of our school community to meet the needs of students, staff and parents.

Strategic Direction 1: Child centred practices across the whole school community

Purpose

To implement whole school collaborative practices which fosters confident and successful learners who are engaged and self regulated. Social and emotional development is developed amongst the whole school community.

Improvement Measures

- ❖ growth for all students in all aspects of Numeracy and Literacy from Year 3 to Year 5 in NAPLAN results
- ❖ 100% of staff using PLAN Data for all students and this is reflected in their programming
- ❖ Full Implementation of Bounce Back program throughout K-6

People

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

Students

Understand and utilise strategies for problem solving and creativity with self monitoring and openness to feedback encouraging educational growth

Understand and utilise strategies in relation to social and emotional strength

Staff

Expertise in designing and implementing teaching and learning experiences and evaluations that meet the needs of individuals and encourage deep thinking, problem solving, innovation, and creativity

Teachers regularly reflect upon practices within the classroom and within the wider school context to initiate positive change

Parents/Caregivers/ Community Partners

-Understand the new developments in relation to the learning of their children.

-Have active participation as partners in the development of learning opportunities for their children

-Continue to foster links with outside agencies and individuals to foster creative and engaging learning experiences for the students

Leaders

-Acknowledge and support collaboration, creativity and well being amongst all members of the MVPS community

Processes

Differentiated Learning

- Support provided by Learning and Support Teacher to develop individual and whole staff capacity in relation to differentiation and individualisation

-IEPs and PLPs for all identified students

-Student learning enriched by involvement in both excursions, incursions and Connected Learning opportunities

-Student involvement in feedback sessions with staff in relation to their learning and further direction for growth

Assessment /Data

-Professional learning Use of PLAN across K-6

-develop evaluation and assessment strategies to ensure students needs are monitored and understood

-developed and maintained assessment result data gathered across years in relation to Spelling and reading – digitally formatted for use for all teachers.

Resilience and Well Being

- Circle time activities to become part of the classroom timetable at a set time and well as when needed

-Explicit strategies taught in development of social and emotional skills in Bounce Back Program

EVALUATION PLAN:

-Collegial validation of Staff usage of PLAN and internal assessment strategies

-Learning Support Team to evaluate IEP's and PLP's

Products and Practices

Products

- growth for all students in all aspects of Numeracy and Literacy from Year 3 to Year 5 in NAPLAN results

-100% of staff using PLAN Data for all students and this is reflected in their programming

-Full Implementation of Bounce Back program throughout K-6

Practice

- Whole community understanding of the importance of individualisation and the importance of mental health and wellbeing

Strategic Direction 2: Collaborative, Positive culture of Staff engagement and Professional learning.

Purpose

To build systems and structures that foster collaborative practices. To foster a positive staff culture which leads to increased staff engagement and professional growth. To promote and engage in professional learning which develops quality teaching practice.

Improvement Measures

- ❖ 100% staff involvement in Performance and Development Plan
- ❖ 100% staff completion of recommended new syllabus Board of Studies training in new syllabus areas

People

Students

-Understand the importance of collaboration amongst all school community members for the development of engaged, creative and critical learning.

Staff

-Collaborate in the development of learning sequences across multiple stages.

-Actively engage in professional learning and have the capacity to transfer expertise to the whole school community.

-Welcome collegial observation and feedback and work towards continual professional and personal improvement.

-Are risk takers and reflect on their teaching practice.

Parents/Caregivers/Community members

-Understand the importance of teacher professional development.

-Understand the changing nature of the new curriculum.

Processes

Collaboration

-Staff collaboration in Programming through shared learning opportunities and digitalization of programs through school intranet.

-Staff members given responsibility for budgeted spending and collaborative decision making processes- Staff budget sheets with programs and spending outlined.

-System of staff morale / appreciation boosting activities both Principal and Staff initiated.

- Term Resource collection sessions for staff to assist each other with strengthened learning experiences.

Performance and Development

-Professional development from BOS in relation to new syllabus implementation as per published schedule.

-Professional learning to develop capability to best meet the needs of each student and linked back to school after each event to develop collegial understandings.

Technology

-Professional learning to develop individual and whole school capacity to support differentiated learning

EVALUATION PLAN

-Technology Skills Audit monitored

-Monitoring of Budget/milestone proforma for targeted programs

Products and Practices

Products

-100% staff involvement in Performance and Development Plan

-100% staff completion of recommended new syllabus Board of Studies training in new syllabus areas.

-Individual staff responsibility for KLA or program with whole staff collaboration on program resource spending

Practices

- All staff acknowledge the importance of collaborative practices and regularly evaluate their Professional learning

Strategic Direction 3: Strong involvement in the Upper Blue Mountains Community of Schools.

Purpose

To build a strong relationship with the Upper Blue Mountains, through sharing professional learning, resources, expertise, mentoring and support, building the capacity of our school community to meet the needs of students, staff and parents.

Improvement Measures

- ❖ Every teacher is actively involved in a collegial relationship across our Learning Community
- ❖ 100% staff participation in UBMLC combined Professional learning day and selected combined learning opportunities

People

Students

- Develop student capacity in monitoring their own well being and school progress through the explicit teaching of strategies and ongoing opportunities to develop these skills.
- Involvement in opportunities beyond the school context to be involved in learning and social opportunities within our Learning community.

Staff

- Develop and maintain professional and personal understandings in relation to
 - mental well being of all stakeholders.
 - collegial sharing and developing usage of expertise across the community.

-Value and actively seek out participation in shared professional learning across our learning community.

Parents/Caregivers/Community Partners

- Support strong links amongst the Upper Blue Mountains Learning Community
- Are aware of features of Learning Community and the positive outcomes for all schools involved.

Leaders

- Actively engage in the development of strong collegial links between schools.
- Actively support and develop inclusive Professional Learning opportunities amongst all stakeholders within the Learning Community.

Processes

Students

- involvement in UBMLC debating, sporting and creative and Practical Arts events
- establishment of new opportunities for development of consistent high practices across our learning community with possibilities for GAT, Numeracy, Literacy, Development of Beginning Teacher program across the UBMLC

Staff

- Active involvement in shared Professional Learning Day with UBMLC schools and combined Staff development sessions with UBMLC schools
- Develop networks of collegial support across our UBMLC to provide opportunities for participation by staff in Executive Network and Learning Support Network groups
- KidsMatter framework supported with UBMLC schools involved in combined training of facilitators.

EVALUATION PLAN

- Analysis of Kids Matter data.
- Monitor value of UBMLC activities through collegial discussion.

Products and Practices

Products

-Every teacher is actively involved in a collegial relationship across our Learning Community

-100% staff participation in UBMLC combined Professional learning day and selected combined learning opportunities

-Students are actively involved in all developed and developing UBMLC student centred activities.

-Data analysis in relation to Bounce Back and Kids Matter program across participating schools.

Practices

-Students will - build knowledge and strategies to improve their mental wellbeing, through the building resilience program, 'Bounce Back', coping better with life's setbacks.

- build relationships with students from other schools through extra-curricular opportunities and test their skills in other settings.

-Staff will build professional support networks by working with Learning Community schools through regular network meetings. These will include; SASS network, Blue Mountains Executive Network, Learning Community, Women in Educational Leadership, Teach Meets.

