School plan 2015 – 2017

Mount Riverview Public School

Successful, Engaged Learners

Relationships and Well-Being

Quality Teaching and Leadership
### School background 2015 - 2017

#### School vision statement

**Excellence, Care, Opportunity and Success**

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

#### School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Bloxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 210 (2015) servicing 125 families, including 7% from a non-English speaking background and 3% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:
- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life-long learners in the 21st century;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge and showcase the academic, sporting, cultural and leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social and emotional well-being of our staff and students;
- endeavour to instil our core values of ‘Be Respectful”, “Be A Learner” and “Be a Learner” through explicit teaching and high expectations at all times; and
- are strongly supported by a hard working P&C and the wider school community.
- Have a strong primary-secondary transition program with our neighbouring high school for the benefits of our students.

#### School planning process

The school undertook an extensive planning process to inform the strategic directions for the three year plan 2015-2017. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process:

- Staff discussions and feedback was obtained on school vision, areas of strength and areas of further development.
- The school community was surveyed during Term 4, 2014 and asked to provide feedback on the school’s performance including areas of strength, areas of further development and what values community see as important within a school.
- The 5P planning approach across all strategic directions was collaboratively developed. The draft plan was shared with staff and parents to ensure collective understanding.
- The staff worked together to develop the Milestones section of the plan.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Successful, Engaged Learners

Purpose:
To produce quality teaching programs and practices that explicitly teach students to be literate, numerate and creative thinkers, who are independent and collaborative learners, deep and logical thinkers with the ability to obtain and evaluate information in a disciplined way.

Creating quality 21st century learners and digital citizens where students are engaged and responsible for their own learning.

STRATEGIC DIRECTION 2
Relationships and Wellbeing

Purpose:
To create a safe, stimulating and secure environment that supports the core business of learning.

To promote positive, respectful relationships between all members of our school community where the wellbeing and resilience of staff, students and community members are highly valued.

Building a 21st century learning environment where everyone works collaboratively to support students’ academic, physical, social & emotional wellbeing.

STRATEGIC DIRECTION 3
Quality Teaching and Leadership

Purpose:
Enhancing school leadership and teaching excellence for a modern 21st century school, inspiring others in innovative and creative thinking practices as identified in the Melbourne Declaration.

Teachers will be responsible for their own ongoing professional learning, ensuring quality teaching is occurring in all classrooms. They will have the capacity to meet the diverse needs of our students.

Teachers will have a deep knowledge of the Australian Professional Teaching Standards. They will have opportunities to engage in appropriate individual, team and shared professional learning, resulting in leadership in all areas.
# Strategic Direction 1: Successful, Engaged Learners

## Purpose

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

To produce quality teaching programs and practices that explicitly teach students to be literate, numerate and creative thinkers, who are independent and collaborative learners, deep and logical thinkers with the ability to obtain and evaluate information in a disciplined way.

Creating quality 21st century learners and digital citizens where students are engaged and responsible for their own learning.

## Improvement Measures

- An increased number of students performing in the top two bands of NAPLAN based on 2012-14 data levels average.
- Student reports show student progress along literacy and numeracy continuums using PLAN data.
- All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st century teaching tools and strategies to support student learning.

## People

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

### Students:
- Develop capacity for creativity and open ended thinking through engagement in challenging and appropriate learning.
- Provided with the skills to use and apply evolving technology to think critically.

### Staff:
- Through collaborative professional learning will build/develop an understanding of what effective differentiation.
- Implement creative practice and demonstrate evidence of personal skill development and the use of ICT tools and online environments.
- Professional learning to develop skills in data analysis and working and/or programming using the continuums.

### Parents/Carers:
- Develop their understanding of what, why and how students are learning, what is required for learning improvement and how they can assist their child at home which facilitates 21st century learning.

### Community Partners:
- Instil the attitudes and values that will support the school community to provide a dynamic education that reflects 21st Century skills and understanding.

### Leaders:
- Provide continuing strategic direction and professional learning about the impact of 21st Century practice on the development of creative, innovative and resourceful learners.

## Processes

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

- Implement assessment and tracking strategies using PLAN data and common assessment tasks, to inform teaching and learning programs.
- Quality differentiated learning experiences for all students K-6 are carefully and collaboratively planned, explicitly taught and assessed using consistent teacher judgement.
- Professional learning will evaluate and reflect on current research and practice in the use of existing and emerging 21st century teaching tools and strategies to support student learning.

## Evaluation Plan

- Professional learning plans will show that teachers are engaged in a wide variety of professional learning opportunities to foster 21st century skills and capabilities within their classrooms.
- Review and analysis of NAPLAN data.
- Regularly monitor student levels of achievement through PLAN data.
- Review and monitor teaching programs and practices.

## Products and Practices

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

### Product:
- An increased number of students performing in the top two bands of NAPLAN based on 2012-14 data levels average.
- Student reports show student progress along literacy and numeracy continuums using PLAN data.
- Stimulating environment that promotes risk taking and responsibility, where students are confident, engaged and taking greater responsibility for their own learning.
- Teaching programs and practices in place demonstrate an understanding of pedagogical practices required by 21st century learners.

### Practice:
- Teachers understand and use student assessment data to differentiate teaching/learning programs that will engage learners, promote higher order thinking, facilitate creative learners and demonstrate explicit integration of digital citizenship and innovative practice.
- Students demonstrate confidence as learners and map their progress against their personal learning goals.
- Teachers develop common assessment tasks and rubrics that enable students to demonstrate a range of abilities.
- Confident, creative, collaborative, critical thinking is demonstrated by all students K-6 in their daily learning.
## Strategic Direction 2: Relationships and Wellbeing

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

To create a safe, stimulating and secure environment that supports the core business of learning.

To promote positive, respectful relationships between all members of our school community where the wellbeing and resilience of staff, students and community members are highly valued.

Building a 21st century learning environment where everyone works collaboratively to support students’ academic, physical, social & emotional wellbeing.

### Improvement Measures
- School ‘wellbeing’ team steering all wellbeing programs (KidsMatter, Peer Support, Aboriginal Education, G&T, etc) to challenge and stimulate learning experiences and opportunities for all students.
- Students have a sense self-worth, self-awareness and personal identity, embracing opportunities, making rational and informed decisions and accept responsibility for their own actions.
- Students develop resilience and respect for themselves, others and the environment resulting in a decrease in the number of negative behaviours reported.

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<th>People</th>
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| How do we develop the capabilities of our people to bring about transformation? **Students:**  
- Develop capacity to engage in a wide range of cooperative and / or learning opportunities that enhance resilience, creativity and leadership traits.  
- Have the skills to integrate aspects of social and emotional wellbeing into their teaching and learning programs. | How do we do it and how will we know?  
- “Wellbeing” team established and programs are coordinated across the school. Ownership is spread across all staff, ensuring succession planning for programs.  
- Promote and encourage student participation in a wide range of diverse and creative learning opportunities.  
- Welfare data (attendance, behaviour notifications, etc) to be analysed by executive and data monitored.  
- Tell Them From Me survey completed in 2015, forming baseline data for subsequent survey years.  
- Review of positive behaviour system, ensuring fairness for all and that it reflects the needs of a 21st century environment. | What is achieved and how do we measure?  
- School ‘wellbeing’ team steering all wellbeing programs (KidsMatter, Peer Support, Aboriginal Education, G&T, etc) to challenge and stimulate learning experiences and opportunities for all students.  
- Students have a sense self-worth, self-awareness and personal identity, embracing opportunities, making rational and informed decisions and accept responsibility for their own actions.  
- Students develop resilience and respect for themselves, others and the environment resulting in a decrease in the number of negative behaviours reported.  

| Community Partners:  
- Establish learning partnerships within the LBMLC to create opportunities for students to form relationships beyond MRPS.  

| Practice:  
- School policies, practices and programs recognise the strong, positive support for learning and mutual respect among teachers, students, families and others assisting students’ learning.  
- Teachers regularly integrate social and emotional wellbeing into learning programs to improve student resilience.  
- Using a variety of processes, regularly gather data of student and staff mental wellbeing and resilience.  
- Cultural and background knowledge are valued to promote respect and facilitate inclusivity to participate in school life through effective and ongoing communication with the whole school community. |

### Leaders:  
- School leaders work collaboratively to ensure the continuation of a culture of high expectations that foster quality teaching and learning, building students’ capacity to be successful. | **Evaluation Plan**  
- Review Tell Them From Me and school survey data pre and post 2015.  
- Review KidsMatter survey data comparing baseline data collected in 2013. Investigate any commonly identified areas across the surveys.  
- Analyse school assessment, NAPLAN and PLAN data |  

**Note:** Mount Riverview Public School – 4435
### Strategic Direction 3: Quality Teaching and Leadership

#### Purpose

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

Enhancing school leadership and teaching excellence for a modern 21st century school, inspiring others in innovative and creative thinking practices as identified in the Melbourne Declaration.

Teachers will be responsible for their own ongoing professional learning, ensuring quality teaching is occurring in all classrooms. They will have the capacity to meet the diverse needs of our students.

Teachers will have a deep knowledge of the *Australian Professional Teaching Standards*. They will have opportunities to engage in appropriate individual, team and shared professional learning, resulting in leadership in all areas.

#### Improvement Measures

- All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the *Australian Professional Teaching Standards* and guides their professional learning, practice and capacity to improve student learning.
- Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices.

#### People

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

**Students:**
- Develop knowledge, skills and understandings of how all students learn to gain deeper understanding towards improved engagement, learning and wellbeing outcomes.

**Staff:**
- Engage staff in purposeful and aligned professional learning in order to improve their knowledge, skills and understandings in the delivery of quality teaching programs.

**Parents/Carers:**
- Knowledge and understanding of what quality teaching and learning programs within our classrooms.

**Community Partners:**
- Ensure a common language and understanding of quality teaching and leadership across the Lower Blue Mountains Learning Community.

**Leaders:**
- Have the capacity to effectively mentor staff through the teacher accreditation process.
- Identify and implement professional learning opportunities with staff that align with DEC priorities, school priorities and professional development plans.

#### Processes

How do we do it and how will we know?

- Professional development of staff in understanding what the *Australian Professional Teaching Standards* are and what they look like in practice.
- 8 Ways of Learning implemented throughout teaching and learning programs.

**Evaluation Plan**

- Teachers show evidence of achieving accreditation, at desired level, which reflects quality teaching and learning.
- Classroom observations and formative feedback sessions.
- Monitoring of school assessment data and teaching programs to track student progress in PLAN.

#### Products and Practices

What is achieved and how do we measure?

**Product:**
- All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the *Australian Professional Teaching Standards* and guides their professional learning, practice and capacity to improve student learning.
- Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
- *Australian Professional Teaching Standards* used as a reflection tool to guide and shape teaching and assessment practice.
- School plans for curriculum delivery, incorporating BOSTES syllabus are highly evident throughout the school.
- Quality lessons are informed from analysis of student data to improve student learning outcomes.