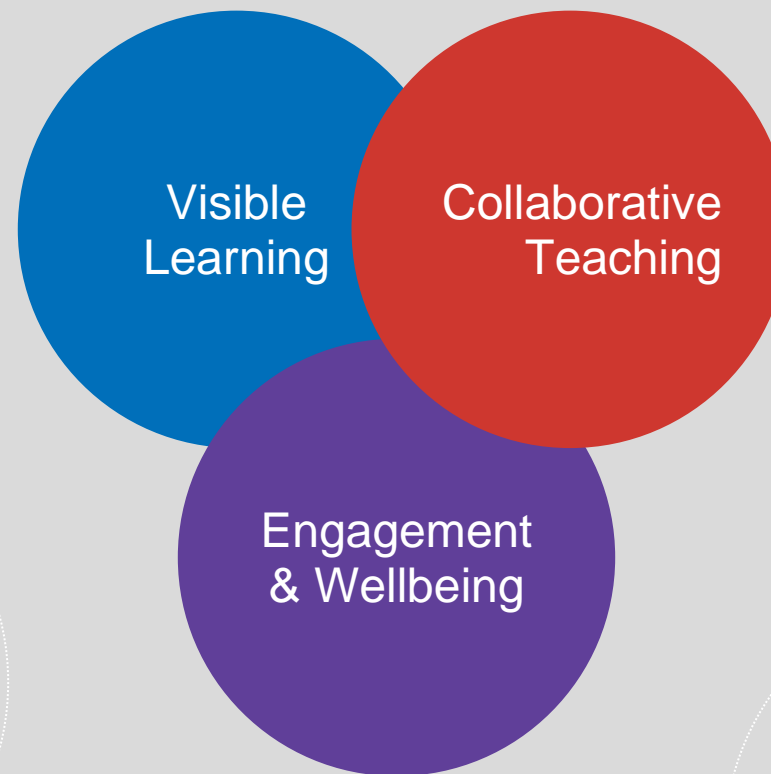


School plan 2015 – 2017

Maroubra Junction Public School 7427





School vision statement

Maroubra Junction Public School is committed to empowering 21st century lifelong learners in a collaborative learning community. At our school, learning is visible. This means all stakeholders having a shared understanding of the visible learning mindset, promoting high expectations and engaging in feedback between students and staff to further enhance quality teaching and learning.

Maroubra Junction Public School provides an innovative and challenging learning environment which develops the whole child: a self-regulated, capable, confident, resilient and independent learner.

We provide quality education in a caring, supportive environment; to develop the learning potential of each child whilst encouraging the formation of quality relationships.

School context

Maroubra Junction Public School is an inclusive and engaging school developing global citizens ready in a cyber-rich society.

Students develop a life-long love of learning through opportunities to reach their potential. Literacy and Numeracy skills are highly valued alongside resilience, tolerance and confidence in a balanced and innovative curriculum. The school uses Positive Behaviour For Learning (PBL) to manage relationships and wellbeing across the school. Our core values are; LEARNING, RESPECT and SEAFETY.

Staff are collaborative, creative and driven to deliver quality educational experiences for every child. We value our sporting and creative talents as well as our community; their opinions and partnership are essential in developing the whole child.

School planning process

During the school planning process in 2014, staff meetings and professional learning sessions were dedicated to identifying what makes Maroubra Junction a great school, what our vision was and how the school could move forward from the great work started in 2013 and 2014. The school executive also met to refine and narrow down these ideas, executive also attended workshops with DEC Principal School Leadership to expand on the 3 circles. Parent focus groups were held in November which were well attended by over 40 parents. 70 more completed an online survey answering the same questions as the staff. Students in the senior years completed a backpack skill survey identifying what skills they saw as important to leave school with.

In 2015, school executive again attended professional learning with Principal School Leadership and had a day of planning at school involving the school plan and it's progress. Staff also attended a workshop to refine the work and ensure that the plan stayed true to the initial vision. School Council were shown the School Plan and had input into its direction and strategies. The School Plan is due to be shown formally to community on Wednesday April 1 2015.



Visible Learning

Collaborative Teaching

Engagement & Wellbeing

Purpose:

To develop a culture where students become drivers of their own learning as they develop an understanding about what and how they learn.

To equip students with resilience to learn successfully and understand the relationship between effort and success.

We will work together with families to create positive attitudes to learning and develop shared understandings of how children learn.

Purpose:

To develop a school wide culture where *teachers see learning through the eyes of their students and students see themselves as their own teachers* (Hattie).

Teachers use collaborative practices, effective feedback and evidence based pedagogies to enhance their teaching role as they become evaluators of their own teaching.

Strong ongoing support for all teachers to ensure effective Performance Development Processes that enhance pedagogy.

Purpose:

To nurture partnerships between students, families, schools and the broader community bringing mutual benefits that maximise rich learning and personal wellbeing.

To inspire students through exciting and innovative 21st century learning experiences in order to develop critical thinkers, creativity and provide opportunities for deep learning.

Strategic Direction 1: Visible Learning

Purpose

To develop a culture where students become drivers of their own learning as they develop an understanding about what and how they learn.

Empower students with resilience to learn successfully and understand the relationship between effort and success.

We will work together with families to create positive attitudes to learning and develop shared understandings of how children learn.

Improvement Measures

- ❖ Increase number of students achieving minimum expected growth in NAPLAN results in Year 5 by 10% in numeracy (66.7% 2014), reading (66.7% 2014) and writing (64.4% 2014).
- ❖ 80% Students in Kindergarten / Year 1 to grow by 2 clusters, 80% of students in Years 2,3 and 4 to grow by 1 cluster
- ❖ Results on the Visible Learning matrix will show improvements in areas of need as indicated in the annual reviews.
- ❖ All students recognise what represents a good learner and become self-motivated to achieve their personal goals. They can answer visible learning questions about their learning.
- ❖ Visible learning practices will be evident in all classrooms.

People

Students: Understand what makes a good learner and take responsibility for their own learning through the use of success criteria, goal setting and feedback.

Staff: All staff develop assessment capable learners through the collaborative delivery of learning intentions and success criteria.

Staff: Value the importance of consistent and informed evaluation of student work tied to quality feedback.

Staff: Engage in professional learning opportunities that focus on improving pedagogy with a focus on visible learning.

Parents/Carers: Enhance parent connectedness to student learning. Encourage parents to talk to their children about what they are learning rather than what they did.

Leaders: Support teachers by modelling, implementing, mentoring and leading evidenced based best practice models.

Processes

Visible Learning

The school will undergo a shift in pedagogy that places *Visible Learning* as the central focus for Teaching and Learning.

Provision of quality professional learning opportunities based upon the work of John Hattie, including:

- * Developing a common language for the process of learning across the school
- * Deliver collaborative and clear learning intentions and success criteria
- * All learners are trained to develop personal learning goals to make informed decisions about their own learning.
- * Teachers engage in the Visible Learning model to deliver the curriculum - surface, deep and transition phases of learning
- * Utilise Visible Learning walls to ensure learning is visible across the school.
- * Implement consistent assessment practices based around visible learning models and tools.
- * Engage with the parent community about Visible Learning through different forums, eg. Media, workshops and focus group sessions.

Feedback that Makes Learning Visible

- * All learners deliver different levels of feedback
- * Develop a school culture where feedback is welcomed and valued and students are encouraged to actively seek feedback from their teacher and peers
- * Teachers engage in professional learning on what effective feedback is and how they can get the greatest impact from the feedback that they give. Students are taught how to deliver feedback to teachers to gauge the effectiveness of learning experiences.

Products and Practices

Product: Increase number of students achieving minimum expected growth in NAPLAN results in Year 5 and Year 7 by 10% in numeracy (66.7% 2014), reading (66.7% 2014) and writing (64.4% 2014).

Product: 80% Students in Kindergarten/ Year 1 to grow by 2 clusters, 80% of students in Years 3-6 grow by one cluster

Product: Visible learning is demonstrated across the school through high levels of teacher and student support.

Product: Teachers will reinforce the effective learner profile through explicit instruction, feedback and learning walls.

Practice: Students will understand and be able to articulate the characteristics of an effective learner, set authentic learning goals and use feedback and success criteria as a means to evaluate and improve their learning.

Product: Parents/carers possess a greater understanding of the school's goals and are better able to support their child's learning at home.

Product: It is envisaged that by the end of 2017, Maroubra Junction PS will be an accredited Visible Learning School.

Strategic Direction 2: Collaborative Teaching

Purpose

To develop a school wide culture where *teachers see learning through the eyes of their students and students see themselves as their own teachers* (Hattie).

Teachers use collaborative practices, effective feedback and evidence based pedagogies to enhance their teaching role as they become evaluators of their own teaching.

Strong ongoing support for all teachers to ensure effective performance development processes that enhance pedagogy.

Improvement Measures

- ❖ Increase in quality teaching practices as indicated by the Tell Them From Me student, staff and parent surveys. (Baseline to be determined in 2015)
- ❖ All staff to have differentiated performance and development plans targeted at improving individual pedagogy
- ❖ All staff achieving their professional learning goals.
- ❖ All teachers provide positive input in regarding the impact of Visible Learning on their teaching practice

People

Staff: Active learners engaged in a variety of PL experiences based around evidenced based teaching.

Staff: Teachers continue to build a strong professional learning community. Such a community will further develop expertise, the sharing of research findings and data collection in providing practical support and advice at the classroom level.

Community partners: Share quality practices/resources in Visible Learning across educational settings.

Staff/Leaders: Develop practices to provide informal and formal mentoring or coaching support to improve teaching and learning practice.

Staff: Engage in the development of professional learning goals for each year

Staff/leaders: Beginning teachers and early career teachers are provided with targeted support in areas of identified need.

Leaders: Professional Learning centred around;
 -Analysis and use of data to drive change in teaching & learning programs.
 -Support the implementation of PDPs and accreditation processes
 - Developing of skills in coaching & mentoring

Processes

Collaborative Teaching

- * Staff to be involved in decision making processes across school.
- * Ongoing support to ensure staff develop deep understandings of curriculum and clear expectations of student achievement
- * Identify and develop pathways to provide opportunities where staff can, understand and implement the most effective teaching methods focusing on evidence-based teaching.
- * Staff use data to evaluate their impact on teaching and learning
- * Develop a whole school approach to coaching & mentoring practices
- * Teams meet weekly to ensure consistency in programming and planning processes across grades/stages which incorporate visible learning practices

Accreditation and Teacher Standards Project

- * Develop processes across the school to support staff in achieving and maintaining accreditation.
- * All staff to be engaged in planning their own professional development using the performance and development plan.
- * Ensure that all leaders and aspirant leaders have opportunities to manage and lead key projects at school to develop their educational management and leadership capabilities.

Products and Practices

Practice: Visible Learning practices are implemented and reported on, following consultative and collaborative processes.

Product: Increase in quality teaching practices as indicated by the Tell Them From Me student, staff and parent surveys (baseline to be determined in 2015).

Practice: Build a positive school culture through inspiring and engaging staff through varied professional learning opportunities for all staff.

Practice: All staff successfully demonstrating progress towards their professional learning goals. Through a supported Performance and Development Framework.

Product: Feedback following PDP reviews will indicate achievement of learning goals by staff.

Product: Project team action plans will indicate the achievement of collaborative goals that are linked to the school plan.

Practice: Our professional development program is focused on the identified needs, based on the impact we are having at student, class, teacher and school level

Product: 100% of staff actively engaged in PL and effectively reflecting on their practice.

Strategic Direction 3: Engagement and Wellbeing

Purpose

To nurture partnerships between students, families, schools and the broader community bringing mutual benefits that maximise rich learning and personal wellbeing.

To inspire students through exciting and innovative 21st century learning experiences in order to develop critical thinkers, creativity and provide opportunities for deep learning.

Improvement Measures

- ❖ 80% of parents accessing School Communications (60% in 2014) and all classrooms utilising class parent system with a parental participation program (20% in 2014)
- ❖ Mobile technology is embedded in classrooms, utilising current pedagogy in classroom teaching.
- ❖ Engaging learning programs will provide opportunities for students to work collaboratively, think critically and creatively.

People

Staff: Investigate trial and implement new curriculum activities to assist in the teaching of the Arts. Focus on teacher professional learning and engagement of students.

Students: Take risks to approach learning creatively, collaboratively and critically with a positive awareness of self.

Students: Engage students with school and home mobile technology through creative lessons.

Staff: Engage in professional learning around mobile technology and 21st century learning practices.

Parents/Staff: Understand importance of transparent and timely communication through effective strategies.

Staff/Parents: Engage with new P & C and school council executive/s to ensure they are able to provide high quality representation of parent and community views. Engage with NESB community for their views.

Staff: Develop collegial bonds with neighbouring schools. Share expertise across schools

Processes

Engagement Through Innovative Learning

* Teachers use visible learning and other evidenced based pedagogies to challenge and engage students in deeper levels of learning.

* Continued professional learning on the implementation of new syllabuses with a focus on the general capabilities.
* Make technology a focus in classrooms. Investigate our iPads, laptops and desktops policy, BYOD trial in Stage 3 and use of furniture to complement technology in classrooms.

Wellbeing – Kidsmatter

* Implementation of Kids Matter umbrella for student wellbeing.

* Implement wellbeing programs which foster confidence and resilience in students to develop their ability to be intrinsically motivated- Cool Kids, Bounce Back & You Can Do It.

* Continue to develop whole school systems to support wellbeing practices.

Family and Community Engagement

* Connecting learning at home and at school, working together to create positive attitudes to learning and developing shared understandings of how students learn

* Communicating effectively with families and schools to seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

Products and Practices

Practice: Teachers implement innovative practices where active learners engage in; collaboration, critical thinking and creativity.

Practice: Mobile technology is embedded in classrooms, utilising current pedagogy in teaching and learning.

Practice: Staff are provided with ongoing technology support and collaborative PL opportunities

Practice: Implement Kids Matter wellbeing system across K-6, incorporated through current well being system.

Product: Identified sts with PL&S plans will demonstrate, through Tell Them From Me Survey improved levels of engagement.

Product: 80% of parents accessing School Communications (60% in 2014) and all classrooms utilising class parent system with a parental participation program (20% in 2014)

Practice: Parents to be actively engaged with the school through highly interactive processes eg website, newsletter, school app

