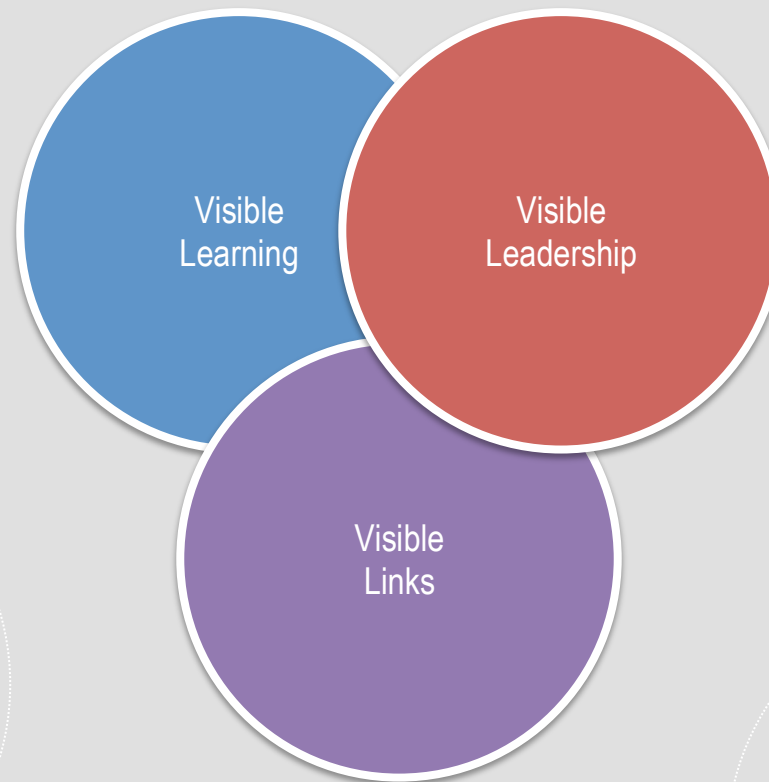# School plan 2015 – 2017

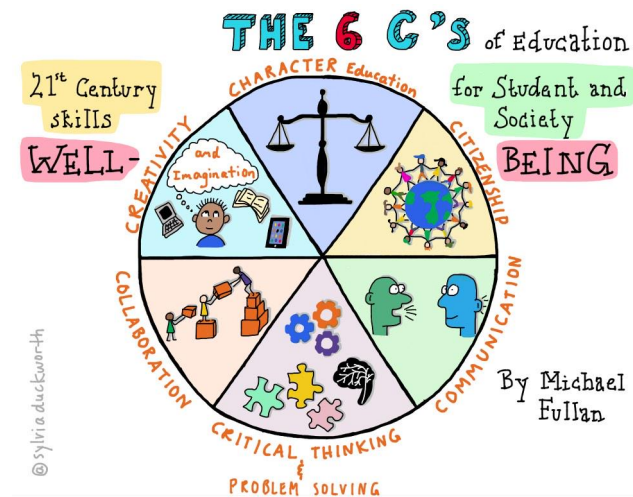## McCallums Hill Public School - 3886

School vision statement

At McCallums Hill Public School we are a creative, connected, caring, learning community.

We empower our students to be compassionate, reflective and successful learners, confident, resilient, innovative, critical thinkers and active and informed global citizens.

At McCallums Hill Public School all our students have equitable access to opportunities.

We learn by doing. We learn about learning. We play. We have fun.

School context

McCallums Hill Public School, enrolment 390 students, including 73% students from a non-English speaking background, a support unit comprising four classes for students with autism and moderate intellectual disabilities, is situated in spacious grounds in Roselands. The community language program encompasses both Greek and Arabic. The school is committed to improving the literacy and numeracy outcomes of all students. Extracurricular activities play a significant role in the life of the school, inclusive of sport, choir, dance and public speaking and debating. A student parliament and peer support program provide opportunities for student leadership. The school is committed to building 21st Century learning skills for all students, parents and staff.

School planning process

Consultation was conducted both formally and informally with the school community, including parents, all staff and students.

Student aspirations and views were collected through the Tell Them From Me Survey and through focus group conversations with the student leadership team. Informally data was collected through conversations with students on the playground and in classrooms.

Staff views were collected through surveys and numerous whole school meetings. Staff were asked to consider the demands of the Australian Curriculum and the Melbourne Declaration. Staff were asked to review data collected across the school. Staff as a whole reviewed the DEC School Excellence Framework and discussed and plotted current practice and considered what needs to be done between delivering and excelling.

The school executive team reviewed the DEC School Excellence Framework and plotted current practices. Part of the executive team also visited numerous innovative schools and attended pertinent conferences and provided input to developing the school plan from their experiences.

Parental views were gleaned formally through surveys, dedicated school planning parent forums and P&C meetings. Parental aspirations for our students were also informally collected through conversations with parents on the playground and in one-on-one meetings.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Visible Learning

STRATEGIC DIRECTION 2
Visible Leadership

STRATEGIC DIRECTION 3
Visible Links

Purpose:
Students will be active and successful learners as they will be able to articulate: how they learn, what they are learning and why they are learning. Evidence of learning will be visible in classrooms. Learning is exposed to all and no longer secret teacher business.

Students will be engaged 'in task' and not just 'on task' as they will be able to articulate the purpose for learning and therefore buy into school and be successful life long learners.

Students will engage in real world problem solving building character traits and skills of compassion, creativity and critical thinking. They will use ICT as an enabler and not merely for consumption.

Students will have equitable access to learning, as practice will be data informed and differentiated for all students.

Visible learning will prepare students for their future – giving them life options and enabling them to solve the world's big challenges!

Purpose:
Students will be empowered and have opportunities to make real change in their community and beyond as active and informed citizens. This ensures school is the real world for students and not a removed microcosm.

Staff will identify as lead learners, in this way being up to date with current best practices and therefore being able to provide excellence in education.

School executive leadership is visible and provides the educational leadership and organisational management to support the risk taking in learning for all the community.

Visible leadership will allow strong organisational foundations to be laid so that students have every opportunity to become successful learners!

Purpose:
Students are immersed in a culture of learning as school becomes a hub for learning for all, students, staff and the community - with a focus on learning anywhere and anytime.

The links between community agencies, local preschools, universities, local community and high schools are strengthened and are responsive to student learning needs.

Visible links models to students the focussed effort of learning within the entire school community. It provides equity and access to resources and agencies through a common easily accessible medium.

Strategic Direction 1: Visible Learning

Purpose

Students will be active and successful learners as they will be able to articulate: how they learn, what they are learning and why they are learning. Evidence of learning will be visible in classrooms. Learning is exposed to all and no longer secret teacher business.

Students will be engaged 'in task' and not just 'on task' as they will be able to articulate the purpose for learning and therefore buy into school and be successful life long learners.

Students will engage in real world problem solving building character traits and skills of compassion, creativity and critical thinking. They will use ICT as an enabler and not merely for consumption.

Students will have equitable access to learning, as practice will be data informed and differentiated for all students.

Visible learning will prepare students for their future – giving them life options and enabling them to solve the world's big challenges!

Improvement Measures

- ❖ 80% students reach school benchmarks in literacy and numeracy – includes school and external data.
- ❖ 40% students reach proficiency in literacy and numeracy
- ❖ Students improve in creative and critical thinking - benchmark to be established.
- ❖ Students improve ability to work scientifically and technologically – benchmark to be established
- ❖ Improvement in ICT enhanced learning as measured on the HPC framework

People

- Students are enabled to be active learners. They are able to make their learning visible and articulate what is happening when they are learning.
- Students set learning goals and are able to articulate what they need to do to achieve those goals. They are committed to learning intentions and success criteria.
- Students are enabled to be creative problem solvers as individuals and in collaboration with others
- Teachers have the skills and knowledge to engage students in learning ensuring 'in task' engagement. They use an integrated ICT-rich curriculum with a focus on literacy, numeracy, working scientifically & technologically.
- Teachers prepare programs that clearly evidence the Australian Curriculum General Capabilities with particular focus on creative and critical thinking.
- Teachers are well versed in giving quality feedback to students.
- Team leaders understand best practice research in: team leadership; classroom observation and instructional rounds; formative assessment; quality teaching, student engagement; general capabilities; and integration of ICT.

Processes

Visible Thinking & Learning

- Differentiated teaching and learning programs are informed by student assessment data
- Professional learning in formative assessment practices and visible thinking.
- Establish data benchmarks across literacy, numeracy, creative and critical thinking and working scientifically & technologically
- Accountability established for support programs and SLSO support.

Future Focussed

- Professional learning for teachers in PBL, STEAM, STEM, MeE, 5E, New syllabus document implementation, HPC, Creative and Critical thinking, effective feedback.
- Establish CoS focussed on creative & critical thinking.
- Maker/STEAM Lab established.
- Increase technology base.
- Investigate national and international student camps e.g space camp, Asia etc.
- Authentic link with Indigenous culture.

Growth Mindset

- Develop consistent language and practices that reinforce a growth mindset across the community.

Evaluation Plan

- Collection of literacy and numeracy student data every 5 weeks
- Regular monitoring of LST processes and targeted students
- Collection of creative and critical thinking data per semester. Benchmark to be established.
- Collection of working scientifically & technologically data per semester. Benchmark to be established.
- Monitoring of teaching and learning programs and classroom practice on a term basis.

Products and Practices

Products

- ❖ 80% students reach school benchmarks in literacy and numeracy – benchmarks include school data and NAPLAN results.
- ❖ 40% students reach proficiency in literacy and numeracy
- ❖ All students on individualised plans are reviewed every term
- ❖ Students express positive feelings towards school – identifying 'School is for Me'.
- ❖ Students improve in creative thinking
- ❖ Students improve ability to work scientifically & technologically
- ❖ Improvement in ICT enhanced learning as measured on the HPC framework
- ❖ New Syllabus documents authentically implemented as per mandatory schedule.

Practice:

- ❖ Teaching and learning programs are developed in line with 5 weekly cycles of assessment and evaluation
- ❖ Data collected and analysed K – 6 Literacy and Numeracy every 5 weeks
- ❖ Evidence of student goal setting including bump-up walls in all classrooms
- ❖ Evidence of formative assessment including learning intentions and success criteria for lessons in all classrooms.
- ❖ Evidence of the MeE framework in planning of learning experiences.
- ❖ HPC framework referred to when developing units of work.
- ❖ Integrated units of work in line with PBL, STEM & STEAM learning developed for at least 2 terms a year.
- ❖ Teachers program using the 5E framework for Science and technology.
- ❖ Scope and sequence of the KLAs other than English and Maths established.

Strategic Direction 2: Visible Leadership

Purpose

Students will be empowered and have opportunities to make real change in their community and beyond as active and informed citizens. This ensures school is the real world for students and not a removed microcosm.

Staff will identify as lead learners, in this way being up to date with current best practices and therefore being able to provide excellence in education.

School executive leadership is visible and provides the educational leadership and organisational management to support the risk taking in learning for all the community.

Visible leadership will allow strong organisational foundations to be laid so that students have every opportunity to become successful learners!

Improvement Measures

- ❖ All students involved in at least one service learning project each year linked to learning in HSIE.
- ❖ Student Welfare Policy including, school values, school rules and reward systems, reflects the collaboratively established vision statement. The vision is actively evidenced in school life.
- ❖ Increased number of teachers leading sustainable professional learning and curriculum teams.
- ❖ Positive 360º feedback for school leadership based on the Australian Professional Standards for Principals.
- ❖ All staff have established PDP and continually monitor growth according to their plan.

People

- Student leadership team develops clear roles and responsibilities document.
- Teachers develop units of work that focus on service learning linked to learning in HSIE.
- Teacher leaders and student house leaders adopt a cause.
- Teachers develop PDPs and demonstrate achievement of the Australian Professional Standards for Teachers
- Teachers are supported in their ongoing development by high quality professional learning.
- Teachers know what is working in their teaching – effect sizes
- Staff take collective responsibility for success of every student
- Parents understand the learning happening in classrooms
- Leaders build the capacity of all teachers to improve student learning.
- Leaders build the capacity of all staff to ensure succession planning and to provide equity of access to leadership opportunities
- Clear processes & policies are followed by all the school community.

Processes

Visible Student Leadership

- Establish clear roles and responsibilities for student leaders that expands their leadership role within the school including opportunities for student voice.
- Review current Student Welfare Policy and practices to establish link between collaboratively established vision statement, school values, school rules (PBL) and reward systems and link with Kidsmatter.
- Revamp role of sports houses to include service learning within the school.
- Review playground policy and consider a Bully buster and guided play program.
- Upgrade playground environment to facilitate play.

Teachers as Lead Learners

- Establish feedback structure for all staff.
- Schedule PDP review/reflection
- Establish process and practices for classroom observations, mini-instructional rounds, peer coaching and lesson study.
- Establish a professional reading book club for classroom teachers and team leaders
- Establish expectations for teaching and learning programs, collaborative planning and team meetings.

Visible Organisation

- School executive and admin develop and document clear processes and policies for efficient and effective school management.
- Policies reviewed with school community.

Evaluation Plan

- Increased student engagement measured by:
  - o Reduced support desks and reflection room referrals;
  - o Increased student engagement measured through student surveys
- Teacher satisfaction survey per semester.

Products and Practices

Products

- ❖ All students involved in at least one service-learning project each year linked to learning in HSIE.
- ❖ Student Welfare Policy including, school values, school rules and reward systems, reflects the collaboratively established vision statement
- ❖ Increase in the number of teachers leading sustainable professional learning and curriculum teams.
- ❖ Positive 360º feedback for school leadership based on the Australian Professional Standards for Principals.
- ❖ All staff have established PDP and continually monitor growth according to their plan.
- ❖ Clear management processes and policies known by all staff.
- ❖ Teaching and learning programs reflect best practice in student engagement, literacy and numeracy, purposeful use of ICT and clear integration of the General Capabilities framework
- ❖ Teacher showcase of annual PDP

Practice:

- ❖ All teachers and leaders actively engage in professional learning linked to whole school priorities and individual improvement
- ❖ All teachers demonstrate reflective practices by seeking feedback, self-evaluation and sharing professional practice
- ❖ Teachers engage in coaching conversations with a solutions focus

Strategic Direction 3: Visible Links

Purpose

Students are immersed in a culture of learning as school becomes a hub for learning for all, students, staff and the community - with a focus on learning anywhere and anytime.

The links between community agencies, local preschools, universities, local community and high schools are strengthened and are responsive to student learning needs.

Visible links models to students the focussed effort of learning within the entire school community. It provides equity and access to resources and agencies through a common easily accessible medium.

Improvement Measures

* ❖ Increased connection with other schools in terms of student connections and teacher collaboration.
* ❖ Increased number of opportunities for parents to be involved in school.
* ❖ Increase number of extracurricular program available to students.
* ❖ Community playgroup established to support pre-K to K transition.
* ❖ Number and depth of interactions with local high schools is strengthened.

People

* Teachers/external providers lead a wider range of extra curricular activities including code club, music ensembles and kitchen garden.
* Parents have authentic opportunities to engage with the school for a variety of purposes
* Parents are partners in learning through workshops and school engagement practices e.g Conversations with Kids Program.
* Students play an active role in community events – within and external to school
* School leadership team and community leaders investigate the possibility of establishing a community centre within the school grounds.
* Staff ensure partnerships with parents are built on strengths and focussed on students achievement and learning using KidsMatter as a foundation.
* School leaders ensure productive partnerships with communities of schools.
* P&C/School leadership establishes a playgroup
* Community partners collaborate with the school community for the mutual benefit of all members.
* Pre-service teachers receive high quality professional experience

Processes

Visible links with Parent Community
* P&C meet regularly and are focused on the collaboratively developed school vision
* Records maintained of community participation across school events
* Strengthen communication via school app, website, workshops, meetings and social media platforms
* Working with children procedures Parent volunteers are trained in how best to support classroom practices
* Students, teachers and parents work through KidsMatter PL to establish a partnership plan.

Visible links with External Agencies
* Investigate links to organisations which support student learning across the KLAs e.g. Code Club Australia, UNSW Robotics programs, Exodus, Scientist in Schools, Mathematicians in Schools, Artist in Residence, Kitchen Garden; Song Room

Visible links with Schools and Universities
* Establish link with Sydney University through pre-service teacher training and Science and Technology e.g. Maker Day and Cardboard Challenge Outreach.
* Pre-service and supervising teachers meet for coaching conversations
* CoS established based on needs
* Reciprocal relationships with local high schools

Evaluation plan:
* Monitor number and diversity of parents at community events and workshops.
* Monitor and evaluate effectiveness of Community of Schools initiatives.
* Monitor and evaluate the effectiveness of links with external agencies.

Products and Practices

Products:

* A productive CoS established on similar learning needs.
* Parent volunteers support classroom practices
* A broad range of communication avenues are utilised
* Preservice Experience Agreement and framework in place
* Rich extracurricular student program established.
* The school is established as a community centre for families.
* Community playgroup established to support pre-K to K transition.
* Frequency and depth of interactions with local high schools is increased.

Practices:
* Creative and authentic practices for increasing student and parent voice
* Parents participate in a wide range of school programs
* High quality transition programs for pre-K to K and Year 6 – 7
* Teachers participate in coaching PL to support pre-service teachers.