School plan 2015 – 2017

Mount Lewis Infants School  5241
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Mount Lewis Infants School’s vision is to create a quality environment that provides every student with the best start in life. We aim to promote a culture of excellence academically and socially, tailoring learning to be personalised and stimulating. We want to develop self-motivated, confident learners who will be successful and well-rounded citizens.</td>
<td>Mount Lewis is held in high regard by the community and is recognised for our close ties with our families and community. Enrolments have steadily increased in recent years and the student cohort has an increasing proportion of students with English as an Additional Language or Dialect (EAL/D) - now around 98%. Staff is committed to quality teaching and our school programs have been successful in providing excellent foundations in early childhood learning. Mount Lewis is a part of a Community of Schools that includes Greenacre, Chullora and Banksia Road Public Schools. Through Early Action for Success, the school is provided with an Instructional Leader, an additional teacher allocation to deliver tailored interventions in numeracy as well as a training allocation for teachers to strengthen personalised learning for students. We cater for diverse learning styles and for the specific needs of a student cohort with English as a second language. We embrace Quality Teaching protocols to encourage this student involvement and responsibility. The community is engaged through the Parents and Citizens Association, our Community Language Teacher (Arabic) and through our Instructional Leader whose role includes parent /carer communication.</td>
<td>The Mount Lewis Infants School plan has been developed in consultation with all involved parties. Opportunities for all participants to discuss, debate and modify the content have been available since term 4, 2014. Initially the school executive developed a draft for the three strategic directions. The consultation process with the Parents and Citizens Association and the school staff then resulted in modifications - with the final document being developed after many meetings and consultations. Staff developed their understanding of the strategic directions by reviewing the “Melbourne Declaration on Educational Goals for Young Australians” (2008). Their review of this document over term 1, 2015 in their Stage teams led to their development of further draft strategic directions. These were then amalgamated to ensure our strategic directions met the goals outlined in the Declaration. Key improvement measures are data driven and include feedback from all participants - staff, community and the students. Personalised learning is provided for all students through the on-going, close monitoring of individual student progress against the Literacy and Numeracy continuums and planning for differentiated instruction. Under EAfS, Numeracy Instructional Leader (IL), specific programs are tailored for personalised learning plans for identified students.</td>
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School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Quality teaching, engaging and innovative educational practices.

**Purpose:**
To ensure learning for students is based on high standards of professional practice and quality educational programs. Our programs explicitly teach students to be literate, numerate, creative and productive. Students access information and communication technology to drive their independent and collaborative lessons and they are encouraged to develop their skills by teachers who use best-practice to deliver teaching and learning which will provide equitable access to all aspects of education.

**STRATEGIC DIRECTION 2**
Dynamic staff maximizing outcomes.

**Purpose:**
All staff, including SASS and our community have professional learning opportunities that are comprehensive, engaging and flexible to meet the needs of our students and keep practices in our school current.

Student learning is underpinned by high quality teaching distinguished by professionalism and commitment.

Individually and collaboratively teachers evaluate the effectiveness of their teaching practices, student engagement, learning growth and outcomes and plan for the programming of each student.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each others’ practices.

**STRATEGIC DIRECTION 3**
Confident, resilient, respectful students.

**Purpose:**
MLIS has a focus on programs which develop the “whole person” - to ensure that excellence in literacy and numeracy are supported by lifestyle and self-awareness programs which develop citizenship, collaboration and sharing. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. The school encourages students to recognise and respect cultural identity and diversity.

Programs such as PBL are essential elements. The school will develop and evaluate these programs and practices to deliver to our students and community education that prepares them for successful and informed integration into later primary education, secondary and tertiary education - and into the broader Australian society.
### Strategic Direction 1: Quality teaching, engaging and innovative educational practices.

#### Purpose

**Why do we need this particular strategic direction and why is it important?** To ensure learning for students is based on high standards of professional practice and quality educational programs. Our programs explicitly teach students to be literate, numerate, creative and productive. Students access information and communication technology to drive their independent and collaborative lessons and they are encouraged to develop their skills by teachers who use best-practice to deliver teaching and learning.

#### People

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

**Students:** Students are involved in 21st Century learning across all KLAs - and their learning practice reflects the Quality Teaching framework.

**Staff:** Staff differentiate teaching and learning to accommodate the needs of each student. The Instructional Leader (IL) works directly with staff to identify and provide TPL and classroom based coaching.

Staff undertake ongoing professional discussion and reflection focusing on using and better understanding the numeracy continuum led by the Numeracy IL.

**Parents/Carers:** Those involved with our students at home will develop their understanding of school practices and collaboration with the school to enhance student outcomes.

**Community Partners:** The school will collaborate with our community partners to further the development of innovative, high quality educational practices.

**Leaders:** Leaders will drive collaborative stage teams that focus on quality 21st Century education.

#### Processes

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

- Stage teams work collaboratively to set targets based for formative and summative assessment in order to have consistency of judgement.
- Data is updated and monitored every 5 weeks to inform teaching and plan for learning. IL identifies and co-ordinates data collection, data walls and professional discussions.
- The current syllabi will be used to drive quality teaching practices and student engagement in conjunction with Quality Teaching Rounds to identify areas of teacher strength and areas for improvement.
- ICT skills are incorporated in every aspect of the curriculum to develop heightened 21st Century skills in the school community.

#### Products and Practices

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

- Data shows an increasing number of students achieving grade level benchmarks (collected by EAIS Instructional Leader)
- ICT programs are implemented across all classes with students showing improved ability to use ICT tools as self-improvement educational tools

**Product:**

- Individual student needs are met through differentiated and personalised learning programs

**Product:**

- Implementing ICT programs across all classes so that 21st Century practices are evidenced across the school

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

**Practice:**

- Staff keep high quality formative and summative student data to make consistent judgements on student progress and achievements.

**Practice:**

- Incorporate specialist programs and strategies into class programs to provide consistency across learning environments to maximize student progress.
### Strategic Direction 2: Dynamic staff maximizing outcomes.

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<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>All staff, including SASS and our community have professional learning opportunities that are comprehensive, engaging and flexible to meet the needs of our students and keep practices in our school current. Student learning is underpinned by high quality teaching distinguished by professionalism and commitment. Individually and collaboratively teachers evaluate the effectiveness of their teaching practices, student engagement, learning growth and outcomes and plan for the programming of each student. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other’s practices.</td>
<td>Students: Students are engaged in 21st Century learning. Staff: Staff work in collaborative teams to reflect on pedagogical practices, to develop 21st Century teaching and learning strategies and to ensure student engagement. Staff engage in TPL in Numeracy to enhance their teaching practice-Targeting Early Numeracy (TEN). Parents/Carers: Parents/Carers support the school’s development of 21st Century education and seek to learn more to assist their children.</td>
<td>Staff engage in a variety of professional learning activities such as school development days, staff meetings, stage meetings, individual meetings. Staff attend targeted, external professional learning opportunities. Staff negotiate professional learning plans to meet individual professional learning goals. Tiered interventions are provided for students ‘at risk’ using TEN strategies and intensive support.</td>
<td>Teachers use their professional development plans as commitment to the improvement of their professional performance</td>
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<td>Improvement Measures</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>Evaluation Plan</td>
<td>Product:</td>
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<td>- All staff completing individual professional learning goals as evidenced through the PDF. - All teachers undertaking accreditation successfully complete and maintain the process. - Leadership team and/or staff developing leadership skills show evidence through staff and Community of Schools presentations. - 70% of students are achieving at the expected cluster.</td>
<td>Evaluation Plan</td>
<td>- TPL will be developed, implemented and evaluated that meets the needs of professional development plans and of accreditation and re-accreditation of staff including aspiring leaders.</td>
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<td>- Teachers engage in and reflect on professional learning they have undertaken as part of their professional learning plan.</td>
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<td>- Opportunities for the professional development of staff by sharing of the delivery of newly acquired teaching skills and strategies.</td>
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**Products and Practices**

- **Product:**
  - TPL will be developed, implemented and evaluated that meets the needs of professional development plans and of accreditation and re-accreditation of staff including aspiring leaders.

- **Practice:**
  - Teachers engage in and reflect on professional learning they have undertaken as part of their professional learning plan.

- **Improvement Measures:**
  - All staff completing individual professional learning goals as evidenced through the PDF.
  - All teachers undertaking accreditation successfully complete and maintain the process.
  - Leadership team and/or staff developing leadership skills show evidence through staff and Community of Schools presentations.
  - 70% of students are achieving at the expected cluster.
Strategic Direction 3: Confident, resilient, respectful students.

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<td><strong>Students:</strong> Through the implementation of PBL students take responsibility for their social, emotional and academic behaviours. They engage in behaviour that develops resilience and independence. <strong>Staff:</strong> Staff ensures the language and values of school citizenship programs permeates all activities in the school. They lead and assist students to develop their sense of citizenship and self-awareness.</td>
<td><strong>Revise the PBL program to develop a higher level of community awareness</strong></td>
<td><strong>Students will develop an appreciation for their school and these targeted welfare outcomes.</strong></td>
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<td><strong>Parents/Carers:</strong> Families will understand the language and vision of school citizenship programs and will support the ethos of these. <strong>Community Partners:</strong> Community and Community of Schools will support our citizenship programs through demonstrations of mutual support. <strong>Leaders:</strong> Leaders ensure that the language and ethos of our community and citizenship programs are valued and develop, implement and evaluate TPL and student programs to support this.</td>
<td><strong>Ensure PBL has an impact across all school activities at all times of the year – with consistent use of PBL language</strong></td>
<td><strong>Annual surveys for student, staff and community will be developed, implemented and evaluated</strong></td>
<td><strong>Student surveys will show the extent to which students rate the success of this strategic direction.</strong></td>
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<td><strong>Evaluation Plan</strong></td>
<td><strong>Student, staff and community survey questions establish areas of success and areas for improvement within these welfare programs.</strong></td>
<td><strong>PBL awards system will be evaluated to ensure it is maintaining student acceptance and enthusiasm</strong></td>
<td><strong>Documented plans for monitoring and reviewing these programs will be developed and reviewed.</strong></td>
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<td><strong>PBL and other citizenship programs are evaluated with increasing success and sense of being present at all times</strong></td>
<td><strong>PBL review will lead to revised practices to best achieve the outcomes for students.</strong></td>
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<td><strong>Services and supports within the PBL will be reviewed to ensure this is achieving the best outcomes for our students.</strong></td>
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<td><strong>Data indicates all teachers are implementing the PBL program in classrooms.</strong></td>
<td><strong>Teacher feedback indicates enhanced student engagement in learning through whole school focus on wellbeing programs.</strong></td>
<td><strong>The PBL team will meet regularly to review data and/or survey results in order to drive the program. These findings and adjustments will be presented to staff to ensure support and understanding.</strong></td>
<td><strong>Student success in all areas of the broader curriculum are celebrated and recognized.</strong></td>
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