

**Mount Keira Demonstration School 2642**



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| **School vision statement** |  | **School context** |  | **School planning process** |
| Mount Keira Demonstration School will be a centre of excellence in education.  Our children will be knowledgeable, active, inquiring learners who will grow and develop into open-minded, principled and balanced global citizens. They will be collaborative and reflective in their approach to their learning.  Our teachers will foster a learning environment that promotes self-belief, individuality, creativity, leadership and academic excellence. Our staff will employ outstanding teaching practices founded in solid and current pedagogy, engage in ongoing, relevant professional learning and promote high expectations which will ensure that the intellectual, social, physical and emotional needs of all students are being met.  Our school will continue to foster a warm and welcoming culture, achieved through children, teachers, parents and the wider school community working harmoniously and collaboratively to ensure that every child meets his/her potential. |  | Mount Keira Demonstration School is a small and established primary school that has proudly served the Mount Keira community for 153 years. The school prides itself on providing a welcoming, nurturing and supportive environment for all of our children and families. Our school motto is “learning and caring”.  Standing proudly at the base of Mount Keira, nestled by rainforest and overlooking the ocean, our school is surrounded by natural beauty. Our sandstone school building, original bell, “history room” and magnificent pine tree symbolise the heritage that is so highly valued by our school community. Our beautiful gardens and spacious outdoor learning areas, combined with our warm and inviting classrooms ensure a quality and stimulating learning environment.  The elements of quality teaching and inquiry-based learning principles are embedded in teaching and learning practices. Student learning is showcased each term through the completion of Rich Tasks.  Our school treasures our passionate and supportive wider community – encompassing our P & C, broad parent body and local community members, including Aboriginal Elders. Our parent body is highly engaged in and supportive of their child’s education.  Mount Keira Demonstration School is deeply committed to the mentoring and development of pre-service teachers through our strong links with the University of Wollongong. The school is proud of the Demonstration Program that is co-ordinated annually through our school.  It is our engaged and motivated learners, committed and compassionate staff and supportive and active wider community that ensures Mount Keira Demonstration School delivers high quality teaching and learning programs in a warm and supportive learning environment. |  | The 2015 – 2017 School Plan for Mount Keira Demonstration School is a document collaboratively designed by the whole school community, encompassing students, carers and staff. A rigorous community consultation process was undertaken to create this document.  Our school planning for 2015-2017 commenced in 2014 with our students, staff and parent body identifying the aspects of Mount Keira that they most value and their dreams for the future of the school. These were collated to form our School Context and School Vision Statement.  DEC priorities and key reform agendas, analysis of internal and external data and discussion through staff, parent and student forums led to the identification of our three strategic directions.  The whole-school staff then undertook a rigorous process to define each strategic direction, identify shared understandings of what ideal practice in each strategic direction looks, sounds and feels like and identify the purpose of each strategic direction.  The staff identified the processes, products, practices and the key responsibilities of people. Key milestones for each process were then collaboratively determined.  The DRAFT Plan was then presented to parents through a planning forum for further discussion and consultation. Modifications were made to the document following this consultation.  The plan will continue to be a working document throughout 2015-2017. |
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| **Purpose:**  To recognise that the Mount Keira community, encompassing children, carers, teachers and pre-service teachers, are unique and individual learners and that learning journeys are to be personalised, differentiated and reflective of this. Learners are to be supported by educators who are engaged in ongoing, relevant, innovative and evidence-based learning and practice. This will achieve maximum attainment of outcomes for all learners within our school community. |  | **Purpose:**  To develop knowledgeable, inquiring and active learners who will grow into open-minded, principled and productive global citizens. This learning is to occur through students being actively engaged in a rich, integrated and challenging curriculum, based upon high expectations and strong pedagogy that focus on the development of the whole child to maximise growth. |  | **Purpose:**  To encourage, promote and sustain a positive, collaborative and inclusive school environment where the three-way partnership between child, carer and teacher is paramount. At the school’s core, will be a strong sense of pride and identity, where continual school improvement is achieved through collaboration, accountability and transparency that reflect local and systematic priorities. Our school motto of “Learning and Caring” will be central to all we do. |

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| Strategic Direction 1: Differentiated and Personalised Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To recognise that the Mount Keira community, encompassing children, carers, teachers and pre-service teachers, are unique and individual learners and that learning journeys are to be personalised, differentiated and reflective of this. Learners are to be supported by educators who are engaged in relevant, innovative and evidence-based learning and practice. This will achieve maximum attainment of outcomes for all learners within our school community. |  | **Students:** To reach own potential by having their individuality recognised, celebrated and catered for through meaningful, personalised learning opportunities.  **Staff:** To develop own capacities and capabilities to promote individual and collective growth for themselves and students through ongoing professional learning, reflective practices, informed data analysis and the development and implementation of high quality learning experiences.  **Leaders:** To develop own and others’ learning through meaningful opportunities to develop individual and collective school growth.  **Pre-service Teachers:** To engage in rich, relevant and high-calibre professional experiences to ensure the provision of high quality teachers upon entry into the profession.  **Community Partners:** To foster new and strengthen existing ties with Communities of School and external organisations, such as the University of Wollongong to promote authentic learning opportunities. |  | Provision of high-calibre professional learning opportunities through:  - engagement in collegial planning and reflective practices.  - peer observation and provision of quality feedback.  - undertaking professional readings and engagement in professional dialogue.  - the use of growth coaching and mentoring techniques  Engage staff with the National Teacher/Principal Standards and levels of Accreditation to drive professional growth.  Establish school-wide processes for the collection of meaningful data derived from quality and consistent assessment practices to inform teaching practices.  Establish systems, processes and procedures to ensure that staff meet legislative and NSW DEC policy requirements and the school delivers on key priorities.  Strengthen our partnership with UOW through collaboration, collegiality and professional discourse and increased commitment to university initiatives.  **Evaluation Plan:**  Regular analysis of PLAN and NAPLAN data.  Design and review of personalised Professional Learning Goals.  Professional learning practices evidenced in Professional Learning Schedule and Meeting Minutes.  Collection and analysis of data from Pre-service teachers following professional experiences. |  | **Products**  To achieve growth, comparable with the state, from Years 3-5 and Years 5-7 in NAPLAN in literacy and numeracy.  Personalised Professional Learning Plans, reflective of the National Teacher/Principal Standards and incorporating personalised learning goals, developed for all teachers.  A formalised process developed to ensure highest teacher quality and relentless capacity building, aligned with the Performance and Development Framework.  Consistent and high quality assessment practices embedded within a Whole-school Assessment Schedule.  A revised, high-calibre Demonstration Program deigned, reflective of school, university and pre-service teacher needs and capacities in the 21st century through a strengthened partnership with the University of Wollongong.  **Practices**  Implementation of differentiated and personalised learning experiences for all students through collection and analysis of meaningful and relevant data.  Engagement in high-calibre professional learning opportunities evidenced in a Professional Learning Schedule that embeds collegial, reflective, coaching and mentoring practices for all teachers.  Teaching and learning practices reflect current pedagogy and research on children’s’ literacy acquisition. |
| **Improvement Measures** |  |
| To achieve growth comparable with the state, from Years 3-5 and Years 5-7 in NAPLAN in literacy and numeracy through the implementation of targeted, differentiated and evidenced-based learning programs and quality assessment practices.  A high-calibre professional learning schedule, reflective of system, school and individual priorities incorporating collaborative and reflective practices, including the provision of coaching. |  |
| Strategic Direction 2: A Rich, Relevant and Future-Focused Curriculum | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To develop knowledgeable, inquiring and active learners who will grow into open-minded, principled and productive global citizens. This learning is to occur through students being actively engaged in a rich, integrated and challenging curriculum, based upon high expectations and strong pedagogy that focus on the development of the whole child to maximise growth. |  | **Students:** To grow into active, community-minded global citizens through engagement in authentic learning experiences within a meaningful and integrated curriculum.  **Staff:** To design, implement and reflect upon rich, future-focused learning opportunities, reflective of current syllabus documents and grounded in strong, research-based pedagogy.  **Leaders:** To develop staff capabilities and capacities to implement rich and relevant learning experiences within strong learning communities, both internal and external.  To ensure the creation and sustainability of learning environments that provide suitable technology and infrastructure that are conducive to the delivery of future-focused learning opportunities.  **Parents:** To be supportive educational partners through engaging with 21st century technologies and teaching practices for optimal learning.  **Community Partners:** To strengthen existing ties and build new relationships between the school, communities of schools and community organisations to provide additional learning opportunities for both students and teachers. |  | Provision of regular reflection, planning and sharing sessions within our school and Communities of Schools.  Provision of high-calibre professional learning opportunities to build teacher capacity to embed  - Visible Learning Principles  - Quality Teaching Framework  - 21st century technologies  - future-focused learning skills  - new and incoming syllabus documents  - inquiry-based learning principles  in teaching and learning programs and classroom practice.  Provision of Showcase Assemblies each term to present learning in the form of a Rich Task.  Flexible and creative resourcing to provide learning environments conducive to future-focused learning and 21st century technologies.  **Evaluation Plan:**  Rich tasks being presented each term at Showcase Assemblies.  Regular reflection, planning and sharing sessions within school and CoS Professional Learning Schedules and Meeting Minutes.  Syllabus documents, Quality Teaching Framework, visible learning principles and 21st century technology use evidenced in teaching and learning programs and classroom practices.  Whole–school continuum of learning (Scope and Sequence) created and followed.  Parent/staff feedback regarding use of 21st century technologies. |  | **Products:**  Visible learning principles, including the communication of learning intentions, establishment of success criteria and the provision of meaningful feedback, embedded in classroom practice.  An open-ended response to a quality learning experience (Rich Task) which showcases deep learning at different levels produced by every student each term.  The design of a whole-school sequence of learning for units of work for the Australian Curriculum that incorporate inquiry-based learning principles and future-focused learning skills.  Provision of rich, diverse and relevant additional learning opportunities for all children.  **Practice:**  To work within Communities of Schools to plan and deliver units of work reflective of NSW syllabus documents for the Australian Curriculum.  Digital technologies to be utilised in new and creative ways for teaching, learning, assessment and reporting purposes. |
| **Improvement Measures** |  |
| Visible Learning principles, including the communication of learning intentions, establishment of success criteria and the provision of meaningful feedback, embedded in classroom practice.  Classroom programs, reflective of the Australian curriculum, concept-based learning principles and future focused technologies, to include an open-ended response to a quality learning experience (Rich Task) which showcases deep learning at different levels produced by every student each term. |  |
| Strategic Direction 3: An Inclusive and Connected School Community | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To encourage, promote and sustain a positive, collaborative and inclusive school environment where the three-way partnership between child, carer and teacher is paramount. At the school’s core, will be a strong sense of pride and identity, where continual school improvement is achieved through collaboration, accountability and transparency that reflect local and systematic priorities. Our school motto of “Learning and Caring” will be central to all we do. |  | **Students:** To be engaged, informed and empowered learners and leaders who are nurtured in a supportive, positive and caring learning environment, throughout all stages of their schooling.  **Staff:** To promote and implement a well-balanced education through open communication within respectful relationships to build a positive and supportive learning environment.  **Leaders:** To promote and foster a positive school culture and identity, with strong student wellbeing and leadership programs that values, supports and strengthens open communication and strong relationships between all stakeholders to deliver key DEC priorities.  **Parents:** To be active, engaged and supportive partners in school life.  **Communities of Schools:** To build a culture of collaboration, trust and mutual respect to deliver key reform agendas across schools and to ensure a smooth transition for learners between all levels of schooling. |  | Establishment of a Student Welfare Team to implement “Kidsmatter” and design and implement the School Wellbeing Framework.  Introduction and promotion of additional opportunities for parental involvement in school life – Parent Spotting, Parent Café, Working Bees, Planning forums  Education of parent body in readiness for the introduction of digital means of communication: Digital Portfolios, App, Website updates.  Establishment of school-wide systems to monitor school finance, school achievement and to plan for school improvement.  Provision of professional learning opportunities to build the capacity of all staff to develop understandings of, manage and implement local and systemic priorities.  Establishment of new ties with Pre-schools and strengthen existing ties with Communities of Schools.  **Evaluation Plan**  Annual Wellbeing Survey- Annual administering of staff, student and parent survey.  Statistic collation following community participation at community events/forums.  Monitoring statistics of online communication use.  Evaluation of transition processes and procedures at primary school and high school entry. |  | **Products:**  95% of parent body accessing school communications through online channels and increased traffic to our school website as measured by the school website service statistics.  90% of parent body participate in School Planning and Evaluation Forums.  Implementation of “Kidsmatter” – a school wellbeing initiative to promote an engaged, empowered and inclusive whole-school community.  A visible and transparent School Wellbeing Framework to be designed and implemented, reflective of DEC priorities and our local context.  Strengthened transition processes through increased inter-school initiatives and far-reaching professional networks.  **Practices:**  Authentic opportunities for all stakeholders to be active and informed participants in school planning, delivery of key priorities and evaluation processes, as well as in daily school life.  Improved communication channels utilised between all school community members, in particular the use of digital technologies. |
| **Improvement Measures** |  |
| An engaged, empowered and inclusive whole-school community through the implementation of school wellbeing initiatives  More efficient and effective school-wide systems are in place for conducting business. |  |

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