### Strategic Plan for Mount Ousley Public School, 2015-2017

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<td><strong>Equity &amp; Excellence For All Students</strong></td>
<td><strong>21st Century Teaching &amp; Learning</strong></td>
<td><strong>Leadership &amp; Management</strong></td>
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<td>Our purpose is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for each child’s educational outcomes and aim to promote a culture of excellence through the provision of challenging and stimulating learning experiences. Personalised learning will ensure all children attain their best.</td>
<td>Our purpose is to encourage all students to be successful learners, confident and creative individuals, and active and informed citizens. Our teaching pedagogy will provide enhanced experiences in creativity, critical thinking, problem solving, decision making, communication and collaboration. Children will use ICT extensively to develop skills and understanding in each Key Learning Area. They will learn to be responsible local and global citizens, and have a sense of optimism for the future.</td>
<td>Our purpose is to provide the processes and structures for effective teaching and learning to occur across the school. We intend to develop our skills and knowledge as teachers, critically evaluate the ways in which we do things as a whole school and as individuals, and maintain a caring, nurturing culture in which every child is motivated to reach their full potential. Underpinning our success will be an ethos of trust and collaboration.</td>
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Strategic Direction 1: Equity & Excellence For All Students

Products: To sustain average school growth in all aspects of NAPLAN at or above the NSW average. To differentiate learning for all students and improve student attainment and enjoyment. To achieve learning outcomes for Aboriginal students that are consistent with or better than those of non-Aboriginal students. To provide learning that is free from all forms of discrimination and disadvantage.

Purpose

- Set high expectations for all students and increase levels of literacy and numeracy achievement, appropriate to each child’s ability.
- Engage all students and improve student attainment across all stages, by differentiating teaching and learning practices.
- Improve learning outcomes for all Aboriginal students and improve awareness of Aboriginal Australia for all students.
- Provide an equitable and high quality education, free of all forms of discrimination and disadvantage.

People

Students: Engage students in quality literacy and numeracy learning, tailored to specific needs and curriculum expectations. Develop students’ spelling, number and reflective skills. Focus on positive social skills.

Staff: Refocus on spelling, numeracy and science, ensuring whole school systems are in place to provide quality teaching and learning to all students. Strong focus on curriculum differentiation within new syllabuses. Support Aboriginal and ESL students with specific learning plans. Identify students with learning needs and design specific learning plans. Cater for G&T students. Use mentoring to support students through improved teaching.

Parents: Establish a collaborative learning community by providing more information about teaching and learning, and how parents may help. Use blogs, more frequent parent interviews and curriculum workshops.

Processes

- Mentoring/coaching initiative: $10,000 (equity funds through RAM)
  Release one teacher for one day per week in Terms 2 & 3 to mentor/coach staff on how best to meet the learning needs of students.
- Science: $1,000 (school funds)
  Embed the use of Primary Connections K-6, along with the Working Technologically strand of the new Science Curriculum. Implement design & make lessons.
- Social skills program: Nil cost
  Embed a social skills program K-6 in Term 1 to promote a culture of anti-bullying and respect, where every student’s differences are valued.
- NAPLAN analysis & follow up: Nil cost
  Focus on numeracy and spelling. Analyse numeracy and spelling responses to determine how our students responded. Implement appropriate teaching.
- Numeracy focus: $3,000 (TPL funds)
  Continue/extend TEN & PLAN to assess and support students. Investigate curriculum delivery in numeracy. Whole school focus on new syllabus.
- Literacy focus: $12,000 (TPL & RAM funds)
  Consolidate L3 across the school. Focus on whole school approaches to spelling.
- Curriculum differentiation: Nil cost
  Write learning adjustment plans for students with special needs. Refocus on curriculum differentiation and implement differentiated learning activities K-6.
- Aboriginal Education: $6,000 (equity funds through RAM & school funds)
  Ensure PLPs for each Aboriginal student are being used and students supported in class. Pursue individual learning goals for Aboriginal students. Employ artist in residence and have all students participate in the creation of an Aboriginal mural.
- Support Programs: $100,000 (ESL & LAST salaries, funded through RAM)
  Expand reading programs involving parent tutors. Provide support for ESL and learning support students through the LST.
- Gifted & Talented Programs: $1,000 (school funds)
  Review Research Group and continue involvement in Tournament of Minds. Refine our weekly news podcast. Explore new possibilities for extension with ICT.
- Student Reflection: Nil cost
  Allow time for students to gain deeper understandings in learning through reflective thinking.

Practices

- Quality teaching and learning practices across the school, demonstrated through differentiated literacy and numeracy lessons, leading to improved student achievement.
- All students supported and extended through greater teacher understanding of curriculum, increased awareness of individual needs, involvement in a range of support programs, and use of data analysis.

Evaluation Plan:

- Share assessments at stage and whole school staff meetings.
- Share quality pieces of student work with the school community.
- Have systems in place to ensure all aspects of numeracy, literacy and science are taught effectively.
- Track movement of students on the Literacy and Numeracy Continuums.
- Monitor learning plans for students with special needs.
- Monitor learning of Aboriginal students and discuss with families.
### Strategic Direction 2: 21st Century Teaching & Learning

**Products:** To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens. To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate. To develop responsibility as local and global citizens.

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<td>• Ensure success at school for every student, especially in literacy and numeracy. • Align everything we do with fostering student confidence, creativity, critical thinking and engagement. • Design connected learning tasks to promote students taking on local and global social responsibilities. • Use ICT to actively engage students in 21st century learning skills, to give learning context and relevance, and prepare students for their future.</td>
<td><strong>Students:</strong> Engage all students in a mix of electronic and pen/pencil writing. Expect all laptop students to demonstrate their core learning in a multimedia format. Broaden learning experiences to be more consistent with current educational research on 21st century learning. Become active learners. <strong>Staff:</strong> Focus on pedagogical best practice and provide learning experiences aimed at developing 21st century learning skills. Focus on allowing students more choice in their learning. <strong>Parents:</strong> Support the connected learning of students by participating in online learning tasks. Model appropriate environmental behaviours. Through the P&amp;C, support the library upgrade financially.</td>
<td><strong>Genius time:</strong> Nil cost Develop &amp; expand genius time K-6, with the aim of every student demonstrating passion about their learning. <strong>Inquiry based learning:</strong> Nil cost Further cater for student direction in learning by focusing HSIE units on big questions that allow for differentiated content research. <strong>Ensure success for all students:</strong> $1,000 (school funds) Use ICT in each class for more extensive writing activities, including the use of blogs and Twitter. Expect digital presentations of high quality from every student, demonstrating deep understanding of their learning. <strong>Ensure confidence and creativity:</strong> $2,000 (school funds) Explore ways of having more children participating in the school band. Explore activities that extend skills, as well as those focused on participation. Extend video creation using the blue screen. <strong>Active and informed citizens:</strong> $1,000 (school funds) Maintain student blogs. Provide opportunities for children to get involved in local and global issues. Provide varied learning tasks that require students to be connected online. Establish links and networks outside the school. Get involved in scientific initiatives and data collection with other groups. Focus students on becoming active learners who make a difference. <strong>Environmental education:</strong> $1,000 (school funds) Expand the Green Team’s responsibilities to further encourage energy and water saving practices. Extend the vegetable garden and plant more trees. Become involved in worldwide initiatives and long term data gathering. <strong>ICT integration:</strong> $10,000 (TPL &amp; school funds) Continue to implement a program to teach about cyber bullying in Term 1. Provide ongoing staff training in all aspects of ICT integration. Upgrade ICT infrastructure. <strong>Library upgrade:</strong> $8,000 (P&amp;C funds) Bring the library into line with our classrooms; modern pedagogy in library lessons, aesthetically nice furnishings, ICT inclusion and a review of resources.</td>
<td>• Further integrate ICT across the school, resulting in increased self-confidence, more relevant feedback to students and improved student learning outcomes. • Broaden opportunities in creative and performing arts to provide scope for increased confidence, creativity and motivation. • Learning practices across the school demonstrate a connectedness with outside individuals and agencies, and children are able to effect change in their world through these interactions. • Make quantifiable savings in the school’s power and water usage. • Integrate the library more seamlessly into the curriculum and school ethos.</td>
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**Evaluation Plan:**
- Share and promote student learning successes.
- Assess ICT presentations based on evidence of students responding creatively and enthusiastically to feedback.
- Monitor band participation.
- Share innovative teaching ideas among staff.
- Track power and water usage.
### Strategic Direction 3: Leadership & Management

**Products:** To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use in teaching practice. To have new initiatives, including the Australian Curriculum, effectively implemented and woven into the fabric of our school culture. To maintain a caring, nurturing school environment, in which every member of the school community feels valued and every child reaches their full potential.

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<td>• Make the Quality Teaching Framework central to everything we do; use it to plan teaching and learning activities, make reference to it and have it at the forefront of teachers’ minds so staff are constantly looking for the best ways to do things. • Implement mandatory syllabuses as they are released; train staff to structure planning and programming on the Australian Curriculum. Ensure that each syllabus is taught effectively so students are provided with the best possible education. • Take advantage of our participation in the Empowering Local Schools National Partnership and consider the flexibilities it delivers to facilitate improved student learning outcomes. • Maintain the happy, positive ethos that exists at Mt Ousley.</td>
<td>Students: Be responsible for their own behaviour and attitude to learning. Maintain good attendance at school. Staff: Critically analyse and reflect on teaching practice. Become familiar with the new Australian Curriculum. Participate in ELSNP discussions. Exercise professional behaviour at all times, in all facets of our job. Commit to the school’s 3 strategic directions and take shared responsibility for our successes. Parents: Participate in ELSNP discussions. Adhere to the school’s Dignity &amp; Respect Charter. Ensure good attendance of students. Support the school in providing quality education for all students by trusting staff to do a good job.</td>
<td>• <strong>School leadership team:</strong> Nil cost Focus leadership team on improving student learning outcomes K-6, using data analysis and pedagogical review benchmarked against the QTF. Also focus on effectively delivering 21st century learning opportunities for all students, within the context of the School Excellence Framework. • <strong>Australian Curriculum:</strong> $2,500 (TPL funds) Prepare for each syllabus in the new Australian Curriculum with training and staff discussions about what’s expected. Put in place rigorous systems to ensure each syllabus is taught in its entirety and aligned to assessment and reporting practices. • <strong>Teacher Collaboration:</strong> $8,000 (school funds) Provide teacher relief to enable teachers to share, reflect and engage in professional dialogue with one another. Focus on whole school priorities. • <strong>Staff induction:</strong> Nil cost Determine and implement training requirements for new staff. • <strong>School culture:</strong> Nil cost Continue to provide a progressive education with high expectations, encourage staff and students to think creatively, insist on adherence to the school’s Dignity &amp; Respect Charter, and make school a fun place to be.</td>
<td>• Strengthen the existing culture of open door classrooms, where teachers help each other to reflect on practice. • Raise awareness of all mandatory curricula and the expectations associated with teaching them. • Implement flexibilities in how the school is managed and organised, through consultation with the school community. • Maintain and strengthen a shared leadership approach to managing the school. • Enjoy a culture where staff want to come to work, children want to attend school and parents are happy with their children’s education.</td>
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**Evaluation Plan:**
- Discuss benefits of mentoring sessions and see a visible change in practice.
- Discuss issues with implementing the Australian Curriculum. Teaching programs and student work samples will reflect content and ethos of the curricula.
- Monitor attendance rates.
- Maintain a clear and deliberate focus on strategies that allow staff to do the best job they can.