Mid Mountains Schools of Excellence

Ellison Public School.  
Principal – Mr Rob Hutchinson  
Est. 1986

Faulconbridge Public School.  
Principal – Mrs Janine Mackie  
Est 1964

Springwood Public School.  
Principal – Mr Mehmet Mehmet  
Est. 1879

Winmalee Public School.  
Principal – Mrs Sharon Gordon.  
Est 1972

259 Years of Combined Excellence in Education!

Member Schools

This School Plan has been approved by Director of Public Schools – Mrs Kay Smith. 28th April, 2015.

MID- MOUNTAINS SCHOOLS OF EXCELLENCE

This School Plan encompasses the four schools of excellence in the mid-mountains network. It was a collaborative effort involving all schools. We share a vision and a community. We lead learning in the Blue Mountains and our students are always our focus.
School Plan 2015 – 2017

Springwood Public School 3095

- Community and Organisational Effectiveness
- Learning for All
- Fostering Success and Wellbeing
At Springwood Public School, we aim to provide quality learning in a harmonious and safe environment where students are able to develop their potential academically, socially and emotionally, enabling them to become active, informed citizens. We provide this through our vision statement –

- **Community**
- **Opportunity**
- **Excellence**
- **Success**

Springwood Public School was established in 1878 with the original school motto being –

- “Strive To Serve”

The School continues to value and teach this tradition to the students. One hundred and thirty seven years of quality public education have truly made Springwood Public School – *The Place To Be!*  

### School context

Springwood Public School began 2015 with 402 students comprising of 16 Mainstream K-6 classes and 3 Special Education classes catering for students diagnosed with Autism and Intellectual disabilities. We continue to grow as a strong school community, enjoying a 33% increase in our student population in the last three years. Recognising that engaging learners, building strong relationships and integrating information and communication technologies are crucial to 21st Century learning, we provide a well-rounded education that values and supports intellectual, creative, physical, social and emotional development of every child. Our vision statement ‘Community, Opportunity, Excellence, Success’ guides our practice.

We offer opportunities for every child to achieve, including those with special needs, gifts and talents. Outstanding features of the school include: a well developed ethos of care; a focus on strong relationships with the community, positive behaviours shaped by restorative practice and high academic achievement ensuring lifelong success.

Our core values are: respect; compassion, honesty; responsibility and service. Core school rules assist students to become ‘respectful, responsible learners’. There is a whole school philosophy where learning is cooperatively planned to meet individual needs and enthusiastic teachers use a variety of quality teaching strategies and resources. Extensive sporting, cultural and extra-curricular opportunities make each day challenging and exciting.

Staff, parents and students work closely together in a spirit of cooperation with high expectations for achievement. Parents and caregivers are encouraged to take an active role in school life, be it through P&C, classroom helpers or volunteers in a multitude of activities. We also play an important role in the community by participating in a variety of events like Foundation Day and ANZAC Day services, which encourage the wider community to make connections with the school. This truly is “The Place To Be!”

### School planning process

As the previous plan was coming to an end in 2014 the school embarked on an extensive education and survey process involving all stakeholders. Information about the new plan featured in newsletters and information sessions were held at staff and P&C meetings. It was at these meetings that volunteer members of the Planning Committee were sought. The staff, the P&C, the community and the student body were surveyed with a view to what they saw as important to keep around our school and what they might like to see at the conclusion of the new plan.

The data generated by these surveys was then collated and the three major directions teased out.

With the major directions exposed the Planning Committee met to define the school’s Vision Statement. A draft of such was then discussed with staff and community and confirmed.

Staff were then invited to assist with the addition of required learning skills and activities, knowledge, professional capabilities, processes and improvement measures. These were finally reviewed and confirmed by the Planning Committee.

All of this planning and preparation was supported by regular meetings with colleague Principals from within the Learning Community, as well as regular input from Principal Support Officers and our Director, Public Schools NSW.
Springwood Public School has identified 3 strategic directions

This page identifies the 3 strategic directions and the **purpose** of each one.

Our strategic directions will be translated into actions, programs or initiatives that are data driven and accountable.

**STRATEGIC DIRECTION 1**
Community and Organisational Effectiveness

**Purpose:**
Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.

**STRATEGIC DIRECTION 2**
Learning for All

**Purpose:**
All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

**STRATEGIC DIRECTION 3**
Fostering Success and Wellbeing

**Purpose:**
Our school staff supports wellbeing by building a positive culture and nurturing relationships with families and the wider community. Students support their own wellbeing within the school context requires a whole-school approach that covers practices across these four domains: Learning environment; Curriculum and Pedagogy; Partnerships; Policies and Procedures.
## Strategic Direction 1: Community Organisational Effectiveness

### Purpose
Why do we need this particular strategic direction and why is it important?
Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.

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

**Students:**
Access other learning opportunities through broader community experiences to provide real world context; and Engage and actively participate in learning through a variety of curricula and extra-curricular programs to achieve our purpose and develop empathy for others and value diversity.

**Staff:**
Training in the use of the smart phone/tablets/phone apps, ENews, Weebly, Website and Facebook (social media).
Professional learning around 21st Century learning including technologies.

**Parents/Carers:**
Opportunities to build understanding and engage with our school.
Participate in school and community programs. They will also be included in the transition programs for K & Year 7.

**Community Partners:**
Opportunities to engage with and support our school and to foster active communications between the school and community.

### Processes
How do we do it and how will we know?

**Students -**
SRC to participate and help develop future plans for our school
Participate in school and community programs. They will also be included in the transition programs for K & Year 7.
Develop proficiency in the key learning areas through engagement in a differentiated curriculum and through the utilisation of 21st century learning skills.

**Staff will:**
Continue to develop positive and meaningful relationships between Mid Blue Mountains Learning Team.
Participate in the development of new policies and programs that support connectedness in the community.

**Leaders will:**
Review how we communicate information to parents and the community.
Promote our school at popular events within the area by use of a stall/booth.

**Evaluation Plan**
Tell Them From Me Survey - parents, students and staff
Collection of whole school data
Increased attendance at school events
Happy and well engaged students
Analysis and effectiveness of the use of modern technologies for communication.

### Products and Practices
What is achieved and how do we measure?

1. **Increase in parent and community engagement**
2. **Sustained high levels of student engagement and learning as a result of strong and meaningful community partnerships.**

**Product:**
Defined vision for the school, its future and steps on achieving
Publication and knowledge of the school and its operations including content of the school plan
Increased goodwill and community spirit
Promotional video and user friendly website which clearly defines the school

**Practice:**
Demonstrated recognition and involvement of all cultural representatives including our indigenous culture
Increased enrolments from feeder preschools
Increased parent and community engagement
Establishing and enhancing transition activities.

### Improvement Measures

1. **Annual increase in volunteers committed to working in classrooms and in the capacity of the school.**
   Well attended P&C meetings. Encouraging parents and care givers to attend information nights. All can be measured by tallying attendance figures.

2. **Increased levels of student engagement and learning as evidenced by state-wide and school wide assessments.**
Strategic Direction 2: Learning for All

### Purpose

Why do we need this particular strategic direction and why is it important?

All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

### People

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

**Students:**
1. To engage students in being a quality learner of literacy and numeracy in the class and home environments.
2. Can expect that learning opportunities will be available to them that focus around 21st Century skill development and connections with local, national and global educational settings.

**Staff:** Have a program of personalised professional development using a range of innovative strategies, including planned team programming. Undertake TPL and design and implement teaching and learning experiences that encompass deep thinking and creativity to help students to make sense of their world.

**Parents/Carers:**
- To establish a collaborative learning community by providing opportunities for parents and teachers to work together. This will include:
  - Parent information sessions and meetings to actively engage with child’s learning.

**Community Partners**
- Opportunities to engage with and support Springwood Public School at various school events.
- Active communication between our community of schools with the aim of planning joint projects and initiatives.

### Processes

How do we do it and how will we know?

**Students:**
Will engage in learning that is tailored to their individual needs. Teaching and Learning programs will support student needs and build upon student strengths.
- Participate in and have the opportunity to lead student welfare initiatives and programs (Peer support, Anti-bullying, resilience).
- Develop capabilities around 21st century learning principles.

**Staff will:**
- Develop teaching and learning programs that include differentiation and support individualised learning.
- Participate in professional learning and develop programs around student welfare initiatives such as peer support, anti-bullying, resilience, social skills and digital citizenship.
- Provide students with quality and constructive feedback on work and assessment tasks to ensure continual improvements in learning.
- Engage in professional learning programs around new syllabus documents to ensure that quality teaching practice.

**Leaders will:**
- Provide professional learning opportunities for staff to develop best practice in regards to teaching and programming.
- Provide supportive supervision around school priorities and staff professional goals.

### Products and Practices

**Products**

Student Engagement and success in learning is enhanced.

1. 100% of students from Year 3 to Year 5 exhibit positive growth in all aspects of the value added component of NAPLAN.
2. A coordinated plan of support for the introduction of National Curriculum and Teaching Standards. School professional learning plans explicitly target developing teacher capacity to cater for learner diversity, new curriculum content and are aligned to Australian professional Teaching standards.

Teaching and Learning programs will incorporate digital technology, differentiation, KLA integration and will feature Individual Education Plans and Behaviour Management Plans as appropriate.

**Practices:**

A culture of collaborative professional learning that is valued and builds the capability of staff. Students will contribute to their own wellbeing and the wellbeing of others. Learning is future focused and flexible.

- New syllabus documents will be effectively implemented.
- Individual student progress will be monitored and assessed against literacy and numeracy continuums.(PLAN)
- All students are encouraged to be confident, creative, collaborative, critical thinkers and this will be demonstrated in their daily learning.

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**Improvement Measures**

1. 100% of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN.
2. 100% of Teachers demonstrate that they meet The Australian Professional Standards for Teachers.
### Strategic Direction 3: Fostering Success and Wellbeing

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To work across the school community to foster a positive culture based on the expectation of being a respectful and responsible learners and community members. To introduce aspects of PBL (Positive Behaviour for Learning) to achieve a culture where success is valued and strong character is developed.

#### Improvement Measures

1. A reduction of referrals reported through Behaviour Database and LST.
2. An increased number of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN.

#### People

**Students:**

- Can expect to engage in student welfare programs on an annual basis.
- Can expect regular feedback on their behaviour, wellbeing and learning, and to engage in academically appropriate classroom work.
- Will have the opportunity to engage in learning that is challenging, inquiry based and requires self-direction, team work and an element of “risk”.

**Staff:**

- Are guided and engage in professional learning that stems from analysis of school based and external data and opportunities to regularly reflect on data to inform welfare programs, teaching and learning and to guide programming.

**Parents/Carers:**

- Have the opportunity to participate in the development of Individual Education Plans and/or Behaviour Management plans for their child.
- Participate in education/information sessions around current needs and issues to do with young people as defined by the community, e.g.: cyber safety, resilience.

**Leaders:**

- School leaders have the capabilities to lead staff professional learning and ensure the development of our collective mindset that out students can and will achieve their potential.

#### Processes

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

**Students:**

- Address the diverse academic and social needs of students by implementing aspects of the Positive Behaviour for Learning framework across the school.
- Students will receive an appropriate level of emotional and academic challenge and will take risks in a safe and supportive environment characterised by greater on-task student-student talk
- Collaboratively develop teaching and learning programs that include differentiation and support individualised learning where necessary.
- Continue to maintain and enhance the established learning alliance across the mid mountains to support innovative practice.

**Evaluation Plan**

- Analysis of learning support team data and referrals to the counsellor & LST.
- Monitor and review the success of the LST and Behaviour database.
- Monitor teaching and learning programs to ensure they include opportunities for differentiation.
- Student literacy and numeracy learning will be monitored through analysis of PLAN data and learning programs will be regularly refined and adjusted.

#### Products and Practices

**Products**

1. Classrooms focussed on learning with less behavioural interruptions as seen in data collected through classroom referral slips.
2. Student’s growth results increased from Year 3 to 5 through NAPLAN and school based assessments and evaluations.

Students will acquire the skills needed to participate in 21st century life through the development of social and emotional well being.

Students’ increased capacity to reflect through discussion or written journals on their wellbeing and learning processes and finished products, identifying areas of success and further improvement.

**Practices**

- Students know what to do in times of emotional stress or academic challenge as a result of wellbeing programs such as, Peer Support, PBL etc.
- Staff reporting positive tone and satisfaction
- Staff consistently communicate with students high expectations regarding achievement and behaviour.
- Staff members deliver consistent responses to student learning and behaviour.