

# School plan 2015-2017

## Maitland East Public School 2451



# School background 2015–2017

## School vision statement

East Maitland Public School is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their potential.

We shall work together as a whole school community to prepare and inspire our students to be their best in a quickly changing global society.

## School context

East Maitland Public School has a long history of providing education in East Maitland for over 150 years and is held in high regard by the local community. The school is situated in the Maitland City Council area in the suburb of East Maitland.

East Maitland Public School has an enrolment of approximately 580 students across 25 classes. Three of these classes make up our multi-categorical support classes, catering for 22 students with a diverse range of special education needs.

East Maitland Public School has a mixture of experienced and new teachers; classroom, library, Reading Recovery and Learning and Support. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Cooperation, Responsibility, Participation and Learning.

Our school facilities include; a connected classroom, computer lab, a well-resourced library with a technology focus, large playground areas with play equipment, cricket nets, a multi-purpose hall, and two large covered outdoor learning areas.

Our students have the opportunity to engage in a variety of curricular activities, with specific programs for sport, debating and public speaking. The school band is well-developed and students also enjoy opportunities to be involved in choir, drumming, dance, ukulele and gardening club.

All school programs and initiatives are well-supported by an active parent community and P&C.

## School planning process

East Maitland Public School, as part of the 229 pilot program, initiated the use of the 5P planning process in 2012 as part of the three-year plan. Accordingly, milestones had been set and tracked.

During the final phase of the 2012–2014 plan implementation there was considerable consultation and review of the 5Ps including strategic goals and associated milestones. This consultation included staff, students and parents through surveys, focus groups, target planning groups, and all key stakeholders, led by the leadership group.

The school vision, consultation and implementation began at the end of 2012, and has been refined over the past two years; with specific consideration of the Melbourne Declaration.

The final stage of the process was the development of 2015 milestones by the key strategic teams (pedagogy, curriculum and welfare) at staff development professional learning days.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Consistent, collaborative, current and high standard educational practices across the school.

### Purpose:

To ensure learning for all students is continuous and is based on quality educational delivery and consistent high standards and shared professional practices.

## STRATEGIC DIRECTION 2

Connecting learning for all students in a dynamic, integrated, holistic and current way.

### Purpose:

To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

## STRATEGIC DIRECTION 3

Student success as learners, leaders and responsible productive citizens.

### Purpose:

To develop an approach that builds the capabilities for all students so that they are prepared, engaged and inspired to manage their journey into an ever-changing global community.

# Strategic Direction 1: Consistent, collaborative, current and high standard educational practices across the school.

## Purpose

To ensure learning for all students is continuous and is based on quality educational delivery and consistent high standards and shared professional practices.

## Improvement Measures

Data-driven differentiated teaching practice, reflective of the Quality Teaching model, is demonstrated by all staff.

An increasing number of students are actively engaged in classroom teaching and learning experiences.

## People

### Students

Actively engage in quality teaching and learning experiences tailored to their specific needs.

### Staff

Engage in a program of professional development that focuses on feedback, self-evaluation and sharing of professional practice.

### Staff

Collaboratively design, implement and evaluate teaching and learning experiences that address identified student needs.

### Staff

Develop a shared understanding of effective classroom practice to deliver meaningful and relevant teaching and learning experiences.

### Parents/Carers

Actively engage in the teaching and learning processes to support students through planned, regular and open communication with staff.

## Processes

Undertake 'Go Observe A Teacher' (GOAT) practices to support and facilitate teacher collaboration, understanding of effective educational practice and professional development.

Increase teacher understanding and use of data/formative assessment to guide effective teaching.

Increase teacher understanding and implementation of differentiation practices to facilitate appropriate and effective delivery of teaching and learning activities to all learners.

## Evaluation Plan

Progress toward improvement measures will be evaluated through: Pre- and post-data collection; PLAN tracking; evaluation of staff participation in teacher learning and other professional activities.

## Practices and Products

### Practices

Students demonstrate observable increases in confidence and engagement, particularly in the areas of spelling, writing and problem solving. Parents engage in the learning process by attendance at school workshops to develop their understanding of pedagogy.

Teachers and leaders engage in practical application of current, collaborative and effective pedagogical practices to improve their delivery of teaching and learning activities to address identified student needs.

Teachers and leaders engage in a culture of professional growth through participation in practical and collegial professional learning and collaborative experiences.

### Products

Data-driven differentiated teaching practice, reflective of the Quality Teaching model, is demonstrated by all staff.

An increasing number of students are actively engaged in classroom teaching and learning experiences.

## Strategic Direction 2: Connecting learning for all students in a dynamic, integrated, holistic and current way.

### Purpose

To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

### Improvement Measures

Increased student outcomes in spelling and writing.

Increased student outcomes in numeracy.

### People

#### Students

Are exposed to and engaged in curriculum-based teaching and learning experiences that direct progression through the NSW Syllabuses for the Australian Curriculum and along the Numeracy K-10 and Literacy K-6 continuums.

#### Staff

Understand curriculum documents to direct the development of teaching and learning programs reflective of syllabus outcomes and supporting progression along the Numeracy K-10 and Literacy K-6 continuums.

#### Staff

Develop whole school consistency of; teacher judgement in relation to student placement on the Numeracy K-10 and Literacy K-6 continuums; PLAN data analysis, in order to achieve student progression.

#### Staff

Design, implementation and evaluation of effective teaching and learning programs that include curriculum outcomes addressing inquiry skills and processes.

#### Parents/Carers

Understand teaching, learning and assessment procedures and processes related to curriculum-based teaching and learning.

### Processes

Introduce and implement the THRASS literacy model and the Seven Steps for Writing Success program to increase student outcomes in spelling, reading and writing.

Increase student achievement in numeracy, with a particular emphasis on problem solving through participation in the 'Improving Numeracy Outcomes' project.

Facilitate effective implementation of the NSW Syllabus for the Australian Curriculum History K-10, Geography K-10 and Science K-10 with particular emphasis on historical skills, geographical tools, working scientifically and working technologically.

### Evaluation Plan

Progress toward improvement measures will be evaluated through: Teacher program supervision; evaluation of teacher participation in regular professional discussion regarding consistent judgements; regular data entry and analysis.

### Practices and Products

#### Practices

Teachers, students and parents actively participate in the process of increasing students learning outcomes through collaborative engagement in processes to support curriculum implementation.

Teacher and leader engagement in the development of teaching and learning programs reflective of NSW Syllabus for the Australian Curriculum inquiry skills and processes.

Students will demonstrate increased skills and confidence in the inquiry process across all key learning areas. Parents engage in the learning process by attendance at school workshops to develop their understanding of curriculum.

#### Products

Increased student outcomes in spelling and writing.

Increased student outcomes in numeracy.

# Strategic Direction 3: Student success as learners, leaders and responsible productive citizens.

## Purpose

To develop an approach that builds the capabilities for all students so that they are prepared, engaged and inspired to manage their journey into an ever-changing global community.

## Improvement Measures

Decrease in the number of students attending planning room.

Increase in student wellbeing.

## People

### Students

Understand and use the language of Positive Behaviour for Learning (PBL) and social and emotional learning programs, take responsibility for actions and behave as responsible, productive citizens.

### Staff

Understand and embrace a culture of Positive Behaviour for Learning (PBL) and social and emotional learning; explicitly and consistently teaching specific language and expectations to create a positive and supportive learning environment.

### Staff

Actively and positively engage with colleagues, parents and the wider community; and participate in designated extra-curricular activities/community events.

### Parents/Carers

Take part in school initiatives to create a positive culture of community participation; and cooperate with school staff to support and develop student wellbeing and social education.

## Processes

Implement activities and initiatives to increase community engagement and enhance authentic home/school partnerships.

Implementation of Positive Behaviour for Learning (PBL) and a structured system of behaviour management and modification practices to support productive and responsible behaviour.

Implement student wellbeing programs, and 'learning and support' interventions and involvement, to support student wellbeing.

## Evaluation Plan

Progress toward improvement measures will be evaluated through: Student behaviour data analysis; evaluation of consistent use of school processes and procedures; evaluation of classroom environments; parent and community satisfaction surveys; evaluation of community participation in school events data; teaching and learning program supervision.

## Practices and Products

### Practices

Teachers and leaders support and implement processes, programs and initiatives to develop a school culture of student wellbeing through collaboration between colleagues, with family and community members, and service providers.

Teachers and leaders fairly, positively and consistently manage student behaviour and develop a positive school culture; through acting in accordance with school policy and procedure, regular and open communication and active school community participation.

Students regulate and take responsibility for their own behaviour and actions, demonstrating respect for Positive Behaviour for Learning (PBL) values. Parents and students are informed of processes, procedures and expectations. Parents support school behaviour management and modification practices.

### Products

Decrease in the number of students attending planning room.

Increase in student wellbeing.