

School plan 2015-2017

Maclean Public School 3946



School background 2015–2017

School vision statement

The staff and community of Maclean Public School will deliver excellence in education – excellence in learning, excellence in teaching and excellence in leading. We will focus on students. We will nurture, guide, inspire and challenge them to find the joy in learning and to build their skills and their understandings. In support of our vision, we are committed to:

- Providing quality learning and teaching experiences for all students;
- Ensuring that each student reaches his/her potential in intellectual, creative, physical, social and emotional development;
- Providing students with opportunities to develop leadership skills;
- Catering for students from all backgrounds;
- Ensuring Maclean Public School students, teachers, parents and community members are respectful, responsible and safe learners;
- Providing a safe, caring and disciplined learning environment which emphasises the importance of values, attitudes and citizenship;
- Involving parents, caregivers and the local community in all aspects of our school;
- Ensuring that all students are equipped with the skills to adapt to and embrace technological change;
- Developing a commitment to lifelong learning.

School context

Maclean Public School is in a rural area and has an enrolment of 175 students of which 49 identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 137 and an ICSEA (Index of Community Socio Educational Advantage) of 916. This rating shows 46% of families in the lowest quartile, 40% in the middle quartiles and 9% in the highest quartile. The school delivers quality educational programs. High expectations are promoted across all areas of the curriculum and an emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. Maclean Public is committed to excellence in teaching, leading and learning. Student participation in sport is enthusiastic and the school enjoys “Diamond” status in the Premier’s Sporting Challenge as well as solid performances in PSSA teams, swimming and athletics at local, district and state levels. Student participation and performance in the creative and performing arts is strong. The school performs well at local Eisteddfods and the school produces a musical and a short film every year. Transition to school programs for students beginning in Kindergarten and transitioning to High School are continually being developed to support students. The school has established strong links with local preschools. The school continues to focus on technology and 21st century learning to ensure our students are masters of change and leaders in learning. In 2016, the school began the Stage 3 STEM Project. The project will see the creation of a MakerSpace for STEM activities.

School planning process

Maclean school community members were surveyed in November 2015 via a paper survey as to their general level of satisfaction with the school and its performance. All students were surveyed in February and November using a “Plus, Minus, Interesting” discussion in each class conducted by the principal. Teachers completed a SWO (Strengths, Weaknesses and Opportunities) analysis of the school in November 2015. Community members were invited to attend focus groups, information gathering sessions and were emailed and sent home newsletters during 2015. Survey results were collated and analysed along with class based assessment, PLAN and NAPLAN data as the evidence base to inform projects and 2016 milestones under our three strategic directions around students, teachers and leaders and the community. Principal School Leadership, Graeme Ross, reviewed the original 2015 draft plan. Graeme also provided mentoring throughout the planning process. Feedback was also provided by “Critical Friend”, Mrs Robyn Urquhart, Principal Gulmarrad Public School. In February 2016, all staff contributed to the completion of the Schools Excellence Framework Survey. This document was referenced against the Professional Development Framework https://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directories/humanresources/schoolteachers/performance/performance_development_framework.pdf and the Schools Excellence Framework https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Frameworkrk.pdf

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Student Learning

Purpose:

To ensure that each student reaches his/her potential in intellectual, creative, physical, social and emotional development, it is essential to provide quality learning and teaching experiences for all students, develop a commitment among students to lifelong learning, maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour and ensure that all students are equipped with the skills to adapt to and embrace technological change.

STRATEGIC DIRECTION 2 Staff and Leader Learning

Purpose:

To ensure our teachers and leaders are highly skilled educators it is essential that we develop a collaborative culture, strong on trust; that our teachers demonstrate deep curriculum knowledge across the school through shared professional dialogue, collaborative planning, mentoring and peer coaching; that they engage in professional learning that reflects School targets and Australian Teaching and Principal Standards and that they develop a reflective culture where feedback from lesson observations and analysis of data informs practice, so that programs are differentiated, relevant, challenging and engaging.

STRATEGIC DIRECTION 3 Community Engagement and Learning

Purpose:

To ensure our community is inclusive, well informed, effective and engaged our parents, caregivers and the local community must be involved in all aspects of our school.

Strategic Direction 1: Student Learning

Purpose

To ensure that each student reaches his/her potential in intellectual, creative, physical, social and emotional development, it is essential to provide quality learning and teaching experiences for all students, develop a commitment among students to lifelong learning, maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour and ensure that all students are equipped with the skills to adapt to and embrace technological change.

Improvement Measures

NAPLAN(National Assessment Program Literacy and Numeracy) Writing growth above LikeSchool Groups (LSG)

Students achieve in the appropriate clusters on the Planning Literacy and Numeracy (PLAN) Literacy Continuum in Writing K–6

Improved student attendance

Decrease in negative and increase in positive entries in Sentral Wellbeing

People

Students

Engage in focused learning. Take responsibility for learning by individual goals setting.

Staff

Practice quality teaching. Create engaging programs. Use data to drive decision making and program development. Use research based Professional Learning to inform pedagogy. Actively participate in Professional Development. Differentiate teaching practice. Develop and implement student IEPs & PLPs.

Parents/Carers

Attend school information sessions and interviews to support student learning. Support regular school attendance. Support school programs through volunteering time at school. Collaborate with school in meeting student and whole school needs.

Community Partners

Collaborate with the broader educational community in meeting needs of students including transition programs. Support school programs & events.

Leaders

Coordinate professional learning, and mentoring. Continue to implement The White Folder. Motivate staff to maintain focus on quality and engaging teaching.

Processes

A Differentiated Approach to Teaching and Learning

Making Music

A Differentiated Approach to Student Wellbeing and Engagement

Evaluation Plan

Analysis of student NAPLAN data

Analysis of K–2 PLAN data

Analysis of student writing continuum data 3–6

Analysis of Sentral Attendance data

Analysis of Sentral Wellbeing data

Practices and Products

Practices

All teachers trained and exercising consistent teacher judgement in writing, benchmarked to BOSTES work

7 Steps teaching strategies and criteria marking used by all teachers

Strengthened teaching of writing, as evidenced through peer reflections

All Teachers systematically plan for the collection, analysis and use of writing data, to collaboratively develop teaching and learning programs.

K–6 Music taught on a weekly basis

100% of staff understand and implement Positive Behaviour for Learning (PBL)

Products

Student growth in Writing performance evidenced in PLAN, NAPLAN, continuum data and class based assessments that indicate all students have grown at age appropriate benchmarks.

Improved student self-esteem, engagement, music skills and music performance.

Teacher capacity to teach music strengthened.

Improved student engagement, behaviour and attendance, as measured by reduction in Sentral data

Strategic Direction 1: Student Learning

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Staff and Leader Learning

Purpose

To ensure our teachers and leaders are highly skilled educators it is essential that we develop a collaborative culture, strong on trust; that our teachers demonstrate deep curriculum knowledge across the school through shared professional dialogue, collaborative planning, mentoring and peer coaching; that they engage in professional learning that reflects School targets and Australian Teaching and Principal Standards and that they develop a reflective culture where feedback from lesson observations and analysis of data informs practice, so that programs are differentiated, relevant, challenging and engaging.

Improvement Measures

All teachers regularly use the 7 Habits of Highly Effective People in the workplace

All teachers use data to inform teaching

PBL working across the school

100% of teachers have implemented Performance and Development Plans

People

Staff

Have a program of personalised professional development planned, using peer observation, document analysis and conferencing focussed on the National Curriculum and the Australian Teaching Standards. Are mentored in Information and Communications Technology (ICT), Science Technology Engineering and Maths (STEM) and Positive Behaviour for Learning (PBL) by expert teachers. Have purposeful leadership roles based on professional expertise.

Leaders

Keep abreast of research on effective teaching practice. Actively promote a range of evidence based teaching strategies. Make deliberate and strategic use of staff skill base. Establish processes to use data and evidence for strategic school improvement. Use collaborative feedback and reflection to promote and generate learning and innovation.

Processes

Developing Teacher Collaborative Practice Focusing on Data Literacy

Developing Teacher and Leader Capacity through Collaborative Practice Focusing on Mentoring and Peer Coaching

Developing Teacher and Leaders Capacity through the Performance and Development Framework

Evaluation Plan

Teachers surveyed on success of Mentor Programs (ICT, PBL, Beginning Teacher, Data Literacy)

Lesson observations show evidence of effective mentoring

Teaching Programs developed collaboratively

Staff Performance and Development Plans

Practices and Products

Practices

School wide performance and development policies and practices provide mentoring and coaching support to ensure the ongoing development of staff.

Teachers use evidence to inform teaching and to build a culture of self– reflection and evaluation across the school.

The school uses data to inform strategic school level decisions, interventions and initiatives.

Teachers use research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

Teachers regularly reflect on their practice and gather evidence for their White Folder to support their performance against the Australian Teaching Standards

Products

Strengthened teacher capacity to differentiate the curriculum K–6.

Strengthened teacher capacity to teach PBL.

Strengthened teacher data literacy skills.

100% of teachers have implemented Professional Development Plans

High standard of teacher and leader performance measured against the Australian Professional Teaching Standards and AITSL Leadership and Principal Standards as evidenced in the White Folder.

Strategic Direction 3: Community Engagement and Learning

Purpose

To ensure our community is inclusive, well informed, effective and engaged our parents, caregivers and the local community must be involved in all aspects of our school.

Improvement Measures

Increased community attendance at and support of all school activities

Increased Kindergarten enrolments

People

Students

Contribute through regular visits to preschools and nursing homes and providing school based performances for the community.

Staff

Regularly consult with parents and the broader community through Aboriginal Education Consultative Group (AECG) meetings, articles in the media, school blog, school website, meetings, forums, assemblies, interviews and workshops.

Parents/Carers

Participate actively in forums and meetings. Attend all school performances. Support Ambaali Ngaarri & Yaygirr programs.

Community Partners

Work together to establish meaningful and proactive partnerships with the school. Maclean Community Preschool and Cubbyhouse For Kids Preschool work with Maclean Public School to support Transition to School Programs.

Processes

Building Community Partnerships focussing on reconciliation and the Yaygirr language.

Community Connections focussing on taking music to the community, showcasing education through Pop Up Museums and Curriculum Cafes and preparing children for school through Kindergarten Transition.

Evaluation Plan

Attendance numbers at school events and meetings.

Kindergarten enrolment numbers.

Number of Indigenous community members employed by the school.

Practices and Products

Practices

School partnerships successfully implemented as measured by high satisfaction levels in surveys.

School priorities underpinned by student need and community consultation.

Regular opportunities created for community consultation, communication and participation

Clear roles and responsibilities established in partnership projects

Regular communication with preschool directors on a fortnightly basis.

Implementation of a structured, year long Kindergarten Transition Program.

Products

Community actively and regularly involved in school activities and planning processes.

Strengthened links with preschools.

Increased Kindergarten enrolments