School plan 2018-2020

Maitland East Public School 2451

School background 2018–2020

School vision statement

Enthusiastic and collegial staff who develop quality relationships with students, the community and each other. Outstanding teachers who create well–equipped students ready to embrace the future.

School context

East Maitland Public School has a long history of providing education in East Maitland for 160 years this year, 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 570 students across 24 classes. Three of these classes make up our multi–categorical support classes, catering for 21 students with a range of special education needs.

East Maitland Public School has an enthusiastic staff made up of experienced and early career teachers. A major focus for teachers is collaboration, collegiality, and team work with the ultimate goal for students, teachers and East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio–economic backgrounds, with Aboriginal students accounting for 8% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. In keeping with these values, we also have a large number of students in our mainstream classes with a range of individual needs, who are supported by an exceptional Learning and Support Team.

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, and a garden club; a multi–purpose hall; and several covered outdoor learning areas. Our school environment has recently been improved through gardening projects and the inclusion of an Aboriginal bush tucker garden and yarning circle.

Our students have the opportunity to engage in a variety of extra–curricular activities, with specific programs for sport,

School planning process

The formulation of the 2018–2020 School Plan for East Maitland Public School has been an ongoing two–term process involving collaboration and consultation across the school and greater Maitland learning community.

Term 4 2017:

– Student, parent/carer and teacher surveys were undertaken to gauge both satisfaction as well as areas of value and importance to community members.

– The school executive collaborated to analyse survey findings and they were shared with the students, parents/carers and teachers.

– Collaboration took place between the Principal, Deputy Principal and an Assistant Principal representative and the Principal, School Leadership officer. Attendance at network planning and collaboration workshops was also undertaken.

– Staff teams met each week for three weeks to refine 5P content and identify initiatives for inclusion in each suggested strategic direction.

Term 1 2018:

– Continued collaboration between the Principal, Deputy Principal and an Assistant Principal representative and the Principal, School Leadership officer took place, as did Principal attendance at another network planning and collaboration workshop.

– School staff were 'in–serviced' regularly on the developing content of the plan, the P&C were provided with content information at monthly meetings, and information was published In the fortnightly newsletter.

– Staff 'Strategic Teams' were developed and leaders established.

– Provided with a final plan, strategic teams met to review milestones.

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debating and public speaking, and environmental initiatives. The school band is well–developed and students also enjoy opportunities to be involved in choir, drumming, dance and ukulele.
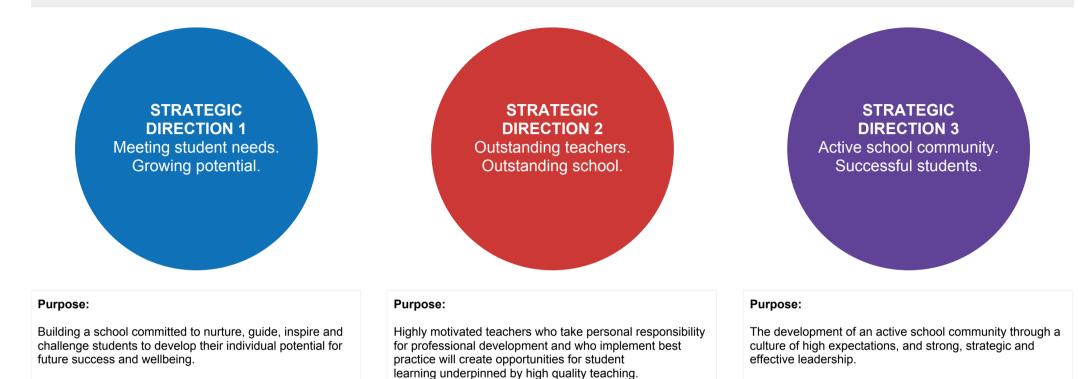
Our school community is encouraged to participate in all school activities and contribute to planning and activities through membership of our P&C.

School planning process

– The 'School Context' statement, having been drafted by school executive members, was shared with staff and the P&C for consultation and amendments made as appropriate.

– The final 2018–202 School Plan was completed and shared with the community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Meeting student needs. Growing potential.

Purpose:

Building a school committed to nurture, guide, inspire and challenge students to develop their individual potential for future success and wellbeing.

STRATEGIC DIRECTION 2
Outstanding teachers. Outstanding school.

Purpose:

Highly motivated teachers who take personal responsibility for professional development and who implement best practice will create opportunities for student learning underpinned by high quality teaching.

STRATEGIC DIRECTION 3
Active school community. Successful students.

Purpose:

The development of an active school community through a culture of high expectations, and strong, strategic and effective leadership.

Strategic Direction 1: Meeting student needs. Growing potential.

Purpose

Building a school committed to nurture, guide, inspire and challenge students to develop their individual potential for future success and wellbeing.

Improvement Measures

Students, parents and teachers indicate that students are inspired, challenged, and having their needs met all or most of the time.

Students indicate that their individual wellbeing needs are being met all or most of the time.

Through school–wide systems, meaningful formative assessment is evident in the composition and delivery of all teaching and learning programs and during classroom observations.

People

Students

Develop skills to self–assess, actively respond to feedback, and self–improve.

Staff

Develop skills to use data to inform practice and provide effective feedback to students. Understand and respond to school intervention, support and wellbeing

Leaders

Create systems and structures to support student achievement and wellbeing.

Parents/Carers

Gain an understanding of school priorities and practices, and support a culture of learning.

Community Partners

Understand and support the achievement of school goals through active collaboration and engagement.

Processes

Intervention and Support: School–wide processes, support programs, and teacher practice develop and support all students to develop their individual potential.

Student Wellbeing: Students are supported through a culture of positive and respectful relationships, underpinned by clearly structured, but responsive whole school systems relating to student wellbeing.

Assessment and Feedback: Formative assessment is practiced by all teachers and data informs planning at individual, group and whole school levels. Students have clear and transparent learning goals.

Evaluation Plan

Progress toward improvement measures will be evaluated through: student, parent and teacher satisfaction surveys, including TTFM; analysis of internal and external student achievement data; teaching and learning programs; student assessment data documentation; analysis of learning and support team activity; focus groups/forums; regular gathering of data for analysis, reflection and reporting on the impact of planning activities identified in milestones; measurement against SEF2.

Practices and Products

Practices

Students are supported through high quality and well–resourced learning and support processes, and targeted interventions which have been collaboratively developed and evaluated within a whole school context, and designed to meet identified needs.

Students' wellbeing needs are supported through teacher engagement in well–developed and effective whole school systems, processes and practices.

Consistent school–wide practices for formative and summative assessment are used to monitor, plan and report on student learning across the curriculum.

Products

An integrated approach to learning and support, and curriculum planning and delivery promotes learning excellence and meets the needs of all students.

Strategic and planned approaches are in place to develop whole school processes that support the wellbeing of all students.

Student learning is differentiated to meet identified needs through teacher use of data to inform teaching. Effective student feedback is provided.

Strategic Direction 2: Outstanding teachers. Outstanding school.

Purpose

Highly motivated teachers who take personal responsibility for professional development and who implement best practice will create opportunities for student learning underpinned by high quality teaching.

Improvement Measures

Increasing percentages of students are achieving in the top two bands of NAPLAN in literacy and numeracy.

NAPLAN results demonstrate increasing percentages of students achieving expected growth in literacy and numeracy.

Increased use of evidence–based practice is demonstrated through teaching and learning programs and teacher observations.

Teachers demonstrate increased skill sets and are highly engaged in regular and meaningful collegial professional learning, observations and feedback.

People

Students

Adapt to pedagogical changes, taking on new and creative ways to learn.

Staff

Develop skills to self–assess, actively respond to feedback, and self–improve. Actively engage in professional learning, action–research practices and collegial observations.

Leaders

Adopt a coordinated and data–based approach to pedagogical improvement and teacher professional learning.

Parents/Carers

Gain an understanding of pedagogical approaches.

Community Partners

Understand how to support the improvement of teacher practice through active collaboration and engagement, communication, and positive relationships.

Processes

Effective Teaching Practice: Evidence–based best practice that improves literacy and numeracy is evident in all classrooms, supported by whole school strategic planning, professional development strategies, and network–wide

Data: Student performance is tracked using DET systems and other internal and external data. Teachers are skilled in purposeful data collection and analysis, know what students can do, and target teaching to meet identified student needs.

Professional Learning and Development: Best practice is supported through active teacher engagement in regular professional learning, and collegial observations and feedback. Professional learning is tied to the school plan and student achievement.

Evaluation Plan

Progress toward improvement measures will be evaluated through: analysis of NAPLAN data; analysis of internal assessment data; teaching and learning programs; teacher observation and feedback notes; observation and data relating to teacher professional learning (TPL) activities; teacher TPL logs; regular gathering of data for analysis, reflection and reporting on the impact of planning activities identified in milestones; measurement against SEF2.

Practices and Products

Practices

Teachers collaborate to develop and deliver consistent evidence–based best practice pedagogies based on student achievement, and including learning intentions, and success criteria.

Effective teaching with measurable impact is implemented through data collection and tracking, and the analysis of data to inform teaching. Teaching and learning programs are responsive to student learning goals, data analysis and completed weekly.

TPL is delivered effectively considerate of school context. Its impact on the quality of teaching, and student outcomes is evaluated. Explicit systems that facilitate professional dialogue, collaboration, c'room observations, modelling of effective practice and provision of specific and timely feedback between teachers are used.

Products

Teachers are committed to implementing effective and explicit teaching methods to produce and deliver quality teaching and learning programs. Student learning goals are achieved.

All teachers have a sound understanding of student assessment and data analysis. Learning goals for students are monitored and informed by analysis of a range of student achievement data.

Systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice, and the provision of specific and timely feedback between teachers are embedded and explicit.

Strategic Direction 3: Active school community. Successful students.

Purpose

The development of an active school community through a culture of high expectations, and strong, strategic and effective leadership.

Improvement Measures

Capacity building is visibly evident through increased leadership opportunities for parents/carers, students and staff.

Increasing participation by all community members (students, staff, parents/carers, and community partners).

School self–evaluation demonstrates ongoing whole school improvement as measured against the School Excellence Framework, and reflected in community feedback and student achievement data.

People

Students

Understand that they are members of the school community. Understand and actively pursue their role in supporting the achievement of goals.

Staff

Understand that they are members of the school community. Understand and actively pursue their role in supporting the achievement of goals.

Leaders

Be strategic in setting, supporting and supposing high expectations from all stakeholders and through the development of effective means of collaboration, communication and capacity building.

Parents/Carers

Gain an understanding of whole school community goals and how to actively support their achievement. Actively pursue the achievement of goals.

Community Partners

Understand how to support the development of a culture of self–improvement and be active participants in the embedding of a school culture of high standards and ongoing

Processes

Educational Leadership: Through distributed instructional leadership, the leadership team maintains a whole school focus on building a culture of continuous improvement.

Community Engagement: School community members (students, staff, parents/carers, and community partners) actively collaborate to support a culture of high expectations through the development of learning partnerships and increasing community participation.

Evaluation of Practice: Rigorous school self–evaluation of efficacy, programs and practices is routinely carried out in consultation with community members.

Evaluation Plan

Progress toward improvement measures will be evaluated through: evaluation of staff leadership structures and their effectiveness; analysis of student and parent contribution to decision–making; community participation in school activities; student, parent and teacher satisfaction surveys; focus groups/forums; participation in community of schools projects; regular gathering of data for analysis, reflection and reporting on the impact of planning activities identified in milestones; measurement again SEF2.

Practices and Products

Practices

School leaders set high standards and actively undertake instructional leadership practices to build the capacity of the whole school community to achieve ongoing student and school improvement.

All members of the school community (students, staff, parents/carers, community partners) are active and engaged in the achievement of all learning, teaching and community goals.

School evaluation processes are regularly and actively undertaken. Whole school community participation is expected, and all future actions are reflective of findings.

Products

The principal and school leadership team support and sustain a culture of capacity building, effective, evidence–based teaching, high standards, and ongoing improvement resulting in measureable student progress and achievement.

Aspirational expectations of the community reflect a whole–school culture of learning and the pursuit of excellence.

School planning, decisions and actions are responsive to ongoing and embedded evaluation of practice as measured against a range of indicators that gauge the impact of its programs and practices.