

School plan 2018-2020

Mayfield East Public School 2506



School background 2018–2020

School vision statement

At Mayfield East Public School, we believe that we ‘grow and learn together’ so that our students reach their full potential, become confident and creative individuals who are prepared to embrace 21st century learning today and leading tomorrow.

School context

Mayfield East Public School is a dynamic school situated approximately 6km from Newcastle. Established in 1858, it has a long and proud tradition of strong community support, with an active and supportive Parents and Citizens’ Association. The school nurtures a sense of belonging and involvement, where success across academic, social and emotional arenas is celebrated, and we are proud of the wide range of extra-curricular and cultural activities offered to students to broaden their horizons. Currently the school has an enrolment of 259 students, of which 10% identify as Aboriginal or Torres Strait Islander and 10% have a Language Background Other Than English. The staff is a mix of early career and highly experienced teachers, all with a wide range of skills, and both staff and parents hold high expectations for our students.

Our school is committed to building consistent, high quality educational practices using evidence based research to develop a future-focused mindset, including teaching in flexible learning spaces with an emphasis on 21st Century learner qualities. There is a strong integration of technology in the curriculum. The school is currently building a solid grounding in coding, robotics and STEM/STEAM programs. Student wellbeing is also a strong focus, building self-awareness and care to help our students to reach their full potential. Our Stephanie Alexander Kitchen Garden is a key feature of our school, where our students learn sustainable and healthy living habits. Mayfield East Public School is a proud member of Callaghan Education Pathways and the Muloobinbah AECG; we work collaboratively with our learning community to maximise opportunities for our students.

School planning process

Our school planning process involved an extensive self-evaluation process. Throughout 2017 parents and community members took part in surveys that were conducted either on paper, electronically or in person. The school promoted these surveys through the website, newsletter, front office and Skoolbag app. Informal meetings at the beginning and close of each school day also provided further input and awareness of the surveys the school was conducting.

An annual evaluation committee was formulated and led by the principal along with key staff members. This involved participation with all key stakeholders, including executive and teaching staff, administration and school learning support staff. Students, parents from a range of cultural groups within the community and the P&C were also invited to participate. The school has a solid relationship with our Aboriginal families, and regularly consults with the AECG, participating in meetings and involving the AECG in school planning processes.

Staff members were involved in the planning process in weekly meetings where detailed analysis of NAPLAN and PLAN data was conducted. Teaching practices, pedagogies and assessment were also evaluated. P&C meetings were the forums for analysing survey data and developing ideas to continue the growth and development of the school. Information was regularly communicated to the wider community through the newsletter to reach all community members.

Key DoE reforms also were considered when shaping the school plan. These included Great Teaching, Inspired Learning, Melbourne Declaration, Local Schools, Local Decisions and Every School, Every Student.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning: Confident Creative Successful Learners

Purpose:

To develop confident, creative, successful learners who are active and informed citizens, with solid foundation skills in literacy and numeracy and a sound knowledge and understanding of the world around them.

STRATEGIC DIRECTION 2

Teaching: Quality Teaching & Learning

Purpose:

To ensure teachers plan, collaborate and implement quality teaching and learning programs based on evidence, equity and excellence to maximise student improvement, utilising effective, participative teaching strategies.

STRATEGIC DIRECTION 3

Leading – Communicate, Collaborate, Connect

Purpose:

To develop and foster a whole-school culture of effective communication, collaboration and connection through strong instructional leadership.

Strategic Direction 1: Learning: Confident Creative Successful Learners

Purpose

To develop confident, creative, successful learners who are active and informed citizens, with solid foundation skills in literacy and numeracy and a sound knowledge and understanding of the world around them.

Improvement Measures

100% of students achieving grade benchmarks in reading, writing and numeracy unless they have an identified impacting additional need.

Increased percentage of students in the top two bands, Years 3, 5 and 7 across all reading, writing and numeracy in NAPLAN.

Increased levels of student engagement and positive interactions with peers, staff and community.

People

Students

Students are engaged in high quality teaching and learning and social/emotional programs and practices.

Staff

Staff are engaged in a coordinated approach to maximise student wellbeing and learning through school-wide targeted wellbeing and engagement practices, quality teaching programs and professional learning.

Parents/Carers

Parents, carers and community partners are active participants in student learning and wellbeing practices.

Processes

Effective Feedback

Regular communication and feedback on student progress against the curriculum is conducted, through systematic, rigorous assessment and reporting practices.

Evidence-Based Practice

Collegial, whole school approach in the implementation of evidence-based practices in learning and wellbeing, with clear differentiation to meet student needs

Student Support Systems

Coordinated, collegial development and implementation of supportive student learning and wellbeing practices, including Aboriginal, EALD, students with additional needs and the broader student population.

Evaluation Plan

Internal data analysis conducted regularly, including Sentral data, student, staff and parent/carer feedback, results shared at team meetings

Collegial programming and collaborative development of formative and summative assessments across all KLAs

Collegial analysis, review and adjustments of wellbeing and engagement practices occurring at weekly staff and team meetings

Analysis of school practices and programs using the School Excellence Framework

Practices and Products

Practices

All teachers regularly acknowledge and celebrate successes and achievements of all students. and a coordinated, consistent and positive school-wide approach to student wellbeing is developed and maintained with all key stakeholders.

All teachers use collaborative planning and team teaching to create high levels of student engagement, with systematic processes developed to monitor and record formative and summative assessment.

Personalised learning pathways for Aboriginal students are collaboratively developed and regularly monitored.

Products

All students are valued and high expectations with regards to learning and engagement in school life are fostered, as evidenced in student output, teacher, parent and student reflections and feedback.

Teaching and learning programs are evidence-based, differentiated, highly engaging, with critical thinking, creative processes and collaboration. Assessments regularly inform practice through ongoing data collection and feedback.

The achievement of Aboriginal students matches or betters the outcomes of all students.

Strategic Direction 2: Teaching: Quality Teaching & Learning

Purpose

To ensure teachers plan, collaborate and implement quality teaching and learning programs based on evidence, equity and excellence to maximise student improvement, utilising effective, participative teaching strategies.

Improvement Measures

All classrooms and programs evidence future-focused learning and teaching practices in the development, implementation and review of programs and assessment.

All staff consistently demonstrate effective, positive participative teaching strategies in their teaching practice and interactions with students.

All staff evidence the impact of mentoring and coaching on their practice.

People

Staff

Staff are collaborative and collegial, regularly monitoring their own achievement and progress against the Australian Professional Standards for Teachers.

Leaders

Leaders align professional learning to the school priorities as defined in the School Plan, the Australian Professional Standards for Teachers

Leaders ensure that professional learning is differentiated for staff needs as outlined in Performance and Development Plans.

Students

Students regularly set high level goals to further their learning

Parents/Carers

Understand and support evidence-based practices

Processes

Coaching and Mentoring

Regular opportunities are scheduled for shoulder-to-shoulder support that includes regular coaching and feedback between the APs/LAST and classroom teachers on effective classroom practice.

Providing opportunities for all staff to observe best practice in the implementation of Aboriginal perspectives across the curriculum.

Future Focused Learning

High level professional learning programs are developed to implement future focused pedagogy which incorporates flexible learning spaces and the authentic use of technology

Evaluation Plan

Analysis of Performance and Development Plans

Collegial observations and feedback regularly provided

Professional Development is regularly reviewed for alignment to school plan and staff needs

Use of flexible learning spaces are regularly reviewed for effectiveness

Analysis using School Excellence Framework as a guide

Practices and Products

Practices

All staff work regularly with a coach, mentor or peer teacher to give and receive feedback on programs and practice, with reflection and evaluation of each individual's future professional learning needs.

All staff collaboratively plan and implement effective teaching and learning programs which incorporate Aboriginal perspectives across the curriculum, giving and receiving feedback and analysing assessment data to inform future practice.

All teachers work collegially to incorporate future focused pedagogies across the curriculum, including authentic use of flexible learning spaces to enhance practice.

Products

Clear systems are in place to regularly inform targeted, professional learning and interventions for all staff.

Collegial development and implementation of evidence-based, quality programs and systematic, rigorous analysis of assessment data ensures the different needs of all students are catered for.

Differentiated teaching and learning makes use of flexible learning spaces, school resources and teacher strengths, while technology effectively supports teacher programming and optimises classroom learning and school systems for all staff.

Strategic Direction 3: Leading – Communicate, Collaborate, Connect

Purpose

To develop and foster a whole-school culture of effective communication, collaboration and connection through strong instructional leadership.

Improvement Measures

Increase community perceptions around identity, partnerships and communication to

All staff demonstrate strong collaborative practices with parents and community members which has a positive impact on learning outcomes for students.

People

Staff

Staff support and lead whole school programs and community events, with opportunities to reflect and refine processes, and reporting to the community.

Parents/Carers

Parents/Carers demonstrate an understanding of school programs and are active participants in their children's school.

Community Partners

Community Partners are recognised by the school community as fundamental to student academic, social and emotional growth.

Processes

Community Feedback

School community feedback is regularly sought and evaluated as part of ongoing school improvement processes, with management practices regularly revised to maximise effectiveness.

Community Engagement

The school leadership team develops supportive practices to ensure communication with and engagement by the school community is accessible and equitable.

Professional Networks

School staff regularly participate in and contribute to professional learning communities, networks and community organisations and events to improve opportunities for student learning.

Evaluation Plan

Staff Performance and Development Plan reviews

Staff participation in professional learning communities and networks

Parent attendance and involvement in school activities, events and programs

Whole school surveys and feedback – parents/carers, students, staff, executive, other community partners

Classroom observations and programs

School Excellence Framework Analysis

Practices and Products

Practices

The school leadership team, staff teams and individuals regularly participate and collaborate in professional networks including Callaghan Education Pathway group of schools, subsequently sharing knowledge and skills acquired with the wider school community.

Staff regularly connect with and seek authentic feedback from the community.

Leaders and teachers provide regular opportunities for parents and community to engage in school learning programs.

Products

Strong, supportive systems and practices which build the capacity of all staff are in place to support ongoing school improvement.

School resources, including staff, physical spaces, equipment and funds, are used creatively, yet equitably and purposefully to maximise opportunities for student learning and engagement.

Technology effectively supports and optimises classroom learning and school systems and connects and includes the whole school community in school life.