

School plan 2018-2020

Medowie Public School 2512



School background 2018–2020

School vision statement

At Medowie Public School we believe success is achieved by collaborative well trained staff, engaging 21st Century learners through challenging and stimulating teaching programs within a supportive and inclusive environment.

Working in partnership with our community, we will continue to encourage students to reach their full potential through our high expectations and by catering for students' diverse learning styles and abilities.

School context

Medowie Public School is located in an attractive semi-rural setting. It is a school where students, parents, staff and members of the community value and support each other. The school's core values of respect, responsibility and quality underpin our school culture. There are currently 352 students who attend the school. The school population includes approximately 8% Aboriginal students. The school has one Special Education class catering for students with diverse learning needs.

Our school is a member of the Lakeside Learning Community consisting of Irrawang High School and its partner primary schools of Irrawang Public School, Grahamstown Public School and Wirreanda Public School. We work in collaboration with these schools to develop and implement staff professional learning, curricula understandings and teaching and learning practices.

Medowie Public School is founded on the tradition of developing a caring and supportive environment encompassing a culture of high quality learning, and expectations for all students that foster compassionate, resilient and responsible global citizens.

The teaching philosophies are focused on research based best teaching practice, allowing staff to actively ensure a culture of learning innovation centred on: technology, personalised learning, effective learning spaces and bridging the gap between students' learning capabilities and equipping them with 21st Century skills.

School planning process

In 2014, a comprehensive process was undertaken to collect evidence regarding our processes and achievements in student learning. Survey data from staff, students and parents was used in conjunction with reviews of both NAPLAN and school-based assessments of student learning. Whilst parent survey processes were not as well supported as was expected, parents responding were very supportive of the school's programs and processes and the positive caring attitude of staff, however, some were less aware of the New NSW Syllabuses than they would like to be and identified some areas of communication as requiring improvement. Students enjoyed and felt that the many extra-curricula activities provided were both fun and engaging, whilst the hands-on activities provided by teachers were rewarding within the class environment. Students and parents felt that the core curricula of Literacy and Numeracy were very important areas of learning as preparation for high school and as a life skill required by adults. They also felt that teachers were very skilled in teaching strategies and knowledge of the curricula, although there would need to be further development as new syllabuses were introduced. Teachers also strongly believed, that professional development is essential to sustain the high level of teaching and learning strategies which are being presented in our classrooms. While our ATSI parents and students were very involved in the consultation process the AECG was not officially involved in the planning but unofficially a representative of the AECG was a parent and the Aboriginal teachers in our school were very involved. The local AECG, through their President, will be asked to provide feedback on our Strategic Directions and Purpose. The discussions with parents, students and staff, as well as the review of achievements, has shown that the following Strategic Directions and strategies for ongoing school development are required.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Thriving Whole School Culture

Purpose:

To create a consistent whole school approach to well being, underpinned by genuine relationships and high expectations to enable students and staff to connect, succeed, thrive and learn in a safe and caring environment as per our departmental policy.

STRATEGIC DIRECTION 2

Quality Teaching, Outstanding
Learning

Purpose:

To create a stimulating environment and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 3

Leading the Way

Purpose:

To create and support leadership opportunities for students and staff to model and lead instructional practices to enhance whole school planning, resources and processes.

Strategic Direction 1: Thriving Whole School Culture

Purpose

To create a consistent whole school approach to well being, underpinned by genuine relationships and high expectations to enable students and staff to connect, succeed, thrive and learn in a safe and caring environment as per our departmental policy.

Improvement Measures

100% of teaching staff incorporating IEP/PLP in programs which are reflected and modified.

Reduction of both minor and major incidents recorded in Sentral Wellbeing.

All staff align 8 ways pedagogy with learning intentions and success criteria.

People

Students

Engage in leadership opportunities and demonstrate all school expectations.

Leaders

Drive and promote PBL practices in the school and wider community.

Staff

Model and explicitly teach school expectations to support student well being.

Community Partners

Develop and strengthen links with the AECG, Murrook, Wandiyali, Raymond Terrace Family Support, Speaking In Colour, Worimi Land Council and other appropriate external agencies.

Processes

WELL BEING

The school adopts a coordinated approach to address the well being needs of students using the framework Positive Behaviour for Learning.

DIFFERENTIATION

Educational adjustments are made by all staff to accommodate individual student needs

ABORIGINAL EDUCATION

Aboriginal perspectives are embedded in the teaching and learning cycle to engage students in meaningful cultural activities.

Evaluation Plan

- Lesson observations
- Behaviour data
- Learning Intentions displayed in classrooms
- Student feedback
- Walk throughs
- SEF analysis
- Program analysis
- Feedback from AECG

Practices and Products

Practices

Students, staff and the community demonstrate PBL practices and expectations everyday.

Staff will differentiate teaching and learning programs based on knowing every child and their learning needs.

Staff will use learning intentions as a vehicle to communicate '8 Ways' strategies in every key learning area.

Products

Positive, respectful relationships are evident and widespread among students to promote positive wellbeing for optimal learning conditions.

100% of teaching and learning programs are informed by sound holistic information about student's wellbeing and learning needs in consultation with parents/carers and relevant professionals.

Students understand the purpose of their learning and how they can be successful.

Strategic Direction 2: Quality Teaching, Outstanding Learning

Purpose	People	Processes	Practices and Products
<p>To create a stimulating environment and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.</p>	<p>Students</p> <p>Set realistic literacy and numeracy goals that are focused on continuous improvement.</p>	<p>LITERACY AND NUMERACY</p> <p>All staff adopt a coordinated approach to the teaching of literacy and numeracy by regular data collection and analysis (including NAPLAN, learning progressions and class-based results) to drive continuous student and school improvement.</p>	<p>Practices</p> <p>Every teacher uses data and feedback to track, inform and differentiate their teaching and learning using the continuums and/or learning progressions.</p>
<p>Improvement Measures</p> <p>75% of students demonstrate expected growth in literacy and numeracy (NAPLAN)</p> <p>At least 80% of students demonstrate the expected growth per semester across the DoE literacy and numeracy progressions relevant to expected time frames.</p> <p>All programs are differentiated to meet student needs.</p>	<p>Staff</p> <p>Use literacy and numeracy activities that are underpinned with critical thinking, communication, collaboration and creativity.</p> <p>Leaders</p> <p>Demonstrate high and explicit expectations by working with stage teams to support ongoing evidence collection and evaluative thinking.</p> <p>Parents/Carers</p> <p>Participate in student led conferences and support the completion of assigned homework activities and assessment tasks.</p> <p>Community Partners</p> <p>Support the literacy and numeracy practices to ensure best practice is embedded and maintained across K–6.</p>	<p>FUTURE FOCUSED LEARNING</p> <p>Staff seamlessly incorporate STEAM and the 4Cs into teaching and learning programs in every KLA to ensure learning is future focused.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Quality Teaching Rounds • Regular gathering of data analysis • Reflection and reporting on the impact of planned activities identified in milestones • Lesson observations • SEF analysis • Program analysis 	<p>Students are engaged in future focused learning activities where collaboration, communication, creativity and critical thinking skills have been applied to complete tasks.</p> <p>Products</p> <p>All teachers can identify areas for development through the Performance Development cycle to allow for personalised feedback and the collection of evidence to achieve identified goals.</p>
			<p>100% of teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content.</p>

Strategic Direction 3: Leading the Way

Purpose

To create and support leadership opportunities for students and staff to model and lead instructional practices to enhance whole school planning, resources and processes.

Improvement Measures

School generated professional learning comprises both registered and non-registered hours.

All students identify as having a leadership role within the school.

All staff evidence the impact of their instructional and distributive leadership.

People

Students

Build leadership skills in a variety of roles across the school setting to promote a positive school culture.

Staff

Lead sustainable professional development sessions for all staff throughout the school year, which is underpinned by the 4C process.

Leaders

Adopt a coordinated approach to providing leadership activities for both staff and students through development of policies and school processes.

Community Partners

Partners including Ed Services, Murrook, Up N Up, Wandiyali, Lion's Club to strengthen and/or develop school programs.

Processes

RESEARCH-BASED

Analysis of research in student leadership practices including the use of outside agencies for students to participate in formal and informal leadership opportunities.

STAFF LEADERSHIP

Embed leadership practices for all staff to lead transformational change.

Evaluation Plan

- Analysis of teaching and learning programs
- Leadership policy and supporting documents
- Registration of teacher led professional learning in MyPL
- Student goals
- NESA accreditation
- SEF analysis
- PDP analysis

Practices and Products

Practices

Students participate and identify opportunities to provide leadership through the use of goal setting.

All members of staff are provided with opportunities to develop, lead and deliver professional learning opportunities to support all three accreditation domains.

Products

Instructional leadership is embedded into school culture that promotes evidence-based practices that are measured against the Australian Professional Standards with a number of teaching staff working towards higher levels

Students recognise that leadership takes on a variety of forms and actively work towards setting personal leadership goals.