

School plan 2018-2020

Minmi Public School 2571



School background 2018–2020

School vision statement

Our students will have the skills to participate in their future world through the provision of opportunities for excellence within a supportive community.

School context

Minmi Public School, situated in the small outer Newcastle suburb of Minmi, has a strong partnership within the Wallsend community of schools.

Our students' success is also strongly linked with our proactive partnerships which include the school community, the Callaghan College community of schools and the University of Newcastle. The school community's core values of respect and responsibility are reflected in our well managed and happy classrooms, pride in uniform and strong student social responsibility. Minmi Public School is small enough to offer more personalised educational opportunities while striving to offer the diverse and engaging programs of a larger school.

As a result of this our school provides a stimulating and challenging environment that nurtures children to reach their full potential and become global citizens. Strong English and Mathematics programs result in the vast majority of students meeting or exceeding benchmarks. The school strives to incorporate and effectively use diverse technologies to enrich student opportunities. The school also strives to ensure that programs have a multicultural and indigenous perspective.

School planning process

For a small school Minmi Public has a wide variety of stakeholder groups, all of whom have been consulted in the development of this plan. Current practices were reviewed, evidence collected and the school's priorities for the future clearly defined. Within our caring and supportive community, we will monitor the implementation of these directions and ensure that our students achieve excellent results.

Community Consultation:

Parent and Community consultation occurred through formal meetings and discussions with;

The Minmi Public School P and C, The Minmi Public School Council, Callaghan College, Wallsend Campus and their Community of Schools (The Callaghan Education Pathways) and The Wallsend Community of Schools. Common directions for the Wallsend Community of Schools were discussed with the AECG. Parents were also consulted through internal surveys and a parent forum.

Staff Consultation:

Staff consultation occurred through staff meetings, internal surveys and internal reviews of school organisation.

Data Analysis:

Student progress was analysed including PLAN, class and whole school assessment data, NAPLAN data, Student Well-being records, School Learning Support Team Records, DEC reforms and associated initiatives and trends in education.

Setting of vision, context and strategic directions:

The DEC 5P planning guidelines, processes, products and practices were developed by the executive and staff after analysing school data. Draft planning documents were compiled and discussed with staff and community before finalising and determining the Strategic Plan Milestones.

School strategic directions 2018–2020



Purpose:

Student wellbeing and data driven practise underpins student success.



Purpose:

To identify, understand and implement explicit, evidence-based teaching strategies to drive student



Purpose:

To develop and model effective leadership skills that build capacity and create a thriving school community.

Strategic Direction 1: LEARNING

Purpose

Student wellbeing and data driven practise underpins student success.

Improvement Measures

Increase sense of wellbeing of students staff and parents by 10%

5% increase in the number of all students in the top two skill bands in Reading, Writing and Numeracy.

All Students achieve 12 months growth for 12 months teaching

People

Students

Are engaged and challenged to continue to learn.

Staff

Explicitly address the needs of all students in teaching and learning programs using evidence-based practice.

Parents/Carers

Support their children's progress by using regular feedback on what and how well their children are learning to encourage their continued success.

Community Partners

Build a strong alliance with other schools, enhancing curriculum delivery and sharing best practice.

Leaders

Demonstrate a school wide, collective responsibility for student learning and success, which is shared by teachers, parents and students.

Processes

High level professional learning

Staff will engage in evidence-based professional learning and collaboratively share research and effective strategies. For example, but not exclusive:

Kids Matter; Good to Great Schools – Explicit Instruction;

Seven Steps to Writing Success: Creative and Critical Thinking

Evidence-based systems

Implement evidence-based practises to ensure data drives teaching, learning and wellbeing initiatives.

Develop effective whole school systems to support teaching learning and wellbeing.

Evaluation Plan

All data will be analysed collaboratively.

Wellbeing: Tell Them From Me (Term 1 and Term 3); Kids Matter Survey – Staff; SENTRAL Wellbeing Data

Teaching and Learning: Goal setting targets; progression data; ongoing review of NAPLAN and PLAN data; classroom observations; program checklist and feedback

Practices and Products

Practices

Staff participate in high quality professional learning in line with school determined and PDP goals as well as system priorities.

Teachers collaborate to inform practice. The school collects and analyses data to monitor and refine a whole school approach to wellbeing, learning and engagement.

Teachers use effective feedback to improve their teaching and learning practice.

Products

Strategically planned opportunities to share and discuss the implementation of high level professional learning occur.

Consistency occurs in programming, assessment and data collection and analysis. This is informed by evidence based practise and facilitated through collaboration.

Systems ensure effective feedback is provided to all staff.

Respectful relationships exist across the school community.

Students have an increased level of resilience and perseverance in times of adversity, feel connected to the school and have a voice.

Strategic Direction 2: TEACHING

Purpose

To identify, understand and implement explicit, evidence-based teaching strategies to drive student improvement.

Improvement Measures

All teaching programs demonstrate evidence based consistency in planning and assessment as per DoE and NESA guidelines.

All teachers evidence a growth in capacity to meet student needs.

All students achieve 12 months of growth in 12 months of teaching.

People

Students

Set meaningful goals (12 months growth in 12 months of teaching) and use feedback and explicit criteria to help them to achieve success.

Staff

Critically reflect on their practice, continually refining their craft of teaching to lift student engagement in learning.

Parents/Carers

Are regularly informed of the school's key priorities and how we are progressing towards achieving them.

Community Partners

Are regularly accessed to add to the professional learning teams within the school.

Leaders

Develop systems and practices to facilitate consistent approach to teaching and learning.

Processes

Programming and Assessment

Develop consistent processes and practices in the delivery of curriculum and the assessment and analysis of student progress.

Collaborative Practice

Staff engage in collaborative practice to co plan, co design, co analyse and co reflect to teaching and learning.

Evaluation Plan

Consistent assessment and student improvement over time will be measured through: NAPLAN Data; PLAN 2; PLAT Writing Data; Literacy and Numeracy data

Consistent curriculum delivery over time will be measured through: PDPs; Program Feedback / Observation Sheets; Walk Throughs

Practices and Products

Practices

Teacher's engage in collaborative, professional discussion to improve teaching and learning.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Products

Explicit, specific and timely formative feedback related to defined success criteria is provided consistently across the school.

Student progress is monitored to identify learning needs.

Assessment tasks and programs reflect consistent teacher judgement.

Strategic Direction 3: LEADING

Purpose

To develop and model effective leadership skills that build capacity and create a thriving school community.

Improvement Measures

All staff evidence the impact of their authentic instructional leadership roles.

10% increase in the number of community members actively engaged in the school.

10% increase in positive parent comments around parent engagement (TTFM).

People

Students

Demonstrate purposeful leadership roles

Staff

Are instructional leaders developed through a culture of collaborative practice.

Leaders

Model instructional leadership and illicit shared leadership in their teams.

Parents/Carers

Understand their child's learning within the school.

Community Partners

Actively and purposefully engage with the school.

Processes

Expertise and innovation

Identify and develop expertise in all staff.

Build capacity through coaching, mentoring and professional learning.

Foster and support innovative, evidence-based, future-focused practices.

Community Engagement

Provide opportunities to build parent knowledge, encourage feedback and engage them in their child's learning.

Engage community to support authentic, real life learning opportunities.

Building a shared understanding of the school's vision and purpose.

Evaluation Plan

Staff Leadership Survey

Community Engagement Survey

Tell Them From Me Survey (Staff and Parents)

Professional learning and PDP's reflect staff commitment to leadership.

Practices and Products

Practices

All staff are using their skills and knowledge to contribute positively to the school culture.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community to track involvement.

The leadership team provides opportunities for explicit feedback and reflection around PDPs using the professional standards for teachers and Principals within a coaching model.

Products

There is a shared responsibility by all stakeholders to build a thriving school community.

Professional Learning within the school is differentiated to ensure appropriate shared leadership opportunities.

There is confidence in the leadership and a shared commitment to the whole school directions.