



School plan 2018-2020

Middleton Public School 4089



School background 2018–2020

School vision statement

Middleton Public School is dedicated to providing quality academic, sporting and cultural opportunities in a dynamic and supportive learning environment whilst guiding students to be responsible, confident, life long learners, who make valuable contributions within the community.

School context

Middleton Public School is located in the Central West town of Parkes, New South Wales. The school is K–6 with an enrolment of 225 students, of which 63 (28%) identify as having an Aboriginal background. Middleton has 11 mainstream classes.

The desire for excellence is core in all programs offered, where a team of dedicated teachers, support staff, parents and community members work together to ensure students receive a quality education that is both inclusive and diverse.

The school is well resourced with modern buildings, a computer lab, interactive whiteboards/LED screens in all classrooms, library, two large undercover shelters, playground equipment with three spacious outdoor grassed playing areas and three established vegetable gardens and fruit orchards.

The school is a member of the Henry Parkes Learning Community and prides itself on its capacity to offer opportunities to participate in intervention/extension programs, Stephanie Alexander Kitchen Garden program, a wide range of sporting and cultural activities, the Wiradjuri Language program, active team leadership and junior Aboriginal Education Consultative Group (AECG). An effective kindergarten transition/orientation includes The Better Buddy program and an on-site Middleton Minis in Term 3 and 4. A Live Better Preschool operates four days a week on school premises.

In 2017 Middleton became an Early Action for Success School. The school is a Positive Behaviour for Learning school.

School planning process

The School Plan is written, shared and discussed in collaboration with key members of the school community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

Students actively engage in purposeful, quality learning experiences enabling them to be self-directed learners in a nurturing environment.



STRATEGIC DIRECTION 2 Teaching

Purpose:

To create an engaging learning environment with high expectations and teaching practices that meet the diverse needs of students.



STRATEGIC DIRECTION 3 Leading

Purpose:

The school leadership team models instructional leadership and drives a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Learning

<p>Purpose</p> <p>Students actively engage in purposeful, quality learning experiences enabling them to be self-directed learners in a nurturing environment.</p>
<p>Improvement Measures</p> <p>Improved levels of student wellbeing and engagement.</p>
<p>Increased number of students demonstrating self directed learning.</p>
<p>Increase proportion of students achieving expected growth in Numeracy and Literacy each year.</p>

<p>People</p> <p>Students</p> <p>Articulate how and why they learn. Develop their critical thinking, problem solving and collaboration skills to achieve their learning goals.</p>
<p>Staff</p> <p>Deliver evidence based teaching and learning programs.</p> <p>Utilise school systems to respond to student concerns and needs, both in the playground and classroom.</p>
<p>Leaders</p> <p>Use embedded structures and processes to monitor and address student learning and wellbeing needs.</p>
<p>Parents/Carers</p> <p>Develop their knowledge, skills and understanding as partners in their child's learning.</p>
<p>Community Partners</p> <p>Work collaboratively with the school to support student learning and wellbeing.</p>

<p>Processes</p> <p>Student Learning</p> <p>Deliver quality student centred and self directed learning experiences which enable students to understand how and why they learn, and to set and achieve their learning goals.</p>
<p>Student Wellbeing</p> <p>Whole school wellbeing program supports student learning across the school.</p>
<p>Individualised Student Learning</p> <p>Learning is informed by a range of evidence based assessment practices</p>
<p>Evaluation Plan</p> <p>Tell Them from Me Surveys</p> <p>Student wellbeing review</p> <p>Teacher observations</p> <p>Student work samples</p> <p>Wellbeing self assessment tool</p> <p>NAPLAN and internal school data</p>

<p>Practices and Products</p> <p>Practices</p> <p>Students and staff use data to monitor progress to inform planning for quality learning experiences.</p> <p>Students participate in high quality and engaging experiences that supports self-directed learning.</p> <p>Students reflect on their own learning and wellbeing to inform, set and work towards individual learning goals.</p>
<p>Products</p> <p>A learning environment where all students are supported, challenged and receive timely meaningful feedback to direct future learning.</p> <p>Students engage, self evaluate and monitor their own learning.</p> <p>Positive and respectful relationships are exhibited by all members of the school community.</p>

Strategic Direction 2: Teaching

Purpose

To create an engaging learning environment with high expectations and teaching practices that meet the diverse needs of students.

Improvement Measures

Increased use of evidence informed teaching by all teachers.

Improved scores for collaboration and learning culture to above state average .

Increased usage of evaluative practice to inform student outcomes and school planning processes.

People

Students

Students provide respectful feedback to staff about their learning experiences.

Staff

Demonstrate personal responsibility for improving their teaching practice in order to improve student learning outcomes.

Maintain accurate records, documentation and data to evaluate and adjust their teaching.

Leaders

Build school community capacity to collaborate, evaluate and implement evidence based practice.

Parents/Carers

Demonstrate high expectations of learning progress for all students and support the school in its pursuit of excellence.

Processes

Collaborative Practice

Staff collaboration and professional learning within the school and wider learning community to support consistency of practice.

Evidence Informed Teaching Practice

Implementation of evidence based teaching and learning programs.

Evaluative Practice

School capacity to implement effective evaluation of student learning and wellbeing, teaching and learning programs, staff practice and whole school planning.

Evaluation Plan

Naplan and internal school data

Student feedback

Tell Them from Me surveys

Observation data on students learning strategies

Student work samples

Teaching and Learning Programs

Professional Development Performance Plans.

Practices and Products

Practices

All lessons are systematically planned as a part of a coherent program that has been collaboratively planned with adjustments being made enabling self-directed learning.

The use of data collection is an imbedded practice to inform decisions, interventions and initiatives in teaching and learning programs and support whole school improvement.

Evidence based methods of teaching are promoted and modelled enabling staff to continually reflect, refine and improve their teaching practice.

Products

Knowledgeable teachers using evidence based practices to support student learning and growth.

Structures provide regular opportunities to collaboratively plan, reflect, improve and deliver evidence informed teaching and whole school improvement.

Strategic Direction 3: Leading

Purpose

The school leadership team models instructional leadership and drives a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement Measures

Increase community involvement in school activities and initiatives.

Increased number of staff taking on leadership opportunities within the school and across the HPLC.

People

Students

Value contributions made by others to enhance their own learning and the learning of others.

Staff

Demonstrate respectful behaviours and high expectations leadership when interacting with all members of the school community.

Leaders

Facilitate, mentor and model leadership and support a culture of high expectations and community engagement.

Parents/Carers

Actively engage as partners of the school and contribute to continuous school improvement and wellbeing.

Community Partners

To be active participants in the Middleton School community.

Processes

Educational Leadership

The school has established practices to ensure continued improvement in teaching and learning across the Henry Parkes Learning Community.

School Leadership Development

Increased leadership opportunities for members of the school community.

Community Partnerships

Strengthened community relationships to enable meaningful participation in and support of new and existing school initiatives.

Evaluation Plan

Tell Them From Me surveys.

Parent and caregiver surveys

Evaluations of community sessions by both staff and parents.

Participation levels of parents and caregivers at activities and events

Attendance at school events.

Practices and Products

Practices

The schools across the Henry Parkes Learning Community work collegially as educational partners.

The leadership team maintains a focus on distributive leadership to sustain a culture of evidence based teaching and ongoing improvement.

Staff and community agencies support parents and carers to be active partners in student learning and wellbeing.

Products

Middleton Public School, as part of the Henry Parkes Learning Community, is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement and its active support of (improvement in) other schools.

Effective and engaged leaders across all members of the school community.

The school is recognised for its practices that support parent and community communication and engagement with the school to enhance student learning and wellbeing outcomes.