

School plan 2018-2020

Merewether Heights Public School 4416



School background 2018–2020

School vision statement

Merewether Heights Public School is a vibrant and innovative learning community committed to working together to equip students with the skills to become future focused global citizens. With the school community we provide opportunities for our students to become confident, creative, responsible and successful learners in an environment that promotes equity, excellence and respect for all. Students benefit from a learning culture that promotes high standards of achievement and develops within them a passion for learning.

School context

Merewether Heights PS is located in inner Newcastle approximately 2kms from the beach. It is in a high socio-economic area. The school enjoys the support of a very positive and supportive parent community. The community has high expectations of the school, wanting the very best for their children. This desire allows the school and community to work together to provide a well-balanced, quality educational experience to meet the needs of the individual child.

The school is in an enviable position of having a very professional and dedicated staff that is committed to providing an education where each individual child is cared for and nurtured to achieve their full potential.

In 2018 there are 348 students enrolled into 14 classes. The students are supported by 1 Principal, 3 Assistant Principals, 13.49 teaching staff and 2.922 administration staff.

The extensive playground provides space for all the students to participate in active play. The infants and primary have their own play areas and there is room for the primary to play a number of sports and games.

The technology available in each room is ever changing to meet the needs of the students. Each classroom has an interactive whiteboard and a bank of computers. In addition to this there are a number of laptops and iPads that can move from room to room as the need presents itself.

School planning process

In 2017 a consultative planning process was initiated to develop this plan. Analysis of NAPLAN results, school's student data and evidence from the 2017 ASR provided the planning team with up to date data on the school. On-line surveys were conducted with parents, students and staff and the results collated and analysed.

Team planning was used to analyse responses and draft future directions.

Focus groups were formed to review the responses and further refine the draft directions.

The drafts were presented to the school community for comment and endorsement and support.

The AECG were consulted and endorse the business of the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student achievement through quality teaching

Purpose:

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximise their potential through excellence in teaching and learning.

STRATEGIC DIRECTION 2

Successful, lifelong learners

Purpose:

We strive for students to achieve success through our commitment to high expectations for every student. Differentiated learning will empower students to become creative, critical, confident and successful learners that are willing to take appropriate risks.

STRATEGIC DIRECTION 3

Excellence through community engagement

Purpose:

We engage in strong collaborations between parents, students and community that inform and support continuation of quality learning for all students.

Strategic Direction 1: Student achievement through quality teaching

Purpose

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximise their potential through excellence in teaching and learning.

Improvement Measures

Students will score 10 pts above state in Numeracy and 5 pts above state in Reading Year 5 NAPLAN.

100% of teachers use consistent teacher judgement to plan teaching and learning.

100% of students will complete learning goal conference with classroom teacher and can articulate their progress towards achievement.

People

Staff

Teachers develop and implement programs and strategies to enhance student learning.

Leaders

The executive team and other skilled staff lead staff development sessions, Stage discussions and strategy implementation to achieve the plan processes.

Students

Students are active participants in new programs and strategies that are implemented.

Parents/Carers

Parents/Carers kept informed of the new initiatives developed in our plan. Student progress discussed at parent information session and at parent interview times. Parent assistance may be sought for specific tasks.

Community Partners

Assistance from local schools and other professional community groups will be sought where needed.

Processes

Professional Learning

PD to introduce a variety of formative assessment strategies to class teachers for implementation with their students.

Assessment

Teacher meetings to develop literacy and numeracy assessments and procedures to improve consistent teacher judgement within and across stages.

Writing

Implement explicit teaching of writing strategies to improve Academic Writing across the school.

Evaluation Plan

Student, teacher and parent surveys on the success of new initiatives.

Staff review/discussion at Stage and communication meetings.

Analysis of student assessment data.

Tools used will include:

- SEF
- NAPLAN data
- Program analysis

Practices and Products

Practices

Dylan William's formative assessment practices embedded in every classroom.

Use consistent teacher judgement sessions to regularly inform whole school teaching programs.

Create open-ended cross-stage "RICH" tasks with appropriate assessment rubrics to promote achievement beyond the stage level..

Teachers will engage in explicit professional learning on Writing Strategies as part of the Tamworth Operational Directorate. Shared understanding of writing with an academic focus.

Use a phonemic approach to spelling within the classroom. Applying this knowledge to reading, writing and talking and listening.

Products

Teachers will use a range of formative assessment tools and strategies in their classroom to inform their teaching.

Teachers have a thorough awareness of where student's achievement levels are.

Cross-stage assessments support Consistent Teacher Judgement.

Explicit teaching of writing strategies across KLA's. Shared understanding of writing with an academic focus.

Strategic Direction 2: Successful, lifelong learners

Purpose

We strive for students to achieve success through our commitment to high expectations for every student. Differentiated learning will empower students to become creative, critical, confident and successful learners that are willing to take appropriate risks.

Improvement Measures

Students articulate growth goals and strategies to achieve them.

100% of all classroom programs have documented evidence of STEAM activities.

All students meet NAPLAN state growth in all areas.

People

Students

Take risks and are resilient in becoming successful life long learners. They will set learning goals for themselves to promote growth mindset.

Staff

Demonstrated capacity to teach resilience, growth mindset and STEAM to promote risk taking in their students.

Leaders

Motivate staff teams to; research risk taking and STEAM technology through professional learning and collaboration.

Parents/Carers

Support teaching and learning with a focus on risk taking.

Community Partners

Support student learning initiatives, with a focus on STEAM, to share their knowledge and experience.

University of Newcastle works in partnership to support research into risk taking.

Processes

Growth Mindset

Develop understanding around risk through explicit teaching of growth mindset and resilience.

Conduct teacher/student interviews to set and review learning goals.

Collaboration

Collaborate with other schools to build capacity and share resources about STEAM practices, Maker Spaces and resilience.

Professional Development

Professional development will be delivered on growth mindset, feedback strategies and resilience.

Evaluation Plan

- Survey.
- Observation walks
- Feedback on teacher programs
- Reflection in staff meetings
- Resource collections
- Physical use of Maker Space and collaborative learning area

Practices and Products

Practices

Staff to undertake explicit professional development.

Planning days to write whole school programs.

Resource bank built and available to teachers.

STEAM and risk taking philosophies are promoted around the school and are visible in class programs

Conduct teacher/student interviews to set and review learning goals.

Products

.Students share and discuss work with a deep understanding of why something worked or failed and what they would change.

To promote growth, students have 3 learning goals.

Students respond to and act on teacher feedback.

Whole school STEAM program. STEAM and Growth mindset are embedded across KLAs in teacher programs.

Resource bank developed and used across school.

Staff share and reflect on their implementation of STEAM and risk taking, collegial discussions and PD meetings.

Strategic Direction 3: Excellence through community engagement

Purpose	People	Processes	Practices and Products
<p>We engage in strong collaborations between parents, students and community that inform and support continuation of quality learning for all students.</p>	<p>Students</p> <p>Are supported in a safe, cohesive and challenging learning environment.</p>	<p>School based communications are streamlined and timely and engage all stakeholders to establish meaningful relationships between all stakeholders.</p>	<p>Practices</p> <p>Leaders and teachers develop communication channels to promote student learning and classroom activities to the wider community.</p>
<p>Improvement Measures</p>	<p>Staff</p>	<p>Community of Schools</p>	<p>School events are publicised with plenty of notice to allow community and staff attendance.</p>
<p>>60% of parents are linked to classes via Seesaw/Dojo</p>	<p>Build respectful relationships with parents and community members to engage them as partners in student learning.</p>	<p>Improve and enhance student outcomes by establishing professional relationships with Kotara Community of Schools, local AECG and surrounding schools.</p>	<p>Teachers utilise enhanced communication channels to communicate school business with parents and caregivers.</p>
<p>Increase parent engagement:</p> <ul style="list-style-type: none"> • P & C meeting numbers increase by 50% • 80% of parents attend Parent Information evening • 80% of parents attend parent/teacher interviews • 50% of families following MHPS Facebook page. 	<p>Leaders</p> <p>Develop and implement opportunities for parents and the wider school community to engage with learning and extra-curricular activities at the school.</p>	<p>Parent Engagement and Communication</p> <p>Diversify opportunities to increase parent engagement and two-way communication between home and school.</p>	<p>Products</p> <p>Informed, involved and engaged parents.</p>
	<p>Parents/Carers</p> <p>Actively participate in classrooms, P & C initiatives and enrichment and extra-curricular programs across the</p>	<p>Evaluation Plan</p> <ul style="list-style-type: none"> • School website, Facebook page and Skoolbag App usage. • SEF analysis • Parent feedback • Engagement data 	<p>Active participation in Kotara Community of Schools initiatives and AECG meetings.</p> <p>Establish a MHPS Facebook page.</p>
	<p>Community Partners</p> <p>Are informed and engaged with learning and community events within the school.</p>		