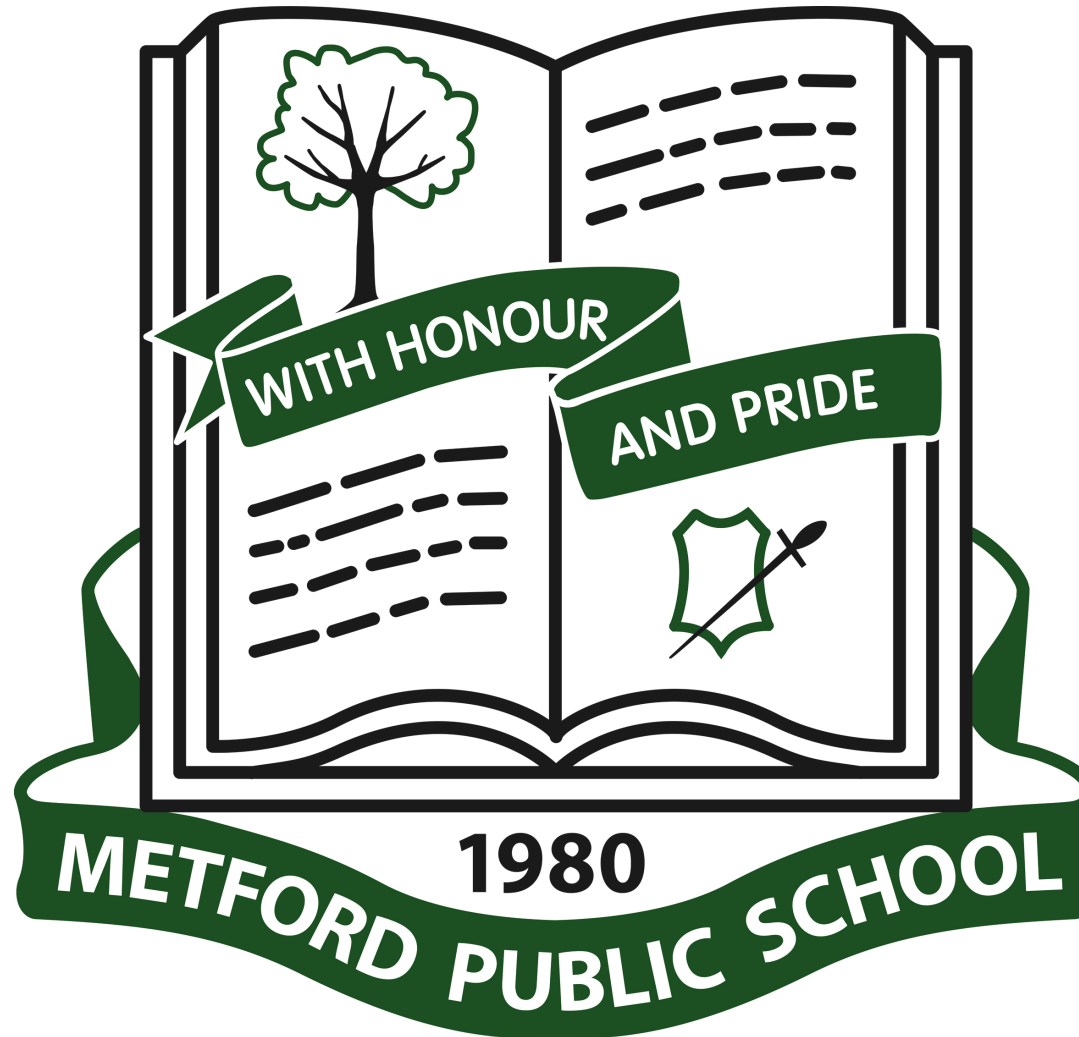


School plan 2018-2020

Metford Public School 4521



School background 2018–2020

School vision statement

Metford Public School will be a respectful learning community that inspires students to become productive and responsible members of the wider community. Respectful, collaborative and committed relationships will be initiated and developed in a high expectation environment among students, teachers, parents, carers, families and the wider community. Teachers will continue to work in a supportive, collaborative setting in a professional, reflective way, responsive to the holistic needs of each student. Our vision is further underpinned by our core values of Respect, Responsibility and Commitment with Honour and Pride.

School context

Metford Public School is a primary school to the east of Maitland. At the beginning of 2018, the enrolment is 320 with approximately 30 more boys than girls across the school. In addition, 22% of our students identify as Aboriginal or Torres Strait Islander and 5% have English as an additional language or dialect. At Metford Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all of our students. Metford Public School is a proud member of Maitland Learning Community of partner schools comprising seven primary schools and one high school. Our school has eleven mainstream classes and two multi-categorical (MC) classes. Its executive consists of a Principal, an Instructional Leader for Early Action for Success and three Assistant Principals. In support the school has, a part time librarian, two Learning and Support Teachers and it currently meets its co-founding agreement with Early Action for Success by employing a part-time Interventionist. Metford Public School receives transitional equity funding to support student learning and staff professional learning. Our School's Family Occupational and Education Index, (FOEI) has remained around the 150 value over the past few years, which recognises our community's low socio-economic standing. The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts to cultural, leadership, sporting, environmental and academic pursuits. Our mission is to create opportunities for all our students, from kindergarten to year six, enabling them to be skilled, knowledgeable, creative, collaborative, communicative and critical thinkers to ensure they are on a successful journey of life-long learning. We work closely with all our families to discover and develop the potential of every child. Metford Public School is a strong participant in Language, Learning and Literacy (L3) and Focus On Reading programs; is a "Restorative Practices" school and highly value and use the Positive behaviour for Learning, PBL, system; a member of the Dare to Lead coalition of schools; a member of the Maitland Aboriginal Education Consultative Group (AECG); and is an active participant in Maitland City Council initiatives. The school is supported by business partnerships with Good Guys, The East Maitland Men's

School planning process

The annual evaluation of Metford Public School was led by the Principal and involved participation and consultation with our key stakeholders. These included executive and teaching staff, administrative staff, students, parents, the Parents and Citizens Association (P&C), Aboriginal Education Committee members and the community.

In developing the 2018 – 2020 school plan, the internal and external data was collected by the school staff and the process of analysis is outlined below.

- Surveys were conducted with staff, students, parents, carers and the community to find out what their vision for our school is; what we do well for staff, students and the community and what we can do better; what are the most important things for our students to learn; how we can promote our image in the community and what is important to successfully set students on the high school learning journey.
- Discussions took place with staff about what makes a good and effective school.
- Focus groups provided data on literacy, numeracy and engagement.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents informed the school self-evaluation.
- Formal and informal classroom lesson observations by executive staff as a part of their supervision of staff Professional Development Plans.
- An analysis was undertaken of the National Assessment Program – Literacy and Numeracy (NAPLAN) data.
- Analysis of student achievement data using Planning Literacy and Numeracy (PLAN), L3 Kindergarten, L3 Stage 1, the Best Start Kindergarten Assessment, the Schedule of Early Number Assessment (SENA), internal mathematics assessments and Newman's

School background 2018–2020

School vision statement

School context

Shed and Greenhills Dental.

School planning process

- Analysis data to inform the strategic directions.
- Key NSW Department of Education (DoE) reforms such as Every Student, Every School; the Literacy and Numeracy Strategy 2017–2020; Local Schools, Local Decisions; Quality Teaching, Successful Students (QTSS) and NSW Department of Education Strategic Plan 2018–2022 were also considered and contextualised.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Respectful Students

Purpose:

To create respectful, responsible and committed citizens. Students will have high expectations, value their own and others learning and make choices to maximise their academic and social success.



**STRATEGIC
DIRECTION 2**
Respectful Staff

Purpose:

To create a respectful and collaborative teaching and learning environment underpinned by professional, reflective, flexible and contemporary staff who demonstrate high expectations. They are responsive to the holistic needs of each student, their colleagues and our diverse community.



**STRATEGIC
DIRECTION 3**
Respectful Learning Community

Purpose:

To create a respectful school community that utilises, invites and inspires its members to share and support a high expectation of student learning. We appreciate all and model for our children, the ways that they can be productive and responsible citizens of the local and wider community.

Strategic Direction 1: Respectful Students

Purpose

To create respectful, responsible and committed citizens. Students will have high expectations, value their own and others learning and make choices to maximise their academic and social success.

Improvement Measures

Students recognise that their wellbeing is positive and they have satisfaction with themselves, their education, and their relationships at school. They have a positive outlook on their future. This will be identified through participation in Tell Them From Me surveys.

85% Students reach their individual predicted growth (12 months of learning) against the National Literacy and Numeracy Learning Progressions and other internal data processes.

Improved targeted assessment practices that include both formative and summative assessment for planning, programming and reporting to parents will be identified, monitored and evaluated in teacher programs.

People

Students

Students build knowledge as quality learners of literacy and numeracy in and beyond the classroom.

Staff

Strengthen staff capabilities by engaging in targeted professional development, school-wide systems and structures to maximise individual student growth in literacy and numeracy.

Parents/Carers

Develop the skills of parents to support their child/children's academic and social success.

Processes

Student Performance Measures

Embed systems to enhance educational aspiration and continual improvement of literacy and numeracy throughout the school community.

Assessment

Collaborative development of key assessments and monitoring tools that promote consistent, high standard practices to support quality teaching and learning excellence in literacy and numeracy.

Learning Culture

Ensure a strategic and planned approach to develop whole school learning and wellbeing processes for students through the Wellbeing Framework to connect, succeed, thrive and learn.

Evaluation Plan

Monitor student learning growth against predicted growth in literacy and numeracy, in 5 weekly increments to inform data driven processes, intervention and classroom programs.

Monitor student wellbeing data against baseline data from 2017 to ensure positive growth.

Practices and Products

Practices

Enhanced students value of learning through ownership of personal learning goals to make choices that positively impact on their learning.

Students demonstrate consistent high expectations of self to ensure that they develop into responsible and committed citizens.

Students are engaged with targeted and differentiated learning opportunities to maximise their academic success.

Products

Increased number of students will be able to identify what they have achieved and where to next, and to be able to articulate their learning goals and choices.

The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

Strategic Direction 2: Respectful Staff

Purpose

To create a respectful and collaborative teaching and learning environment underpinned by professional, reflective, flexible and contemporary staff who demonstrate high expectations. They are responsive to the holistic needs of each student, their colleagues and our diverse community.

Improvement Measures

100% of teaching programs identify evidence of staff using innovative, evidence based, future focused teaching and learning practices.

Evidence of professional learning is embedded in classroom practice and programming.

Increased number of students above National Standards in NAPLAN and the school value-add trend is positive.

People

Students

Student and teachers develop a mutual respect to help develop students understanding of their learning goals and responding to instructional feedback from peers and teachers.

Staff

There is a shared support for and understanding of the school vision and implementation of the school plan.

All staff adopt a coordinated approach to the improvement of teaching practice across the learning community.

Parents/Carers

Parents know the purpose of the contemporary teaching practices implemented in our school.

Processes

Effective Classroom Practice

Teachers implement innovative high quality learning practices in literacy and numeracy that reflect professional learning in new pedagogical processes.

Data Skills and Use

A whole school approach is used to analyse and interpret internal and external literacy and numeracy data. Staff will collaboratively use this to inform planning, identify interventions and modify teaching practice.

Professional Standards & Development

Models of differentiated professional learning are explored, trialed and implemented. Staff are supported by a coordinated whole school approach to improving professional practice which is informed by analysis of staff strengths and areas for development.

Evaluation Plan

Professional learning is evident through audits of programs and lesson observations.

Regular gathering and analysis of data against the National Literacy and Numeracy Learning Progressions, and external assessments, with teacher reflection and reporting on the impact.

Examination and monitoring of Professional Development Plans to inform professional learning and accreditation for pre and post 2004 graduates..

Practices and Products

Practices

Staff participate in professional learning and implement innovative practice to develop student creativity and to enable them to be critical thinkers.

All staff use evidence based teaching practices, as listed in *What works best: Evidence-based practices to help improve student performance*, to inform and differentiate their teaching and learning.

All staff develop and implement protocols of expected behaviours for meetings. They adopt the school vision and demonstrate it in the classroom and when interacting with the broader school community to model respectful relationships.

Products

Explicit systems are embedded that facilitate professional dialogue, consistent teacher judgement, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback.

Professional learning has become embedded in teaching programs and classroom practice.

A coordinated whole school approach to developing professional learning is in place to build staff capabilities in effective evidence based teaching and learning practices.

Strategic Direction 3: Respectful Learning Community

Purpose

To create a respectful school community that utilises, invites and inspires its members to share and support a high expectation of student learning. We appreciate all and model for our children, the ways that they can be productive and responsible citizens of the local and wider community.

Improvement Measures

Improved communication with parents that is more timely and effective is evident through survey and focus group responses.

Increased engagement of parents and carers about literacy and numeracy learning and the educational goals of their child as evidenced by increased attendance and participation at events, IEP and PLP afternoons, parent-teacher interviews and individual learning support team meetings.

Increased participation by parents, carers and community in committees and teams as appropriate.

People

Students

Engage students in high expectations of their learning through knowing, discussing and sharing their literacy and numeracy goals with their families.

Build students capacity to set and aspire to individual high expectation learning goals and have the capability to share those goals with their families.

Staff

Develop staff capacity to build respectful community relationships that encourage a shared high expectation of student learning through timely and effective communication.

Parents/Carers

Establish a respectful collaborative learning community with students, parents, carers and teachers to support student engagement, learning and well-being. Provide opportunities for parents and carers to model responsible citizenship through participation in school activities and teams.

Community Partners

Community partners engage and participate within and beyond our school to strengthen, share and support the school in creating a respectful learning community.

Processes

Effective Communication Protocols

* Communication systems are focused on providing clear, timely and accurate information that supports progress and achievement for learning and citizenship.

** Through community consultation, improved reporting practices are valued and understood by students, parents and carers.

Cohesive Educational Community

Utilising assets that are found within and beyond the school community, provide high quality resources for our school community.

Evaluation Plan

Gather baseline data from recent surveys and observations to measure current community engagement, involvement and communication effectiveness. Utilise the same measurement tool to measure growth and/or improvement in communication, engagement with literacy and numeracy and participation in committees and teams.

In addition, the impact of SD3 Plan would be evident in student learning outcomes, particularly in literacy and numeracy results and NAPLAN analysis. More regular and positive parent engagement with the school should result in a more harmonious learning environment.

Practices and Products

Practices

Communication practices that are considerate of families in regards to time and commitments resulting in increased student participation in activities, and increased positive statements by parents about school communication.

Partnerships in learning between staff, parents and students that ensures students are motivated, deliver their best and continually improve.

Our community is engaged in a range of school-related activities which help build the school as a cohesive educational community.

Products

Effective communication system that enhances respectful relationships between school and community.

Parents and carers can identify and support their children's learning goals to support high expectations of student learning.

Representation of community in partnerships and participation within the school to provide models of responsible citizenship.