

Strategic Improvement Plan 2021-2025

Mayfield East Public School 2506



School vision and context

School vision statement

We grow and learn together to be confident, creative individuals, learning today and leading tomorrow.

School context

Mayfield East Public School is a dynamic school situated approximately 6km from Newcastle, on Awabakal Country. Established in 1858, it has a long and proud tradition of strong community support, with an active and supportive Parents and Citizens' Association. The school nurtures a sense of belonging and involvement, where success across academic, social and emotional arenas is celebrated. We encourage sustainable and healthy practices through our long-established Stephanie Alexander Kitchen Garden Program, and a strong focus on wellbeing as students are supported through a range of programs and initiatives which includes a school-funded Student Wellbeing Support Officer.

Our school is committed to developing a future-focused mindset, including teaching in flexible learning spaces, with an emphasis on the 4Cs - Creativity, Collaboration, Communication and Critical Thinking. Mayfield East Public School is a proud and active member of Callaghan Education Pathways and the Muloobinbah AECG; we work collaboratively with our learning community to maximise opportunities for our students.

Our school's context has changed significantly since the previous plan, with enrolments increasing by almost 20% over the past 4 years, with a student population of 296. The school's FOEI has also decreased significantly, moving from 93 in 2017 to 64 in 2020. 8% of our students identify as Aboriginal or Torres Strait Islander and 5% have a Language Background Other Than English. Our staff is a mix of early career and highly experienced teachers, all with a wide range of skills, and both staff and parents hold high expectations for our students. We appreciate and value the diversity and individuality of every single member of our community.

In 2020 the school completed a robust situational analysis that identified three areas of focus for this Strategic Improvement Plan. They are:

- Effective, quality literacy and numeracy strategies which are evidence-based and data-driven to ensure growth and attainment is maximised for every student
- Increased opportunities for collaborative practice among teachers to share best practice, seek feedback and develop and implement high quality consistent programs across the school
- Strengthening engagement and connections. This includes recognising and celebrating individuals through increased differentiation across all domains, support for high potential and gifted students, building strong connections to culture for our Aboriginal students, providing wider opportunities for student voice, and further individualising professional learning for staff.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure quality teaching and learning is driven by data-informed and evidence-based practices to make sure every student improves every year.

Improvement measures

Reading growth

Achieve by year: 2023

Achieve an uplift of 2% in student performance in Check-in Reading from Years 3 and 4 from 2022 to 2023

Numeracy growth

Achieve by year: 2023

Achieve an uplift of 2% in student performance in Check-in Numeracy from Years 3 and 4 from 2022 to 2023

Literacy Growth

Achieve by year: 2025

Achieve an uplift of 5% on Phonic Diagnostic Assessment achievement in Years 1 & 2 from 2023 to 2025

Initiatives

Effective, Quality Literacy and Numeracy Practices

Embed quality, evidence-based and sustainable Literacy and Numeracy strategies in all classroom settings, through the following:

- Establish a professional learning community focused on continuous improvement and implementation of high impact teaching strategies.
- Provide ongoing professional learning and support in evidence-based effective teaching strategies.
- Build capacity of staff to expertly collate, analyse and evaluate data to ensure practices have the desired impact on student performance
- Embed planning that targets student individual learning needs, culture and high expectations.

Supporting Student Growth

Build a collective responsibility across grades, stages, and teams for every staff member to own the learning and growth of each and every child.

- Establish baseline data in writing and additive thinking across K-6 to identify and plan next steps for teaching and learning cycle.
- Establish and use AP, C&I positions to embed the use of formative data collection, set teaching and learning targets, leading to change in explicit teaching practice.
- Collaboratively use systematic and reliable assessment data to accurately and regularly monitor individual and cohort progress to inform teaching and learning programs.
- Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful.

Success criteria for this strategic direction

As evidenced in SCOUT, PLAN 2 and internal data :

All teachers understand and explicitly teach reading and numeracy to students at all levels of achievements, with success that can be measured by improved student progress and achievement data. (Teaching Domain - Professional Standards)

The school has high expectations for all students and works with families and networks to support and enable the aspirations of every student.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (Teaching Domain. - Data Skills and use)

School wide practices for assessment are used to monitor student progress and data demonstrates targets are being met for both internal and external measures, allowing staff to reflect on teaching effectiveness and inform future school directions. (Teaching Domain - Data Skills and use)

All teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (Teaching Domain - Data Skills and use)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Literacy and Numeracy?

Data:

- Literacy and Numeracy data eg PLAN2

Evaluation plan for this strategic direction

- External Assessment data eg NAPLAN, Best Start
- Scout eg Value added data
- Internal data
- Student Learning Support Plans, Student Personalised Learning Pathways
- Individual student goals
- Surveys, Focus Groups and interviews
- Observations and Learning Walks
- Student Work Samples

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. It will involve regular reflective sessions held by school Executive team, as well as whole staff evaluation sessions to provide clarity in direction and desired impact. Review and triangulation of data from internal and external sources will be used to substantiate conclusions.

Implications: The findings of the analysis will inform

- Short term - adjustments which may be required to ensure the purpose is achieved
- Long term - Future actions 'Where to next?'

Strategic Direction 2: Engaging, high quality teaching and learning

Purpose

To drive and implement best practice in teaching and learning based on research, continuous improvement, and high expectations for all.

Improvement measures

Curriculum and Lesson Planning

Achieve by year: 2025

By 2025, Teaching and learning programs across all KLAS are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment. There is continuous tracking of student progress and achievement, ensuring that all students are challenged and all adjustments lead to improved learning

Effective Classroom Practice

Achieve by year: 2025

By the end of 2025, A whole school approach is evident and documented that ensures the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies that identify, promote and model student learning improvement

Collaborative Practice and Feedback

Achieve by year: 2025

The school has embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. There is evidence of ongoing, schoolwide improvement in teaching practice and student results.

Initiatives

Collaborative Practice

Through ongoing development and support of strong collaborative, collegial practice, data will be regularly used to inform:

Effective Classroom Practice:

- The impact of the strategies on student learning
- Resourcing and professional learning requirements
- The creation, implementation and evaluation of teaching and learning programs.
- The implementation of evidence-based change to whole school practices.

Feedback, Coaching & Mentoring:

- The Review and adjustment of systems and school structures to maintain consistency in expectations.
- The building of capacity of teachers and Executive team members to observe and improve practice through observations and professional discourse.
- Develop and strengthen partnerships across the Callaghan network and School Services to access and share best practice in literacy and numeracy

Quality Teaching and Learning Programs

Learning Programs :

All teachers plan and implement innovative, quality teaching and learning programs. Data will be regularly used to inform :

- The needs of all students using reliable assessment.
- Professional learning models to build teacher capability and collective pedagogical practice.
- Monitoring and tracking understanding of classroom practice across the school
- Development of dynamic teaching and learning programs which engage all students.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. *(Learning Domain -Curriculum)*

The leadership team maintains a focus on effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. *(Leading Domain - Educational Leadership)*

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. *(Teaching Domain -Effective Classroom Practice)*

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. *(Teaching Domain - Learning and Development)*

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through engaging, high-quality teaching and learning?

Data:

- Internal & external data eg PLAN2, Check-in NAPLAN
- Student Learning Support Plans, Student Personalised Learning Pathways
- Individual student goals
- Staff Performance and Development Plans
- Surveys
- Teaching and learning programs

Strategic Direction 2: Engaging, high quality teaching and learning

Initiatives

Syllabus Implementation:

K-6 scope and sequences will include data informed whole school scope and sequence adjustments to focus on the areas of Literacy and Numeracy:

Literacy : Teachers use and have a deep understanding of evidence-based explicit teaching practices in literacy with a focus on vocabulary and creating text.

Numeracy: Teachers use and have a deep understanding of effective mathematics teaching practices with a focus on working mathematically.

Evaluation plan for this strategic direction

- Observations and Learning Walks
- Student Work Samples, physical and including those on Seesaw

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. It will involve regular reflective sessions held by school Executive team, as well as whole staff evaluation sessions to provide clarity in direction and desired impact. Review and triangulation of data from internal and external sources will be used to substantiate conclusions.

Implications: The findings of the analysis will inform

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Strategic Direction 3: Empowering connections, nurturing potential

Purpose

To nurture and empower a learning culture that is collaborative, dynamic and responsive to the needs of all learners.

Improvement measures

Attendance >90%

Achieve by year: 2023

By the end of 2023, at least 88% of students attend school >90% of the time

Wellbeing

Achieve by year: 2023

In 2023 TTFM survey data will indicate a positive trend increase in student TTFM measures to at least 92% for positive wellbeing.

In 2023 Student "Check ins" will be used as a daily wellbeing indicator in 100% of classrooms.

All students can identify a staff member who can provide advice, support and assistance if needed.

Initiatives

Wellbeing

Embed whole school, evidence-informed programs and practices to support wellbeing, attendance and engagement ensuring there is a collective responsibility for student learning and success in a climate of care inclusivity.

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data.
- Reviewing current wellbeing programs and processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole school wellbeing reform.
- Communication with families and raising both the profile and engagement with attendance improvement.
- Ensure effective strategies and practices by implementing programs that will assist students to develop perseverance, resilience and stamina.
- Initiative to support improved attendance.
- Strategies to improve engagement-use of student voice, teaching & learning strategies, attendance strategies

Connections

Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background through the following:

- Provide systems, structures, and supports that respect diversity and identity so that students experience a sense of belonging and connectedness to their culture, religious and spiritual backgrounds.
- the promotion of opportunities for parents and community to become involved in school events,

Success criteria for this strategic direction

As evidenced in SCOUT, Tell Them from Me and internal data :

Positive, respectful relationships are evident and widespread among students and staff to promote student wellbeing and ensure optimum conditions for student learning. (*Wellbeing Framework for Schools- Social and emotional wellbeing / SEF Learning - wellbeing*)

Students are self-aware and regulate their own emotions and engage in pro-social behaviours.. Students have the social and emotional skills to develop and maintain positive relationships.(*Wellbeing Framework for Schools- Cognitive ,Spiritual and physical / SEF Learning - wellbeing*)

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.(*SEF Learning - wellbeing*)

Students experience a sense of belonging and connectedness that respects diversity and identity. (*Wellbeing Framework for schools - Connect*)

Data shows consistently high levels of student and staff attendance as a result of systematic processes ensure absences do not affect student well being and academic progress.

- **AECG / NSW Partnership Agreement 2020-2030 'Working Together, Walking Together'**
The school has high expectations for every Aboriginal student and works with families and networks to support and enable the aspirations of every student.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in School community connections, and student outcomes in student wellbeing and engagement. How does this correlate to student achievement?

Strategic Direction 3: Empowering connections, nurturing potential

Initiatives

- celebrations and an enhanced range of learning experiences.
- Build staff capacity, understanding and knowledge of how students learn, using research on a range of pedagogies that is connected to our school's context, including Aboriginal pedagogies.
 - strengthening staff knowledge a teaching Aboriginal perspectives across Key Learning Areas through professional learning opportunities
 - fulfilling a commitment to reconciliation in our community through the development and ongoing reflection of our school Reconciliation Action Plan.
 - Build connections with our EAL/D and Aboriginal families by liaising with organisations and supports such as Muloobinbah Local AECG and the EAL/D network to ensure effective consultation occurs with communities at a local level.
 - fulfilling a commitment to reconciliation in our community through the development and ongoing reflection of our school Reconciliation Action Plan.
 - Building a culturally safe and inclusive environment and curriculum for all members of the school community.
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Evaluation plan for this strategic direction

Data:

- Data on attendance and suspension (Scout and Sentral)
- Wellbeing data eg TTFM, Sentral and Life Skills GO
- Student Learning Support Plans and Personalised Learning Pathways
- Individual student goals
- Student feedback via Student Parliament and student surveys
- Surveys, Focus Groups and interviews (students, staff, families)
- Student Work Samples, including those shared through Seesaw
- Parent Participation Data
- staff Performance and Develop Plans
- teaching and learning programs

Analysis: will be embedded within the initiatives through progress and implementation monitoring. It will involve regular reflective sessions held by school Executive team, as well as whole staff evaluation sessions to provide clarity in direction and desired impact. Review and triangulation of data from internal and external sources will be used to substantiate conclusions.

Implications: The findings of the analysis will inform

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