

# Strategic Improvement Plan 2021-2024

## Maitland Public School 3949



**MAITLAND**

**— PUBLIC SCHOOL —**

*Where great things happen*

# School vision and context

## School vision statement

We believe in educating the whole child and developing great citizens, great people.

We do this by:

- providing innovative teaching and learning programs, with a focus on literacy and numeracy;
- enhanced by quality extra-curricular opportunities;
- delivered within a high quality, motivating learning environment; and
- engaging our whole community in educating our children.

We deliver a quality learning experience through which we demonstrate our values of respect, responsibility and personal best.

## School context

Maitland Public School was established in 1874 as a K-10 "Superior Public School" to provide for students from the schools of different religious denominations in the area and to reduce the social differences being felt in the community. The ethos of social support and a "school for all" is one that continues to this day.

In the 1950's, the school transitioned to a primary school catering for students in Kinder to Year 6 but it very much retains the buildings, classrooms and grounds of a high school setting.

In 2021 the school has an enrolment of 457 students and is at capacity with 17 mainstream classes and 3 support classes for students with learning needs. It maintains a historical link with district structures and still maintains district support personnel in the school grounds.

The school has a FOEI of 115, which attracts significant low socio-economic funding. 18% of students identify as being of Aboriginal heritage and there are 1.5% percent of students for whom English is not their primary language.

The school draws students from as far afield as Singleton, Cessnock and Newcastle which places particular emphasis on parent and community participation, communication and inclusion due to the distance students travel to attend the school. Attendance is above state average at 90.2% with 65.8% of students attending at or above 90% (above state average). That said, attendance is a key target due to the isolation from the school.

Key programs at the school include:

- Technology with the 2021-2024 plan including a further focus with the establishment of a dedicated MakerSpace as well as progression towards a Junior STEM Academy in partnership with partner high school Maitland Grossmann High School;
- The Arts through three concert bands, additional individual tuition programs, as well as opportunities in public speaking and debating, vocal groups, dance groups, a StarStruck group, three Youth Theatre groups and creative arts; and
- Student wellbeing, mainly through Positive Behaviour for Learning (PBL) but also including a focus on transition and student leadership.

A situational analysis, conducted with the involvement of all staff and parents and informed by the SEF-SAS, External Validation and evaluation of internal school data, directed the school in two key areas:

- Data Literacy and Analysis with particular emphasis on the development of assessment structures K-6 and the use of assessment for planning K-6; and
- Management Practices and Processes with particular emphasis on growing parent and community consultation, participation and communication.

This whole of school community partnership is the key theme throughout the entirety of the

# School vision and context

## School vision statement

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## School context

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plan. Overcoming the challenges of distance (approximately 70% of students are non-local) and community engagement, the school constantly looks for ways to communicate with its whole school community and to encourage positive involvement from parents.

Maitland Public School is a member of the Ka'ai Boorlang Learning Community, aligned with Maitland Grossmann High School as our major feeder school partner.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Student growth and attainment will be underpinned by the school's vision of providing innovative teaching and learning programs in a high quality and motivated environment. Data and evidence will measure student growth and improvement, and direct teaching strategies with continuous tracking of student progress. Teaching will be enhanced by high expectations for student learning.

## Improvement measures

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### Target year: 2024

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading.

### Target year: 2024

Increase the proportion of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy.

### Target year: 2024

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower band system-negotiated target.

### Target year: 2024

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower band system-negotiated target.

### Target year: 2024

Increased percentage of students attending school more than 90% of the time.

### Target year: 2024

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target.

## Initiatives

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### High Expectations

The whole school community will develop aspirational expectations of learning progress and achievement for all students and commitment to the pursuit of excellence.

Effective partnerships in learning with parents and students will motivate students to deliver their best and continually improve. Key initiatives will include:

- development of IEP/PLP structures to fully support learning and encourage investment from families in each child's education pathway; and
- review of reporting to parents processes to reflect development on the numeracy and literacy progressions.

### Explicit Teaching

There will be a whole school approach ensuring the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers will employ evidence-based effective teaching strategies. Effective methods will be identified, promoted and modelled, and students' learning improvement monitored, demonstrating growth. Key strategies will include:

- targeted professional learning supporting skill development and pedagogies to promote consistent language and understanding in all key learning areas when students are comprehending information; and
- continuing to improve structures to facilitate collaboration and partnerships between experienced and inexperienced teachers and support personnel to deliver pedagogical improvement.

### Attendance

Teachers, parents and the community will collaborate to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Our key strategy will be:

## Success criteria for this strategic direction

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Dynamic and developing programs include individualised learning reflecting feedback on teaching strategies and student voice.

Authentic and reliable assessment is tracked to support student growth and attainment.

Teaching and learning programs are adjusted for the specific needs of individual students and for differentiated learning.

Students and parents are involved in planning for learning and setting high expectations.

## Evaluation plan for this strategic direction

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Questions- Are teachers analysing data to inform student progress and achievement, and to resource new program initiatives? Does feedback inform teaching and learning?

Data- NAPLAN, PLAN, internal school data and standard assessments.

Analysis- In depth analysis of data twice a year will guide teaching and learning strategies to measure student improvement in literacy and numeracy.

Implications- Teaching strategies will be guided by the analysis of data as will identifying students in need. Progress measures will be published annually.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

Tell Them From Me Wellbeing data in advocacy/belonging/expectations improve to be at or above the lower system-negotiated target.

## Initiatives

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- development of an attendance strategy focused on 100% attendance as a key goal, communicating consistently the importance of attendance as it relates to student progression and creating a culture of valuing education.

# Strategic Direction 2: Data Literacy and Communication

## Purpose

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In order to be strategic and informed in developing student pathways, our teachers, students and parents need to know exactly where each child is in their own learning. We will develop and sustain whole school processes for recording, collecting and analysing data to support evidence informed strategies to enhance learning and wellbeing. External and internal data will reflect a snapshot of student learning. Streamlined and efficient processes will ensure information supports students, teachers and parents.

## Improvement measures

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### Target year: 2024

Internal school staff surveys will reflect an average response score of greater than 80% to the question 'School resources effectively support student learning'.

### Target year: 2024

All assessment is recorded in the school's database and regularly reviewed at stage and whole school levels.

### Target year: 2024

Teachers are supported by technology that improves classroom practice. Surveys will measure the strength of this support.

## Initiatives

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### Data Literacy

There will be a focus on all teachers developing sound understanding of student assessment and data concepts in order to analyse, interpret and extrapolate data. They will work collaboratively to use this to inform planning, identify interventions and modify teaching practice. Key strategies will include:

- High impact professional learning that is guided by evidence-based research to target data sources, use of data to inform and evaluate teaching practice
- Strategic planning for periodic collaborative review of data.

### Whole School Monitoring of Student Learning

The school will consolidate and further develop systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Teachers will respond to trends in assessment data and student feedback at all levels.

The school will consolidate and further develop processes to support teachers' consistent, evidence- based judgement and moderation of assessments.

## Success criteria for this strategic direction

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

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Teachers review student assessment data and compare results from external assessments (NAPLAN) with internal measures to build consistent and comparable judgement of student learning.

Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

## Evaluation plan for this strategic direction

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Q. Does the Professional Learning schedule reflect the expectations around assessment and data collection to ensure that all staff have the relevant skills? Is the data used to drive student improvement through program differentiation and feedback?

D. Collection of data includes the school's Professional Learning schedule to ensure all staff are skilled in the necessary data input. Executive staff will regularly review the internal school database to track student attainment.

A. Comparisons between external data and internal school data will be scheduled twice a year to drive well targeted student improvement. Analysis of assessment data will occur in stage and cross stage groups.

I. Staff Professional Learning will be reviewed where gaps or missing steps in the process become apparent and staff will be updated and skills revisited as required. Triangulated data will be examined to drive student improvement measures.

# Strategic Direction 3: Building Community and Connection

## Purpose

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Building an authentic and respectful partnership between students, parents and staff will promote wellbeing and optimise students outcomes. Communication among all members of the school community will create a shared, respectful responsibility for wellbeing and learning. Consultation with all school stakeholders will be founded in well-developed processes so that all facets of the community share the commitment to teaching and learning.

## Improvement measures

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### Target year: 2024

The average parent and carer Tell Them From Me response score will be above 80% in satisfaction regarding school communication.

### Target year: 2024

The environmental values of the community will be reflected in initiatives implemented by the school together with community members and stakeholders.

### Target year: 2024

Processes to ensure strong connections with all families in the school are implemented, including those families and students with learning and wellbeing needs.

## Initiatives

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### A Planned Approach to Wellbeing

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

We will seek school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning will be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

### Parent and Community Engagement

Teachers will directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents will be enhanced in response to feedback received.

The school will be recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively cater for the range of equity issues in the school.

### Expertise and Innovation

Teaching staff will demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school will foster innovative practices and will embed and sustain processes to evaluate, refine and scale success.

## Success criteria for this strategic direction

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Positive and respectful relationships exist among students and staff.

Opportunities exist for regular parent interactions with the school.

Parents are consulted regarding student learning pathways.

Evidence that teachers liaise with parents to collaboratively develop PLP's, IEP's and support plans.

The Professional Learning schedule reflects best practice and expert staff upskill other staff.

Opportunities exist for initiatives to be revisited and reviewed after implementation based on feedback and evaluation.

## Evaluation plan for this strategic direction

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The school will forge strong ties with families and members of the broader community to develop the student strengths as self-motivated learners.

Q. Do school surveys reflect positive interactions with students, families and staff in developing a positive learning culture? Do community members and teachers share expertise, identify learning goals on all school levels and reflect on strengths?

D. Tell The From Me survey data will be collected and support plans for identified students reviewed by appropriate executive staff. Professional Learning will include sessions run by expert staff within the school and feedback on professional learning will be consistent.

A. Feedback will be regularly and rigorously reviewed to develop ongoing partnerships and initiatives. All information will be stored centrally and easily accessed by relevant staff to monitor programs and to guide future learning initiatives.

## Strategic Direction 3: Building Community and Connection

### Evaluation plan for this strategic direction

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I. Regular review and analysis of data will allow continued growth and improvement in communication with families and community members. Future planning will be based on feedback to provide ongoing improvement to maximise student learning.