

School plan 2018-2020

Millers Forest Public School 2554



School background 2018–2020

School vision statement

At MillersForest Public School, our vision is to promote learning for the twenty first century. We aim to teach and guide each of our students to fulfill their potential learning and life goals.

In doing so each student is equipped and prepared for the challenges of the future, including building emotional, spiritual and ethical qualities and understandings.

We endeavor to develop appreciation and inclusivity of the diverse cultures, including indigenous Australians in our school community.

It is our aim that students be respectful and take responsibility for their actions.

As an Early Action for Success (EAfS) school, an Instructional Leader was appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in K to Year 2.

Our Instructional Leader will deliver intensive training and development on the new PLAN2 system and represent our school at the Gateway Learning Community network meetings every month.

School context

Millers Forest Public School is a small school, serving a rural area surrounded by Maitland, Thornton, Woodberry and Raymond Terrace. Our expansive grounds provide environmental, academic, cultural and technological facilities to encourage the individual development of each student.

In 2018 there were 67 students at Millers Forest Public School. Enrolments have been increasing over the past three years however, many students are transient giving us a high turn over of new families and students. We have a high percentage of students 43.3% who identify as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 149 which indicates high levels of disadvantage.

Our students are extremely diverse in socio-economic, cultural and ethnic backgrounds. The school has three classrooms and a school library.

The school promotes quality teaching and learning. All staff are experienced and committed to improving learning outcomes for all students. Our school is supported by a committed community with high expectations. The school has improved greatly in the delivery of quality curriculum outcomes, whilst also offering a wide range of creative and diverse opportunities. This is all achieved in a safe and secure environment, focused on a 'happy family atmosphere'.

School planning process

A Planning Committee continues to determine the Strategic Priorities and directions for Millers Forest Public School over the next three year cycle.

The working team consists of the Principal, two staff members a parent and the Secretary of the P&C. A survey was distributed in term four to gauge and determine the needs of the school. This included the strengths and weaknesses from students, staff and parent/community perspective. The strategic plan will be taken to the P&C to seek endorsement of the school vision statement.

All of the information contained in this document has been discussed at P&C meetings and relayed to the wider community through newsletters and survey instruments.

The (5P) planning process will be used to determine what outcomes are to be achieved. Three strategic directions have been developed through consultation and meetings. Analysis of data has informed the key improvement measures.

The three strategic directions were refined through further processes of consultation as the 5P's of the plan were developed. This included consultation with students, staff and parents. Examination of the Department of Education's Strategic Plan 2018–2020 has been discussed and incorporated throughout our School Plan.

The school will consult with the local Aboriginal Education Consultative Group (AECG) to support and promote Aboriginal perspectives and content in curriculum and pedagogy.

During 2018–2020 we will continue our partnerships with the East Maitland Kiwanis Club, Biarda, East Maitland Rotary, The Beresfield Men's Shed, Neighbourhood Watch, and the local Beresfield Returned Services R.S.L. Our vision statement and directions will be tabled at meetings of our partners accompanied by discussion and consultation.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Successful Students

Purpose:

A positive culture, ensures all students are engaged in their learning whilst experiencing increased wellbeing and resilience giving students control of their learning journey.

Providing opportunities for all students to achieve their social and academic potential will ensure all learning is directly linked and engaging.



STRATEGIC DIRECTION 2 Excellent Professional Practice

Purpose:

Professional development increases teacher skills and capacities to deliver improvements in literacy and numeracy.

Student learning will be optimised as a result of excellent professional practice and quality system that track and monitor individual systems.



STRATEGIC DIRECTION 3 Positive Relationships

Purpose:

Respectful relationships on all levels create a community who value self-belief, confidence and resilience

Citizens who interact and engage socially encourage confidence and empathy in all people connected to our school.

Strategic Direction 1: Successful Students

Purpose

A positive culture, ensures all students are engaged in their learning whilst experiencing increased wellbeing and resilience giving students control of their learning journey.

Providing opportunities for all students to achieve their social and academic potential will ensure all learning is directly linked and engaging.

Improvement Measures

Increase and maintain a positive school culture so that by 2020 100% of students, staff and parents demonstrate this culture.

Increase the number of students who can actively demonstrate the achievement of their learning and social goals.

People

Students

can articulate their learning journey in specific K.L.A's.

Staff

Demonstrate the positive school values.

Leaders

Look for current thinking around student culture and student goal setting.

Parents/Carers

Support the goal setting of students and demonstrate positive school culture.

Processes

School Culture

Research and implement best practice in developing and maintaining a positive school culture.

Learning Goals

Research, trial and implement current pedagogy around student centred learning processes.

Evaluation Plan

Conduct staff, student and community surveys

360 Surveying

Analyse student learning goal data

Playground observations

Phone Surveys

P.B.L. data

Practices and Products

Practices

Students speak respectfully to each other.

Parents will interact in a positive way with the school.

Teachers will create positive relationships with parents.

Staff will demonstrate the power of positive relationships.

Products

As a result parents, staff and students will feel happy and included.

As a result the schools tone will be considered positive.

As a result students will work to achieve their social and academic potential.

Strategic Direction 2: Excellent Professional Practice

Purpose

Professional development increases teacher skills and capacities to deliver improvements in literacy and numeracy.

Student learning will be optimised as a result of excellent professional practice and quality system that track and monitor individual systems.

Improvement Measures

To increase the number of students achieving at or above State benchmark levels in reading and numeracy by 7% overall from 5% in 2016 to 9% by 2018.

To increase the number of students achieving at grade or above grade in reading and numeracy from 5% in 2016 to 9% by 2018.

An increasing impact in teacher skills and capacities to deliver on-going improvements in literacy and numeracy

People

Staff

Ensure personalised professional development is present for all staff which results in improved learning outcomes for all students and increased knowledge, skills and understanding for staff. Provide a range of strategies that focus on high quality feedback, professional sharing and self – evaluation strategies. Staff to lead professional sessions emanating from professional development planned from their Professional Development Programs

Students

Students will use tested strategies to gain a new level of engagement and understanding in improving their learning outcomes. The focus will be on literacy and numeracy, with explicit direction from the principal and Instructional Leader to improve outcomes for all students.

Staff

Engage in professional learning to improve knowledge, skills and understanding to increase capacity to deliver programs that improve student learning outcomes across the school.

Leaders

Researching and delivering quality learning.

Parents/Carers

Parents develop knowledge and skills to support their children's learning.

Processes

Literacy, Numeracy Professional Learning

Deliver professional development with a clear aim to increasing teacher capacity in literacy and numeracy.

System Support

School wide systems are retained and refined to monitor and target student individual learning needs.

Evaluation Plan

Use Learning Progressions

NAPLAN

Standardised Testing

Class Observations

Program Feedback

PLAN2

Rubric Assessments

EAFS data tracking

Internal data

Professional Learning Exit Slips

Practices and Products

Practices

Practices :

Regular combined professional learning across the Gateway Learning Community occurs.

Teachers work with the Instructional Leader and Principal to share practices including classroom observations and reflections on a regular basis.

The Instructional Leader will represent our school at the Gateway Network literacy meetings each term.

Teacher pedagogy will be outstanding.

Products

All K–2 staff are trained in TEN and L.3. Staff K–6 are trained in Lexia Core 5 Reading by the end of 2018 and are confidently implementing and delivering these programs.

85% of students meet or exceed grade expectations in the learning Progressions. 95% of K–2 students meet or exceed grade expectations with direction and guidance from the Instructional Leader (EAFS). Results entered every five weeks for staff review and to inform teaching.

An increase of 4% of students moving up by one band or more in grade five NAPLAN.

Strategic Direction 3: Positive Relationships

Purpose

Respectful relationships on all levels create a community who value self-belief, confidence and resilience

Citizens who interact and engage socially encourage confidence and empathy in all people connected to our school.

Improvement Measures

Increasing opportunities for students are evident as a result of community partnerships and extra-curricular programs.

Increased parent satisfaction with the schools communication and interaction strategies, and are evident in all settings.

People

Students

Practice effective social, emotional and relationship skills with the students' understanding that they, as individuals matter.

Staff

Teachers will incorporate Growth Mindset and Mindfulness into the mental health and wellbeing framework, coupled with (P.B.L.) and Embrace Virtues training and implement the social and emotional wellbeing program K-6.

All staff will understand and value their role within the broader school community.

Staff

Teachers will understand the significance of positive psychology and the wellbeing of themselves and their students.

Parents/Carers

Parents will be encouraged to attend school events to strengthen relationships, developing cohesiveness and a sense of community.

Community Partners

Actively engage with partnership opportunities to deliver learning experiences for students.

Processes

Positive Partnerships

Continue to research, explore and expand awareness of programs that build positive partnerships to enhance student opportunities

Excellent Communication

Research, trial and implement best practices to ensure excellent communication and interaction opportunities occur.

Evaluation Plan

Newsletter feedback

Internal surveys

Student and parent focus groups

Skoolbag App

Numbers at parent/teacher interviews

Impact of the increased P&C numbers

Practices and Products

Practices

As a result of increased community participation, all stakeholders' sense of belonging will be enhanced, creating a more dynamic and engaging school culture for students.

All staff will build positive relationships to understand, and actively contribute to, the wellbeing of self and others. This could be reflected in the setting of a personal, professional goal in PDP.

Products

The school implements a whole community approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Parents and community members have increased opportunities to engage in a wide range of school-related activities.