School Plan 2015 – 2017

Mayfield West Demonstration School

Empowering students today, transforming lives tomorrow.
School background 2015 - 2017

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<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
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</table>
| *Empowering students today, transforming lives tomorrow.* | Mayfield West Demonstration School is a proud public school situated in Newcastle. The school population is made up of students from diverse backgrounds which provide a richness of experience across the school. The school caters for students from preschool to Year 6 and offers a balance between academic excellence and creativity. The school’s motto is *Learning For Life* and ensures an environment where personal well-being and individual care are given to children of all ages. Students are involved in a variety of activities, with enrichment opportunities to extend students in a range of disciplines, including creative arts and sport. Technology is utilised to enhance and personalise teaching and learning in classrooms across the school.

The school is a member of Callaghan Education Pathways, who work together to provide the best possible education continuum for all students. The preschool, primary and secondary transition programs promote links to allow smooth and successful changes in settings. A memo of understanding has been signed with the local AECG, Muloobinbah.

Mayfield West Demonstration School has established strong links with The University of Newcastle to support and develop programs for pre-service teachers. Staff demonstrate quality teaching practice and are involved in research and other projects with the university throughout the year.

The school encourages students, parents, staff and the wider community to work together to implement quality learning experiences. This is achieved through explicit teaching, positive engagement with a strong emphasis on social and emotional learning. | In 2014, the school sought the opinions of parents, students and staff about the school, its current vision, and analysed NAPLAN and other school reporting data. Reviews were carried out in the areas of –
- Kindergarten Transition (parent survey)
- New school vision (staff, parent, student focus groups)
- Communication (parent survey)
- Spelling (data collection)
- Reading (benchmarking data)
- NAPLAN year 3 and 5 (data analysis)

Parent focus groups, including parents of Aboriginal students, were invited to discuss areas for improvement. These meetings occurred throughout term 4 and information was collected. Student representatives also met in focus groups to give information to staff about ways the school could improve. During the process it was recognised that consultation with the local AECG needs to be strengthened and this has been addressed in the plan.

Staff interviews were held and staff indicated that the two main areas that the school needed to address were:
- building teaching resources
- to continue to develop shared planning and targeted professional learning

Parents indicated through the communication survey that the two main areas the school needed to improve were:
- more parent information and workshop opportunities throughout the year
- improved communication with parents – class blogs, class newsletter, expansion of school website

A school planning team was formed in term 4, 2014 and met on a regular basis to compile the information received from parents, staff and students through the focus groups and surveys. School data was also analysed. A draft plan was written by the team.

The School Council (with representatives from parents and staff) discussed the draft plan at a meeting in February 2015 and several areas were refined as a result.

The final copy was proposed to the P & C and staff.
School strategic directions 2015 - 2017

Strategic Direction 1
LEARNING
To improve student learning and outcomes for all students by ensuring high quality, innovative educational practices
To ensure that learning is personalised and differentiated for every student
To focus on social and emotional learning to ensure the wellbeing of all students
To engage students to become competent and creative learners who use collaboration and problem solving as part of their everyday learning

Strategic Direction 2
TEACHING
To build a professional and competent staff to deliver a high quality education to students
To use the Performance Development Framework to ensure rigorous professional learning and development
To continually build and refine the knowledge and skills of all staff and their capabilities to use data to improve individual student learning
To change the culture of professional learning

Strategic Direction 3
LEADING
To build stronger relationships as a community by leading through effective communication and collaboration.
To ensure organisational practices and structures allow for high quality systems that allow maximum time for teaching and learning.
To work together as a positive school community with a focus on students.
To improve school efficiency and streamline and modernise administrative tasks
To increase volunteer and community participation and collaboration
## Strategic direction 1: Learning

### PURPOSE

To improve student learning and outcomes for all students by ensuring high quality, innovative educational practices.

To ensure that learning is personalised and differentiated for every student.

To focus on social and emotional learning to ensure the wellbeing of all students.

To engage students to become competent and creative learners who use collaboration and problem solving as part of their everyday learning.

### PEOPLE

**Students**
- Engage students in being quality learners
- Undergo regular assessment and monitoring of progress in all areas of literacy and numeracy to ensure progress and growth

**Staff**
- Broaden the teaching of the educational curriculum in order to extend student learning in 21C mindsets and capabilities – as per the goals of the Melbourne Declaration.
- Regularly evaluate teaching and learning programs including the assessment of students

**Parents**
- Establish a collaborative learning community by providing opportunities for parents and teachers to work together.

**School Leaders**
- Monitor learning in the school through team teaching and direct involvement
- Staff are supported with coaching and mentoring in classrooms

### PROCESSES

1. **Literacy**
   - L3 program K – 2
   - Focus on Reading 3 - 6
   - Build resources and focus on quality work
   - Additional learning support to close gap between performing and underperforming groups of students (Aboriginal, EALD, low socio economic)
   - Multi-lit and mini-lit to support selected students
   - Regular data collection and monitoring of students to drive teaching

2. **Numeracy**
   - TEN (K-2)
   - Scope and sequence for Maths
   - Hands on collaborative learning (21st century learning)
   - Pitching to the top and a focus on problem solving
   - Build Resources

3. **Student Well Being**
   - Second Step explicit teaching for social and emotional learning
   - Whole school behaviour code
   - Buddy and peer support
   - Shared language in classrooms and playground
   - Improve attendance by ensuring students are engaged as learners

### PRODUCT AND PRACTICES

1. **Literacy**
   - **Product** Systematic and explicit programs in place that lead to improved results for students on school assessments and NAPLAN testing.
   - **Practices** Quality learning strategies implemented in literacy (L3, Focus on Reading, Reading Recovery, Multi-Lit and a range of literacy support programs to suit the needs of students)
   - Early intervention for underperforming students and identification of students needing differentiated learning.

2. **Numeracy**
   - **Product** Systematic and explicit programs in place that lead to improved results for students on school assessments and NAPLAN testing.
   - **Practices** Quality learning strategies implemented in numeracy (TEN, hands on resources and other programs to support the needs of students.)
   - Collaboration and active learning with an emphasis on problem solving skills.

3. **Student Well Being**
   - **Product** Full implementation of Second Step as per the school scope and sequence.
   - **Practices** Common language used by staff and students and reduced number of incidences to the Planning Room.
   - Students accept responsibility for their own behaviour and know how to succeed at school.
**Strategic direction 2: Teaching**

### PURPOSE

To build a professional and competent staff to deliver a high quality education to students

To ensure rigorous professional learning and development

To continually build and refine the knowledge and skills of all staff and their capabilities

### IMPROVEMENT MEASURES

All staff develop a personalised professional development plan as set out in the Performance Development Framework

All staff participate in professional learning to increase knowledge, skills and understanding

Teachers review and revise teaching practices and use student data to evaluate the effectiveness of their own teaching practice

Teacher feedback to students is given ensuring all students have a clear understanding of how to improve their learning

Teachers work beyond the classroom to contribute to broader school programs

### PEOPLE

#### Students
- Students are given explicit systematic instruction
- Students are monitored to ensure continuous improvement in their learning
- Students receive effective feedback to improve their learning

#### Staff
- Staff continue to refine practices to fit with the quality teaching model through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
- Staff engage in personalised professional learning through their own learning plan.
- Staff build knowledge of the importance of feedback to move students forward

#### Parents
- Build an awareness and understanding of what is being taught and the strategies being used.

#### Community partners
- Strengthen ties with Newcastle University
- Seek grants to assist with school priorities

#### Leaders
- Staff develop leadership capabilities through professional learning and appropriate support structures to support engagement.

### PROCESSES

1. **Quality Teaching**
   - Set up teams to support classroom practice (use QT team as mentors)
   - Encourage team teaching, coaching and shared planning
   - Build skills and knowledge to teach writing throughout the school using explicit teaching programs and ongoing monitoring
   - Shared planning and assessment using common rubrics and assessment tasks

2. **Professional Learning**
   - Using technology for learning
   - 21st Century learning and coaching
   - Teaching writing K – 6
   - New syllabus implementation
   - Share staff expertise (staff to model and coach)
   - PL for non-teaching staff
   - L3 (K – 2)
   - TEN
   - Focus on Reading (3-6)

### PRODUCT AND PRACTICES

1. **Quality Teaching**
   - **Product** Skilled staff using QT framework
   - Shared planning and assessment in stages
   - Systematic and explicit teaching programs are implemented across the school.
   - **Practices** Staff support, coach and mentor each other to improve practice – formal process are in place
   - Writing is closely monitored and data collected each 5 weeks across the school with common rubrics and writing samples tracking the improvement in writing.

2. **Professional Learning**
   - **Product** Time for professional learning for all staff through specific training and professional dialogue.
   - Trained teachers as trainers and coaches
   - **Practices** A culture where staff members take responsibility for their own learning
   - Build expertise throughout the staff

3. **University Links**
   - **Product** Staff at school and University working closely together.
   - Interschool relationships that provide mentoring and coaching to ensure ongoing development of all staff
   - **Practices** The school staff work closely with the University.
### Strategic direction 3: Leading

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<tbody>
<tr>
<td>To build stronger relationships as a community by leading through effective communication and collaboration.</td>
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<td>To ensure organisational practices and structures allow for high quality systems that allow maximum time for teaching and learning.</td>
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<tr>
<td><strong>Students</strong> Supported in their learning by both school and home.</td>
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<tr>
<td><strong>Staff</strong> Develop a meaningful partnership with parents and the wider community including the local AECG.</td>
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<td><strong>Parents</strong> Develop a relationship with the school by acquiring knowledge about school programs and processes and becoming involved in a purposeful way.</td>
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<td><strong>Community partners</strong> Develop a closer working relationship with the University of Newcastle and other schools in our network and others with similar needs.</td>
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<td><strong>Leaders</strong> Build leadership capacity through building strong teams and encouraging leadership of programs and projects amongst all staff.</td>
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<td>An increased number of parents are involved in supporting their students at school.</td>
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<td>Closer links are developed with the University of Newcastle and other schools in the Callaghan Education Pathways</td>
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<td>Leadership teams have strategies in place to assist teachers with career development</td>
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<td>Tell Them From Me Parent Survey shows parents are involved in all aspects of school</td>
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<tr>
<td><strong>School and community relationship</strong></td>
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<tr>
<td>- New school sign</td>
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<td>- App and website expansion</td>
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<td>- Class blogs or class newsletters</td>
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<td>- Expand use of Sentral</td>
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<td>- More opportunities for parents to visit the school and classrooms</td>
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<td>- Preschool, library</td>
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<td>- Technology</td>
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<td>- Host events, Professional Learning and training</td>
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<td>- Parent workshops</td>
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<td>- Revamp parent/teacher information sessions</td>
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<td>- Schedule more community events</td>
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<td>- Parent waiting area</td>
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<td>- Breakfast and homework club</td>
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<td>- Use of school facilities are optimised</td>
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<td>- Forge closer links with local AECG</td>
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<td><strong>1. School and community relationship</strong></td>
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<tr>
<td><strong>Product</strong> Effective communication with parents and the wider community</td>
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<td>Positive interaction between staff, students and parents</td>
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<td>Staff use networking to improve skills and knowledge.</td>
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<td><strong>Practices</strong> A range of communication strategies are used to reach all parents. Innovative practices are encouraged throughout the school.</td>
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<td>Parents and staff work together to improve academic and social outcomes for students.</td>
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<tr>
<td>Staff and parents to attend Local AECG meetings and to work together to establish closer ties.</td>
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| **2. Succession planning and building capacity** |
| **Product** Leadership is shared throughout the school |
| Staff have a greater understanding of finance |
| **Practices** Staff and school leaders give each other feedback |
| Effective strategies are used for feedback. |

| **3. Organisation and efficiency** |
| **Product** Efficient, time effective management systems. |
| **Practices** Staff are given the appropriate training and resources to effectively to carry out their roles within the school. |
| Strong systems are in place for efficient and effective use of resources |