School background 2015 - 2017

SCHOOL VISION STATEMENT

Metford Public School will be a positive learning community that builds upon quality relationships and develops inquiring minds. Learners will feel valued and safe to explore opportunities with confidence and be passionate about their learning in readiness for their future challenges.

This vision is closely aligned to the Melbourne Declaration on Educational Goals for Young Australians (December 2008), in which schools play a vital role in promoting intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.

Metford Public School shares this responsibility with students, parents, carers, families, the community and educators.

Our vision is further underpinned by our core values of Respect, Responsibility and Commitment with Honour and Pride.

SCHOOL CONTEXT

Metford Public School is primary school to the east of Maitland. In 2014, the enrolment fluctuated between 289 and 312 with an equal number of boys and girls. In addition, 22% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English.

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 thirteen permanent classroom teachers, including three executive positions, two learning support teachers, a part time librarian and three Early Action for Success program staff.

Metford PS receives transitional equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index, FOEI, for 2015 is valued at 152, which recognises our community’s low socio economic standing.

Metford Public 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, cultural, leadership, sporting, environmental and academic pursuits. Our mission is to create opportunities for all our students from kindergarten to year six 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, Literacy Learning, L3, and Focus On Reading programs; is a “Restorative Practices” school; 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, attendance awards, and Greenhills Dental, Breakfast Club initiatives.

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, P and C, Aboriginal Education Committee members and community members.

In developing the 2015-2017 school plan, the following internal and external data was collected by the school staff for information analysis through the following processes.

- Surveys were conducted with staff, students, parents, carers and community to find out what their vision for our school is; what we do well for staff, students and 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 know to successfully set students on the high school learning journey.
- Discussion 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 part of TARS and EARS as well as Lesson Study opportunity.
- Analysis of NAPLAN data.
- Analysis of student achievement data using PLAN, L3, L3 Stage 1, Best Start, Focus on Reading, SENA mathematics assessments, Newman’s language assessments.
- Discussion with staff about what makes a good and effective school.
- Analysis of student achievement data using PLAN, L3, L3 Stage 1, Best Start, Focus on Reading, SENA mathematics assessments, Newman’s language assessments.

Key DEC reforms such as Every School Every Student, Literacy and Numeracy Plan, Melbourne Declaration and Local Schools Local Decisions were also considered and contextualised.
Our purpose is to provide a high standard of education through teaching and learning programs that consider and inspire every student and teacher to achieve their full potential. This personalised approach prioritises the quality learning environment.

Our purpose is to ensure that teaching is a practice of ongoing learning in a culture of collaboration, innovation, reflection, communication and empowered leadership.

Our purpose is to build inclusive, collaborative networks through quality communities of practice. Student engagement, learning and well-being are a focus and they build relevant knowledge and skills that reflect local priorities.
Strategic direction 1: Students access high quality, personalised, reflective learning

**PURPOSE**

Our purpose is to provide a high standard of education through teaching and learning programs that consider and inspire every student and teacher to achieve their full potential. This personalised approach prioritises the quality learning environment.

**PEOPLE**

Students: Engage students in being a quality learner of literacy and numeracy in the class and home environments.

Staff: Develop staff capabilities by designing professional development and school-wide systems and structures to support and extend low performing students, as well as laterally and vertically extending high performing and gifted and talented students.

Parents: Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in our school.

**IMPROVEMENT MEASURES**

All students tracked using Literacy and Numeracy continuums with the majority showing expected growth per semester relevant to expected time frames (eg. cluster movement quicker in ES1 than S3).

An average of 60% of students achieve greater or expected growth in NAPLAN performance measures over the three years, 2015 to 2017.

**PROCESSES**

1. **Engaged and Accomplished Community of Learners**

   Build staff capacity to teach new BOS syllabuses through professional learning. School teams to focus on establishing frameworks for consistent high standard practices to support student learning.

2. **Evidence Seeking Knowledge Generation**

   Teachers use qualitative and quantitative student assessment for, of and as learning to inform and improve student learning opportunities.

3. **Differentiated Learning and Support**

   Build staff capacity to collaboratively plan and differentiate learning for literacy and numeracy. Differentiated learning to be focus of professional learning, focussing on improved teaching practice applied to background and cultural knowledge, knowledge integration, high expectations and explicit quality criteria.

**PRODUCT AND PRACTICES**

Products:

- 80% of students demonstrating expected growth per semester across DEC Literacy and Numeracy continuums relevant to expected time frames.
- Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

Practices:

- Quality teaching and learning practices across the school are demonstrated through differentiated literacy and numeracy lessons and assessments to improve student outcomes.
- Proactive professional learning teams within stages and curriculum areas that are focussed on using best evidence based practice and data analysis delivering consistent quality teaching and achievement of TARS standards.
- Students and staff reflecting on achievements of their personal learning and leadership goals in the areas of literacy and numeracy.
Strategic direction 2: Teachers are self and student aware through innovative and reflective practice

### PURPOSE

Our purpose is to ensure that teaching is a practice of on-going learning in a culture of collaboration, innovation, reflection, communication and empowered leadership.

### PEOPLE

**Students:** Support Student Parliament with student leadership development capabilities which integrate skills and learning experiences.

- Incorporate active student voice in whole school priorities and projects. Workshop students in the nature and value of planning processes.

**Staff:** Develop staff workforce capabilities by implementing and sustaining quality school-wide systems and organisational structures.

- Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have an alignment to the school plan and vision.

**Parents:** Design for the development of leadership capabilities for staff participating in teams through professional learning support and appropriate structures.

- Develop capabilities of teaching staff in area of intellectual quality. This will include planning for skill development for staff to design and implement appropriate programs and lesson design.

**Students:** Develop student leadership opportunities.

- Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, reflection and sharing of professional practice.

**Parents:** Design a multi-faceted communication strategy to build awareness amongst parents of the school focus of intellectual quality. This will include tips for parents to support the learning of their children to meet 21st century learning needs.

### PROCESSES

1. **School Learning Alliances:**
   
   - School teams to focus on establishing frameworks for consistent, high standard practices in learning support, curriculum (numeracy and literacy) leadership, professional learning, student leadership and student success.

2. **Teacher Quality:**
   
   - Intellectual quality to be focus for professional learning activities, focusing on enhanced teaching practice applied to deep knowledge and understanding, problematic knowledge, higher order thinking, meta-language and substantive communication.

3. **Enhancing TARS and EARS Processes:**
   
   - Developing a deeper shared understanding of quality teaching, including a framework for teacher reflection, lesson observations, feedback and TARS and EARS processes.

### PRODUCT AND PRACTICES

**Products**

- Tell Them From Me Surveys from students and staff reflect strong relationships between students and teachers that support enhanced student learning and development, meeting student needs.

- Executive leading the production of stage class programs that show evidence of school based initiatives and a direct connection to quality teaching processes.

- Teachers and executive are registered with BOSTES and either working towards accreditation or maintaining accreditation at appropriate level.

**Practices**

- High quality teaching and learning practices demonstrated and supported across the school evidenced in programs, assessments, observations, PDPs, lesson study and improved student learning outcomes.

- Professional learning teams established within stages and curriculum areas that are leading improved and embedded practice in relation to curriculum continuity and quality teaching.

- Staff reflect and report on the achievements of their own learning and leadership goals.

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**IMPROVEMENT MEASURES**

Tell Them From Me surveys used to monitor student voice, engagement in learning and participation in school initiatives; positive teacher – student relationships, positive learning climate, effective learning time; and teacher relevance and rigour.

Teachers Requiring Accreditation policies and procedures are in place according to BOSTES requirements.

Professional Development Framework plans, policies and procedures are in place and being monitored for effectiveness to enhance student outcomes and to empower teacher leadership opportunities.
Strategic direction 3: Community engagement is served through quality learning systems and networks involving students, staff and community.

**PURPOSE**

Our purpose is to build inclusive collaborative networks, through quality communities of practice. Student engagement, learning and well-being are a focus and they build relevant knowledge and skills that reflect local priorities.

**PEOPLE**

Students: Engage our students in our Positive behaviour for learning systems to improve and embed emotional resilience, social intelligence, confidence and proactive leadership behaviours/

Staff: Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two way communication and consultation.

Parents: Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

Community partners: Strengthen learning alliances within and beyond our school to support school programs including Indigenous cultural awareness, creative arts, enrichment, environment, sport and transition.

Leaders: Current and aspirant school leaders will be given opportunities to manage and lead key projects at school and across the Maitland Learning Community to develop their educational management and leadership capabilities.

**PROCESSES**

1. **Communication and Consultative Decision Making**
   To create two-way communication processes and opportunities which support active, frequent and culturally sensitive collaboration between school and community.

2. **Participation and Community Learning**
   To increase the number of parents engaging in community learning sessions and P and C events/ fundraising opportunities.

3. **Maitland Learning Community Partnership**
   To create jointly planned professional learning activities for staff, students and parents across the Maitland Learning Community.

**PRODUCT AND PRACTICES**

**Products:**

- At least 30% increase in the number of parents attending to support P and C and other community events and fundraisers.

- Sustained high level of positive student, staff and parent satisfaction levels with school learning culture and environment being greater than 85%.

- At least 80% of strategic community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes.

**Practices:**

- A positive culture of learning exists across the school among students, staff and parents.

- Regular Maitland Learning Community professional learning and capacity building meetings and networks for leaders, students, teachers and parents.

- Quality early intervention and year 6 transition programs operating within our community learning partnerships.

**IMPROVEMENT MEASURES**

Sustained high levels of student engagement, learning and well-being as a result of quality and innovative strategic, community learning partnerships and consultation.

Increased parent participation in the P and C, community events and school-home partnerships.

**Evaluation plan:**

- Regular monitoring of parent P & C attendance data; home-school data; and other community participation data throughout the year.

- Annual school survey measurement of school culture; quality learning environment; and satisfaction levels with randomly selected students, staff and parents.

- Evidence that the school’s learning community partnerships are being successfully implemented, adequately resourced and are sustainable.