School plan 2015 – 2017

Stanford Merthyr Infants School 5133 revised 2016
## School background 2015 - 2017

### Stanford Merthyr Infants School

Stanford Merthyr Infants School places students at the forefront of everything we do. We strive to develop positive and respectful relationships across the school community, and aim to create a productive learning environment to support students' needs. Our curriculum programs and teaching practices develop the knowledge, understanding and skills of all students. Our vision is underpinned by student welfare messages of "Safety, Respect and Responsibility" coming from the “You Can Do It” program and our key message of “Happy School, Happy kids, striving for success.”

### School context

Stanford Merthyr Infants School is a distinctive small infant school in Kurri Kurri, (Cessnock electorate) which services a diverse community. Our dedicated staff are committed to quality programs and opportunities that encourage each child to develop to their optimum potential in the early years of schooling. Stanford Merthyr Infants is an active member of the Kurri Kurri Learning Community in partnership with Kurri Kurri High School, Kurri Kurri Public School, Mulbring Public School, Pelaw Main Public School and Weston Public School, to promote a comprehensive education from Kindergarten to Year 12 in the Kurri Kurri area.

The school has a shared vision which aims to provide quality early childhood education with a strong emphasis on numeracy and literacy across all key learning areas. A safe nurturing environment exists where students can achieve their best in academic, social, cultural and physical pursuits. The sound educational foundation and opportunities provided by the school, prepare the students for their transition to Kindergarten and Year 3 by giving them the skills, confidence and experiences to allow them to progress on a continuum of learning.

The school enrolment has increased from 68 students in 2014 to 74 in 2015, 10% of whom are Aboriginal. We have 4 classes with boys making up 51% of the student population and girls making up 49%. The school is strongly supported by a small but very active Parents and Citizens Association and a group of regular parent volunteers. The local AECG President takes an active interest in the school’s learning and provides support for our welfare and cultural programs and is a spokesperson for the school in the Aboriginal community.

The Parents and Citizens Association is the main fundraiser for the school, with the support of our dedicated staff. The canteen is staffed by a committed and enthusiastic small group of parent volunteers. Home school communication happens through newsletters, the website, which is updated regularly, texts sent on the school mobile phone, a noticeboard at the school gate which is updated daily and staff talking to parents. The school regularly holds parent workshops, covering a range of educational activities.

### School planning process

In 2014, the school sought the opinions of parents, students and staff about the school in terms of community engagement and curriculum as well as conducting a survey focusing on School Culture. 38 parents returned the surveys (67% of families). A Quality of School Life Survey was conducted with all 69 students.

The survey results confirmed that parents found the school was welcoming and encouraged their children to achieve their best. It also found the school encourages new students and families to be involved and that staff cared deeply about students. Some parents indicated a lack of understanding of how maths was taught. All staff agreed that school priorities and targets to improve school performance were identified through planned evaluation.

Professional development was highlighted as positive as well as an area for future support. Student feedback indicated that 93% felt safe to come to school and felt supported in the environment of the school and classrooms. 92% felt their teacher listened to what they had to say.

Evaluation and data collection has included:

- Collecting information on individual students including their background and academic achievement
- Meeting with parent focus groups to ascertain their beliefs on what makes a quality education.
- Collecting data from parents and students to find out which school programs they value and which need improvement

Consultation has been achieved through:

- Meeting with the P & C to present and discuss the new school plan.
- Staff and parent meetings to discuss and write the school vision and mission statements.
- Publishing the vision and mission statements and school plan on the school website providing the opportunity for feedback.
- Planning time involving all teaching staff to develop the 5 P’s into a school plan.
- Inviting parents and AECG representative to a meeting to discuss, provide feedback and finalise the school plan.

The evaluation process included a review of the strengths, opportunities and areas for development across the school. As a result three key strategic directions were identified as a basis for a shared commitment to future development across the school community. These are:

- Develop Sustainable Leadership, Professional Learning Practices and Quality Relationships.
- Quality Teaching and Learning Programs
- Consistent, high quality educational practices across our Learning Community of Schools.

The Stanford Merthyr Infants School Plan 2015-2017 flows from the KKLC strategic directions and sets clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years, together with partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are realised through implementation of the plan.
Overall purpose: At Stanford Merthyr Infants School we care for each other in an inclusive, encouraging and supportive environment. Students strive to reach their potential while developing confidence and resilience. Our students are respectful, responsible 21st Century learners.

Purpose:
To build leadership capacity for staff, through targeted Professional Development.

STRATEGIC DIRECTION 1
Develop Sustainable Leadership and Professional Learning Practices

Purpose:
Develop consistent, high quality educational practices and student achievement, driven by school and assessment evidence, in line with the Australian Curriculum, for students to be successful 21st Century Learners.

STRATEGIC DIRECTION 2
Quality Teaching and Learning Programs

Purpose:
To ensure learning for students across our Kurri Kurri Learning Community (KKLC) is continuous K-12, and is based on quality educational delivery and consistent high standard and shared professional practices.

STRATEGIC DIRECTION 3
Consistent, high quality educational practices across our Learning Community of Schools.
# Strategic Direction 1: Develop Sustainable Leadership and Professional Learning Practices

## Purpose: Why?

To build leadership capacity for staff, through targeted Professional Development.

## People: Who and how will we do

### Staff:
Principal and Instructional Leader and external tutors provide new staff with professional learning and support to deliver explicit instruction lessons to improve student outcomes. Existing staff have opportunities for deepening their knowledge of pedagogy.

Instructional Leader embeds high quality differentiated professional learning that enhances teacher capacity in improving literacy and numeracy K-2.

LAST (learning and support teacher) and tiered intervention teachers support teachers to provide differentiated instruction.

All staff collaboratively developing joint goals and individual goals and articulate their professional goals in line with the new Performance and all staff in NSW Public schools.

Staff consistently communicates, collaborates and involves parents in the educational progress of their children.

### Students:
Students engaged in quality lessons developing a culture of high expectations and improved outcomes.

Students receive explicit teaching to meet curriculum requirements.

### Parents/Carers:
Parents have a good understanding of the literacy and numeracy continuums; attend 3 way conferences to support their children’s progress.

Parents form active partnerships with teachers and children to further enhance their educational progress.

### Leaders:
Principal and Instructional Leader identify and implement professional learning aligned with school priorities, and DEC mandated policies.

## Processes: What will we do?

### Explicit Direct Instruction
All staff to:
- use the quality teaching framework to guide improved pedagogy
- build capacity to implement NSW syllabuses through professional learning
- collaboratively develop scope and sequences and build consistent teacher judgement using literacy and numeracy continuums for a consistent approach to programming, assessment and reporting
- design and deliver explicit effective lessons including warm-ups

### Early Action for Success
This project will feature: instructional leadership; personalised learning; assessment for learning; and high quality professional learning with a focus on the early years of schooling K-2.

Tiered levels of intervention strategies will be provided based on the analysis of student learning needs. Specific Programs: L3 for Kinder and Year 1 and TEN K-2.

### Australian Professional Standards for Teachers
Performance and development process will support principal, executive, instructional leader and teachers to sustain a positive and collaborative performance and development culture.

## Products and Practices: What is achieved and how will we know?

### Product
Staff are confidently using Performance Development Plans linked to Early Action for Success project as measured through evidence at review meetings during the year. (Current: Two for new staff and two being used to mentor.)

### Practices:
- All class teachers able to clearly articulate where students are at in the teaching learning cycle, with knowledge of how to program to take them to the next cluster.

Creating a school culture which is professionally supportive, proactive and strengthens teacher capacity to improve learning outcomes.

Class programs used to give timely feedback to ensure reflection of the Quality Teaching Framework with evidence of differentiation, BOSTES syllabus documents, and inclusion of school based initiatives.

### Evaluation Plan
- Survey staff, students and community using School Survey and TTFM surveys.
- Staff Self-evaluation
- Analysis and further planning from school data.
### Strategic Direction 2: Quality Teaching and Learning Programs

**Purpose: Why?**

Develop consistent, high quality educational practices and student achievement, driven by school and assessment evidence, in line with the Australian Curriculum, for students to be successful 21st Century Learners.

**Improvement Measures**

- **By 2017, 57% of Kindergarten students will achieve Cluster 4 in Speaking and Listening with interim targets of 52% in 2016 from a base line of 47%. By 2017, 67% of Year One Students will achieve cluster 6, with interim targets of 62% in 2016 from a base line of 57% and in 2017 80% of Year 2 students will achieve Cluster 8 with interim targets of 75% in 2016 from a base line of 70%.

- **By 2017, 70% of Kindergarten students will achieve Cluster 4 in Writing with interim targets of 68% in 2016 from a base line of 65%. By 2017, 53% of Year One Students will achieve cluster 6, with interim targets of 50% in 2016 from a base line of 47% and in 2017 80% of Year 2 students will achieve Cluster 8 with interim targets of 78% in 2016 from a base line of 75%.

**People: Who and how will we do it?**

**Students:**

Students learn to make relevant judgments about their own progress on the Literacy and numeracy Continuums using the Speaking and Listening and Writing “I can” statements.

**Staff:**

Capabilities will be developed by designing and implementing differentiated individualised professional learning.

School-wide systems and structures will be developed which support all staff in meeting the educational needs of students.

Staff have the skills and knowledge to manage a range of technologies to implement activities to facilitate 21st Century Learning.

**Parents/Carers:**

Parents/caregivers to be actively involved and informed of their children’s progress through meetings, parent information sessions, parent support programs and reporting cycles.

Parents have a good understanding of the literacy and numeracy continuums; attend 3 way conferences to support their children’s progress.

**Community Partners:**

Continue to develop partnership with community resources to encourage their support of our school’s learning objectives.

**Leaders:**

Principal and Instructional Leader will lead improvement, innovation and change. Learning support team/school counsellor will provide personalised support for identified students.

**Processes: What will we do?**

**Early Action for Success**

Collecting and analysing individual student data every five weeks. Whole school approach using PLAN.

Implementation of measurable early intervention strategies based on three tiers of need.

Providing high quality professional learning to support teachers.

Specific Programs: Kindergarten L3 and Stage 1 L3.

K-2 to receive early intervention through a tiered approach differentiation.

**Effective Pedagogical Practices**

- Build capacity in staff to collaboratively plan and differentiate programming for teaching and learning, using the Quality Teaching Elements.
- Staff sharing of technology skills and the incorporation of technology and 21st Century learning skills into teaching and learning programs.

**National Curriculum Implementation**

Lead staff training in the NSW BOSTES Curriculum syllabus documents in order to effectively implement new curriculum.

**Professional Learning:**

Further develop staff understanding and quality pedagogy in Literacy and Numeracy with training in Continuum tracking using SENTRAL and tracking student progress on PLAN.

**Evaluation Plan:**

PLAN and NAPLAN data analysed to determine areas of need.

Student progression monitored 5 weekly through L3 and TEN data and once a term through PLAN analysis. Regular staff meetings with teachers to discuss professional learning.

**Products and Practices: What is achieved and how will we know?**

**Products**

- By 2017, 57% of Kindergarten students will achieve Cluster 4 in Speaking and Listening with interim targets of 52% in 2016 from a base line of 47%. By 2017, 67% of Year One Students will achieve cluster 6, with interim targets of 62% in 2016 from a base line of 57% and in 2017 80% of Year 2 students will achieve Cluster 8 with interim targets of 75% in 2016 from a base line of 70%.

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- 75% of teachers indicate they feel equipped and supported to implement BOSTES syllabi. (Current 50% indicate they are noting, noting staff change overs.)

**Practices**

High quality teaching and learning practices demonstrated through effective assessment, tracking and student analysis systems to ensure consistent teacher judgement and valuable reporting to parents.

Teaching practice reflects current research and BOSTES requirements.

Teachers monitor, reflect and drive student progress through personalised learning plans.

Regular professional learning activities occurring which are aligned to school learning goals and system requirements.
### Strategic Direction 3: Consistent, high quality educational practices across our Learning Community of Schools.

#### Purpose: Why?

To ensure learning for students across our Kurri Kurri Learning Community (KKLC) is continuous K-12, and is based on quality educational delivery and consistent high standard and shared professional practices.

#### Improvement Measures

**Students regularly attend school and are engaged in their learning.** (Data collected at individual schools.)

Accelerate improvements in the educational outcomes of all students, through high expectations. (Base line data established using TTFM surveys commencing in 2015.)

Increased parent/family participation in home school partnerships. (Each school will conduct their own parent surveys using TTFM and establish baseline data in 2015.)

#### People: Who and how do we do it?

**Students**
- Have high expectations and attend and engage in school regularly.
- Engage in a variety of learning programs and events within the KKLC.
- Engage in all aspects of their education and are active 21st Century Learners
- Develop career pathways and a commitment to lifelong learning.

**Staff**
- Know their students, have high expectations, and participate in professional learning, to meet the diverse needs of individuals.
- Develop capacity to build stronger community relations with parents, businesses and community organisations.
- Engage in KKLC curriculum initiatives to build their capacity and enhance student learning outcomes.
- Opportunities to engage professionally with a range of teachers across the KKLC.

**Parents/ Carers:**
- Encourage students to attend school, have high expectations, and support student achievement.
- Encourage and establish improved family/school partnerships for the educational benefit of all students.

**Community Partners:**
- Work together to establish a continuum of learning, care, and curriculum.
- Establish learning alliances with the KKLC to support innovative practices.
- Are actively involved in a range of career focused events.

**Leaders:**
- All staff are actively engaged in professional learning opportunities to ensure career development and aspiration opportunities.

#### Processes: What will we do?

- Embed Aboriginal perspectives into teaching practice and school culture.
- Support student learning between the home and school through the use of online technology, KKLC events and strong communication processes.
- Develop priorities for improving community relationships and positive school identities across the KKLC.
- Establish frameworks for consistent, high standard practices in literacy, numeracy, integrated curriculum planning, student debating, capacity building of 21st C skills and support for student success.
- Develop a deeper, shared understanding of quality teaching across the KKLC.
- Utilise ‘Tell Them from Me’ Data to inform current practices and programs.

#### Products and Practices: What is achieved and how will we know?

**Products**
- Monitor student attendance and continue strategies to maintain high levels of student attendance. (2014 baseline data at SMIS was 95.4%)
- A supportive KKLC school community evidenced by increased numbers of parents and community members attending school functions and involved in collaboration in student learning. Baseline data will be established in 2015, aiming at 30%, 35% in 2016 and 40% in 2017. (KKLC will create an attendance tool to monitor parental attendance at functions.)
- Evidence of the assessment of literacy continuum clusters and markers are utilised in planning and teaching.
- All schools achieving at level four of the GATs matrix. (Currently some areas are below level 4 for most schools.)

**Practices**
- Increase opportunities to engage Aboriginal students, promote student wellbeing, improve outcomes and empower students through cultural awareness.
- A positive culture of learning across school, family and community partnerships.
- New syllabus implementation is occurring and aligned across KKLC where appropriate.
- 21st Century learning skills are integrated in classroom practices.
- Staff are confident to implement teaching strategies based on the outcomes of professional learning into their classroom practice.
- Implementation of careers booklets and holding of career day for K-12 students.
- Build capacity in staff through shared professional learning opportunities and collaboration.