School Vison Statement – 2015-2017

At Millers Forest 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.

School Context

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

In 2015 there were 33 students at Millers Forest Public School. Enrolments have been stable over the past three years however; many students are transient giving us a high turn-over of new families and students. Four students identify as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 133 which indicates high levels of disadvantage.

Our students are extremely diverse in socio-economic, cultural and ethnic backgrounds. At the beginning of 2015 we will have four Aboriginal students enrolled. The school has two 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

During term three 2014 a Planning Committee was established to determine the Strategic Priorities and directions for Millers Forest Public School over the next three year period.

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.

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 2015 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 2015 - 2017

**Purpose**
To develop a positive culture, ensuring all students are engaged in their learning whilst having access to quality curriculum including explicit, systematic teaching and learning tasks which are differentiated and personalised to meet individual needs.

Provide opportunities for all students to achieve their social and academic potential, which will focus on student outcomes in a personalised, meaningful way ensuring all learning is directly

**STRATEGIC DIRECTION 1**
Enhance the Level of Student Achievement.

**Purpose**
To ensure all staff are provided with relevant opportunities for reflective professional growth and practice through the development of a culture focussed on improvement through explicit feedback leading to structured professional plans, informed evaluation, and personal goal setting.

**STRATEGIC DIRECTION 2**
Enhance the Level of Professional Practice.

**Purpose**
To ensure continued strong partnerships with parents and community through informed decision-making, strategic planning, and leadership, which develops meaningful links with local indigenous organisations and deeper partnerships with the wider community.

**STRATEGIC DIRECTION 3**
Enhance Community Partnerships and Strengthen Participation.
Strategic direction 1: To Seek a High Level of Student Achievement.

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| To develop a positive culture, ensuring all students are engaged in their learning whilst having access to quality curriculum including explicit, systematic teaching and learning tasks which differentiate and are personalised to meet individual needs. | **Students**: Engage in learning while ensuring they have a clear understanding of expectations of performance and what is required to improve.  
**Staff**: Ensure personalised professional development is present for all staff. Provide a range of strategies that focus on high quality feedback, professional sharing and self-evaluation.  
**Parents**: Develop a strategy to increase parent’s awareness of literacy and numeracy programs through the Instructional Leader.  
**Community**: Support of high level skill development in all aspects of literacy and numeracy across the Gateway Learning Community. | **Connected and Empowered Students**  
To develop key programs in L3, TEN, Lexia and Symphony Maths to support early learning K/6 with the provision of specific feedback to performance while improving learning outcomes for all students.  
**Evaluation plan**  
Internal reporting against milestones giving feedback at the end of each semester by the way of survey and analysis of student’s school based NAPLAN and Best Start assessments.  
Participation in evaluation measures and data collection through the Early Action for Success Program.  
Reporting against the literacy and numeracy continuums every term to inform teaching and learning directions for every student. | **Product**  
- To increase the number of students achieving at or above State benchmark levels in reading and numeracy by 6% overall from 5% in 2014 to 12% by 2017.  
- To increase the number of students achieving at grade or above grade in reading and numeracy from 5% in 2014 to 12% by 2017.  
- Engage in a targeted program facilitated by the Gateway Learning Community involving screening all kindergarten students across the Gateway and then working with these students according to need. The speech pathologist will also address whole staff on (SDD) and parents to explain the process. | **Practices**  
- Quality pedagogy practices K/6 ensured through scope and sequences linked to common embedded assessment tasks and student performance. |

**IMPROVEMENT MEASURE/S**

- To increase the number of students achieving at or above State benchmark levels in reading and numeracy by 6% overall from 5% in 2014 to 12% by 2017.
- To increase the number of students achieving at grade or above grade in reading and numeracy from 5% in 2014 to 12% by 2017.
**Strategic direction 2: To Seek a High Level of Professional Practice.**

### PURPOSE

**Students:** Develop strategies to enable students to gain understandings of improving their literacy and numeracy learning outcomes.

**Staff:** Participate in targeted professional development and activities that are connected to the school plan. An increase in teacher skills and capacities to deliver improvements in literacy and numeracy.

### PEOPLE

**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.

**Staff:** Engagement in professional learning to improve knowledge, skills and understanding to increase capacity to deliver programs that improve student learning outcomes.

### PROCESSES

Training of relevant staff to facilitate the implementation of TEN, L.3 (K & 1) Symphony Maths and Lexia Core5 Reading programs in 2015.

Structured processes to promote support for parents to discuss their children’s learning and progress.

School leaders managing leading all aspects of the curriculum and learning programs.

**Evaluation plan:** Five week reporting against milestones linked to the framework of reporting in Early Action for Success.

### PRODUCT AND PRACTICES

**Products:**

- Staff K-2 are trained in TEN and L.3.
- Staff K-6 are trained in Lexia Core 5 Reading and Symphony Maths by the end of 2015 and are confidently implementing these programs.

**Practices:**

- Regular combined professional learning across the Gateway Learning Community.
- Teachers work with the instructional Leader and Principal to share practices including classroom observations and reflections on a regular basis.

### IMPROVEMENT MEASURE/S

**80% of students meet or exceed grade expectations on the literacy and numeracy continuums. 90% of K-2 students meet or exceed grade expectations with direction and guidance from the instructional Leader (EAS). Results entered into PLAN every five weeks.**

Evaluate teacher professional learning through a model to determine implementation targets are being met.

An increase of 2% of students moving up by one band or more in grade five NAPLAN.

**Leaders:**

Aspiring staff will be given structured support to develop their career goals.
**Strategic direction 3: Enhance community engagement and widen participation.**

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<td>Critical research such as Caldwell; Dinham and Fullan acknowledge the need for positive collaboration both within community learning partnerships and between community partnerships. This is a way of creating and sustaining continual growth and improvement. At Millers Forest Public School our purpose is to build inclusive collaborative teams and school networks, through quality community partnerships which contribute to placing learning at the core of what we do. By all partners contributing we ensure student engagement, learning and wellbeing is the central focus which is contextual and is reflective of local priorities.</td>
<td><strong>Students</strong>: Use Choice theory, Reality Therapy and Lead Management programs, to improve and embed emotional resilience, social intelligence, confidence ad proactive leadership behaviours. <strong>Staff</strong>: Further develop staff in building strong community relationships including positive two way communication. <strong>Parents</strong>: Involve parents and the community in learning projects that support student engagement, learning and wellbeing. <strong>Community partners</strong>: Strengthen learning partnerships with and beyond our school to support school programs including; transition, sporting, Indigenous, leadership, debating, music and the arts.</td>
<td>2. <strong>Participation and Community Learning</strong>: To increase the number of parents engaging in community learning sessions and P&amp;C events. 3. <strong>Gateway Community of Schools Partnership</strong>: Create jointly planned professional learning activities for staff, students and parents across the Gateway Community of Schools (GLC) <strong>Evaluation Plan</strong> Regular monitoring of parent and P&amp;C attendance data for all events. Annual school survey measurement of school culture. Evidence that the schools learning community partnerships are being successfully implemented, adequately resourced and sustainable.</td>
<td>Products Sustained high levels of positive student, staff and parent satisfaction levels with school learning culture and the environment. At least 80% of the strategic community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes. <strong>Practices</strong>: A positive culture of learning exists across the school among students, staff and parents. Regular combined Gateway Community of Schools professional learning and capacity building meetings and networks for leaders, students, teachers and parents. Quality early interventions and year six Transition programs operating within strategic community learning partnerships.</td>
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**IMPROVEMENT MEASURE/S**

Continued high levels of student engagement and love of learning as a result of quality strategic community partnership and consultation. Strengthened parent participation in all areas of school life including high attendance rates at P&C meetings.