## School background 2015 - 2017

### School vision statement
Middleton Public School is an innovative community school with a committed staff who provide a challenging and supportive environment to encourage all students to achieve their personal best.

### School context
Middleton Public School has an enrolment in 2015 of 259 students and this has been an increase over the past few years. The school has 10 classes utilising various forms including composite and parallel. Support for classroom teachers is used in the form of several support staff who implement a wide range of programs including Reading Recovery, MiniLit, MultiLit, Numeracy and Literacy groups. Additional support comes from a number of hardworking School Learning Support Officers.

Our school is very well resourced with modern buildings, a computer laboratory, a well-stocked library, interactive whiteboards in each classroom and a wide open playground consisting of several playing fields and playground equipment.

The school has several successful programs running including Positive Behaviour for Learning, Stephanie Alexander Kitchen Program, Whole School Garden Program with each stage having their own vegetable gardens/orchard and Live Life Well Program.

A Sporting Schools program is offered to students two afternoons per week and gives the students access to out of school coaching staff.

Mini Middletons-Kindergarten Orientation program runs in Term 3 and Term 4 using the Pre-school building.

Carewest run a Pre-school on site on four days-students from this feed into Middleton Public School.

A Wiradjuri Language program is taught in Stages 1 and 2. Cultural activities are run over lunchtime as an additional activity.

### School planning process
In 2014, the planning process started with staff being involved in several information sessions initially to outline the changes to the process.

Staff worked in groups to formulate their responses to a number of questions regarding Middleton Public School. These responses were collated and used in the formation of this plan.

Parents and caregivers were invited to complete a survey late in 2014. Their responses have been used in the formation of this School Plan. Additional Parent Workshops will be held in Term 1 2015 to further develop the school plan.

The Henry Parkes Learning Community Principals had dinner with all of the P & C Presidents and during this dinner shared information on the School Plan process.
School strategic directions 2015 - 2017

Purpose:
Students will be actively engaged in purposeful, challenging and stimulating high quality learning experiences which will allow them to achieve their personal best in readiness for the 21st Century and beyond.

Purpose:
Professional staff embracing and embedding effective teaching practices in classrooms by fostering a culture that has learning at the centre of all school decisions and directions.

Purpose:
To build stronger relationships as an educational community through leadership and the development of a culture of collaboration, active and engaged communication, empowered leadership and organisational effectiveness at Middleton Public School and as part of the Henry Parkes Learning Community.
## Strategic Direction 1: ENGAGED LEARNING

### Purpose
*Why do we need this particular strategic direction and why is it important?*

Students will be actively engaged, challenging and stimulating high quality learning experiences which will allow them to achieve their personal best in readiness for the 21st Century and beyond.

### People
*How do we develop the capabilities of our people to bring about transformation?*

**Students:**
Develop an understanding of how they learn best and take responsibility for their own learning both in and out of the classroom and have an understanding of expectations of their performance and what is required to achieve at the highest levels.

**Staff:**
Engage in Professional Learning activities to improve their knowledge, skills and understandings to increase their capability to deliver programs to improve outcomes for students.

**Parents/Carers:**
Develop their knowledge, skills and understanding as partners in their children’s learning.

### Processes
*How do we do it and how will we know?*

- All staff will plan, document, discuss, modify and participate in professional learning.
- Staff to develop a shared understanding of the cluster markers on the continuum in order that all students from K-6 can be plotted on both the Literacy and Numeracy Continuum.
- The School community will continue to focus on PBL to support playground and classroom behaviour.

### Products and Practices
*What is achieved and how do we measure?*

**Product:**
- Students will move one cluster marker or better in writing using the Literacy continuum.
- Students to achieve growth equal to or above state average in Writing from Years 3-5 in Naplan.
- A reduction in PR time, suspensions and referrals.
- Increased attendance by all students.
- All staff will have professional knowledge in the use of technology with a focus on interactive whiteboards and ipads.
- All teaching staff will have an enhanced understanding in PLAN.
- Staff utilise the NAPLAN teaching and Learning activities and SMART data in their teaching.
- PBL Data collected will reflect an improvement in the playground and classroom behaviours.

**Practice:**
- All students from K-6 will be plotted on Literacy and Numeracy Continuum.
- Teachers imbedding the PBL practises in the classroom and playground.
- Discuss with stage leaders/principal as to the progress of their specific PL.
- Staff aware of the PBL matrix when documenting playground and PR issues.

### Improvement Measures
- Students will move one cluster marker or better in writing using the Literacy continuum.
- Students to achieve growth in Writing from Years 3-5 in Naplan.
- A reduction in PR time, suspensions and referrals.
- Increased attendance by all students.

### Evaluation Plan
- Staff participating in their chosen PL areas.
- Collection and analysis of NAPLAN and PBL data.
## Strategic Direction 2: QUALITY TEACHING

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<thead>
<tr>
<th>Purpose</th>
<th>Why do we need this particular strategic direction and why is it important?</th>
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<th>People</th>
<th>How do we develop the capabilities of our people to bring about transformation?</th>
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<td>Students:</td>
<td>Develop their knowledge, skills and understanding as partners in their children's learning.</td>
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<td>Staff:</td>
<td>Undertake targeted Professional Learning on a personal and school needs basis to become more effective practitioners and to build of leadership capacity.</td>
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<td>Parents/Carers:</td>
<td>provided with the knowledge of and strategies to support the Professional Learning undertaken by staff.</td>
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<td>Leaders:</td>
<td>Provide succession planning, leadership development, and workforce planning to drive whole-school improvement.</td>
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<th>Processes</th>
<th>How do we do it and how will we know?</th>
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<td></td>
<td>Staff will be trained in a variety of processes as required to achieve the School Plan products.</td>
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<td>Structured professional learning will be provided through the Henry Parkes Learning Community and NSW Teachers Federation.</td>
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<td>Establish school-wide and Henry Parkes Learning Community relationships to provide mentoring and coaching support to ensure the ongoing development of all staff.</td>
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<tr>
<th>Evaluation Plan</th>
<th>Analysis of student results on a five weekly basis.</th>
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<td>Focus group of students, staff and parents convened on a term basis to provide feedback on resultant change in classroom practice.</td>
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<td>Positive student responses in surveys.</td>
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<th>Products and Practices</th>
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<td>Product:</td>
<td>Increased number of staff with the capacity to fulfill leadership positions within the school and to drive whole school improvement.</td>
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<td>Staff demonstrate a deep understanding of quality teaching in their classroom and practices.</td>
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<td>Individual student growth will meet or exceed state average growth in Years 3 and 5 NAPLAN assessments.</td>
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<td>Students are more involved in school focus initiatives such as Stephanie Alexander Kitchen and Garden Program, L3 and Live Life Well.</td>
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<td>Improved attendance and involvement.</td>
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<td>Forward movement on Literacy continuum.</td>
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**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- All staff engaged in professional dialogue.
- Quality teaching will be embedded and delivered in teaching and learning programs as evidenced by programs supervision, classroom observation and feedback of standards observed.
- Effective observation and feedback become embedded in teacher development across the Henry Parkes Learning Community.

**Improvement Measures**
- Increased number of staff with the capacity to fulfill leadership positions within the school and to drive whole school improvement.
- Staff demonstrate a deep understanding of quality teaching in their classroom practices.
- Individual student growth will meet or exceed state average growth in Years 3 and 5 NAPLAN assessments.
- Students are more involved in school focus initiatives such as Stephanie Alexander Kitchen and Garden Program.
- Improved attendance and involvement.
- Forward movement on Literacy continuum.
## Strategic Direction 3: COMMUNITY PARTNERSHIPS

### Purpose
Why do we need this particular strategic direction and why is it important?
To build stronger relationships as an educational community through leadership and the development of a culture of collaboration, active and engaged communication, empowered leadership and organisational effectiveness at Middleton Public School and as part of the Henry Parkes Learning Community.

### People
How do we develop the capabilities of our people to bring about transformation?

**Students:**
Develop a clear understanding of the Core Values, cultural significance and purposeful leadership, actively modelling positive citizenship and contributing to the school, the community and the society in which they live.

**Staff:**
Engage in activities to build partnerships and leadership capacity across a variety of networks.

**Parents/Carers:**
Have a clear understanding of the school’s strategic direction and priorities and have input into their ongoing evaluation. Support their children’s education by further developing and valuing community links.

**Community Partners:**
The community of Parkes values and celebrates the contribution that Public Education makes to a cohesive society.

**Leaders:**
The school leadership team makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of improving student outcomes and promoting the school within the local and wider community.

### Processes
How do we do it and how will we know?

- **Parent meetings and information sessions** to share school expectations and current programs.
- **Henry Parkes Learning Community meetings** embedded in all school calendars and agenda derived from individual, learning community and wider community needs with decisions acted upon and communicated to relevant audiences and acted upon within individual schools.

### Products and Practices
What is achieved and how do we measure?

**Product:**
- Community are more involved in school focus initiatives such as Stephanie Alexander Kitchen and Garden Program and Community Markets.
- Increased parental attendance and participation at meetings and information sessions.
- Increased community involvement in the classrooms
- Increased community involvement with PBL and school activities.
- Increased retention rate from Year 6 to 7 within the DEC system.
- Students in all DEC schools are connected to and via the Henry Parkes Learning Community.
- Establishment of parent/carer café with increased attendance.
- Parents, staff and students complete survey from TTFM and data is provided from the Learning Bar.

**Practice:**
- Increased parental involvement in information sessions.
- Stronger links/partnership with outside agencies including neighbourhood centre.
- HPLC Executive to meet twice a term.
- Promotion of the HPLC and public education within our school and the wider community.
- Inform community of school initiatives.

### Improvement Measures
- Community are more involved in school focus initiatives such as Stephanie Alexander Kitchen and Garden Program and Community Markets
- Increased Parent attendance and participation at meetings and information sessions
- Increased community involvement in the classrooms
- Increased community involvement with PBL and school activities
- Increased retention rate from Year 6 to 7 within the DEC system
- Students in all DEC schools are connected to and via the HPLC
- Establishment of parent café with increased parent/caregiver attendance.
- Parents, staff and students complete survey from TTFM and data is provided from the Learning Bar.