

# MEREWETHER PUBLIC SCHOOL PLAN 2012 -2014

Revised November 2013

## SCHOOL CONTEXT

Merewether Public School values every student as an individual and promotes Quality, Respect and Responsibility. The school aims for the highest of academic and social standards and strives to deliver learning programs that assist students to achieve their best. It serves a diverse community of wide ranging socio-economic circumstances. While it brings together students from a variety of backgrounds and dynamics, it predominantly serves a low SES community. We currently have an indigenous enrolment of 10%.

The District Behaviour APs office is situated on the school grounds as is the district DGO. The school assists with some administrative functions.

Surveys show that parent satisfaction with school performance, administratively and educationally, is very high.

The staff consists of the Principal, two Assistant Principals, six permanent Classroom Teachers, a Learning and Support Teacher, a Librarian two days per week, and two School Administrative and Support Staff. The Behaviour Team consists of an Assistant Principal.

The school has this year employed, through the Low SES National Partnership, a Highly Accomplished Teacher (HAT) as well as a School Learning Support Officer (SLSO) who assists teachers in the delivery of individual learning programs in literacy and numeracy to students with specific needs K-2. In addition we have employed a SLSO who works in Boys Education. The HAT was previously employed under Centre for Excellence funding in 2011 and 2012. This position changed to a non-teaching AP in second semester as the current HAT moved to another position outside of the school. The role has remained the same.

The HAT/ AP has worked with the five Local Management Group (LMG) schools providing support and TPL in Literacy and Numeracy as well as new scheme teachers from a wide range of Hunter Central Coast schools

The school continues to be high performing as evidenced by excellent 2013 NAPLAN results. Student performance in the top proficiency band was above State average in all areas of Literacy and Numeracy for Years 3 and 5. No children in Year 3 were in the bottom proficiency band in writing, numeracy, grammar and punctuation. They all ranked in band 3 or above. Growth in year 5 numeracy was not as strong and this will be a focus in the future

SCHOOL IDENTIFIED PRIORITY AREA/S	LITERACY	CURRICULUM and ASSESSMENT	NUMERACY	ENGAGEMENT and ATTAINMENT
<b>INTENDED OUTCOME/S</b> <ul style="list-style-type: none"><li>Improved understanding of correct Punctuation, Grammar and comprehension in the appropriate strands of Literacy</li><li>Improved performance of students in solving multi step mathematical problems, decimals and fractions</li><li>All teachers will plan, implement and evaluate quality student self-assessment strategies to drive learning and improve student outcome</li><li>Improved community engagement in student learning and communication.</li></ul>				
PRINCIPAL'S SIGNATURE	DIRECTORS ENDORSEMENT			DATE

Key: **2013 NPLSES \$funds**

## 2013 MEREWETHER PUBLIC SCHOOL PLAN Revised (Nov 2013)

Public School NSW Strategic Priority: **Literacy**

HCC Strategic Priority Action: **Literacy & Numeracy**

**Outcome: Improved student understanding of correct Punctuation and Grammar in the appropriate strands of English.**

Target	Key Implementation Strategies	Indicators	Responsibility	Resourcing	Low SES Reform
<p>NAPLAN scores will indicate that the expected growth in Grammar and Punctuation will be better than the State for all Year 5 and Year 7 students.</p> <p><b>NEW TARGET</b> Using the literacy continuum 75% of children will have achieved all the markers within their cluster and some beyond in the field of comprehension by Term 4.</p>	<p>Use the Assistant Principal Teaching and Learning (APTL) to implement a series of Teacher Professional Learning (TPL) sessions to build teacher knowledge of Grammar and Punctuation.</p> <p>Use supervision processes to monitor teachers implementation of the explicit and systematic teaching of Grammar &amp; Punctuation</p>	<p>NAPLAN results</p> <p>All teachers will co plan and deliver a TPL session on aspects of Punctuation and Grammar Teacher Annual Review (TARs) processes will reveal a deeper understanding and quality delivery of, the teaching of Punctuation and Grammar</p>	<p>APTL &amp; Staff</p> <p>All teachers</p>	<p>\$80000</p>	<p>1, 2</p> <p>4</p> <p>4</p>
	<p>The SLSOs will maintain support of students identified at risk in Literacy</p>	<p>At risk students improve against class benchmarks across the year</p>	<p>Low SES SLSO</p>	<p>\$48000 Low SES</p>	
	<p>APTL will ensure all staff, through mentor sessions and staff meetings, trained in the use of PLAN to plot children on the continuum and plan for future growth.</p>	<p>All teachers confident in use of PLAN continuum. All staff able to develop learning plans for comprehension that include Focus on Reading and current best practise</p>	<p>APTL &amp; staff</p>		
	<p>Demonstration lessons and regular supervision will guide the staff in the teaching of comprehension, grammar and punctuation through the effective study of quality literature. The school will provide a bank of quality literature that will be available to teachers as a teaching resource to enable staff to achieve this strategy.</p>	<p>All teachers will expose students to quality literature daily. Students will be able to appreciate and analyse at a deep level with enhanced comprehension skills</p>	<p>APTL, Librarian and staff</p>		

### Key Evaluation Strategies

Executive feedback on TPL sessions

Analysis of NAPLAN

Supervision of Classroom Program

Observation of Teaching as part of TARs

Teacher feedback

Public School NSW Strategic Priority: Curriculum and Assessment			HCC Strategic Priority Action: Curriculum & Professional Learning			
Outcome: All teachers will plan, implement and evaluate quality assessment strategies to drive learning and improve student outcomes						
Target	Key Implementation Strategies	Indicators	Responsibility	Resourcing	Low SES Reform	
75% or more of all students will be able to effectively self assess to achieve their personalised learning goals in Literacy by the end of 2014.	Enrich staff knowledge and expertise in Assessment through a series of TPL activities that includes data analysis, meetings, seminars, research and workshops. ( include LMG schools)	School TARs process will show that assessment strategies include student self- assessment and feedback on clearly defined success criteria	APTL to lead staff	\$6000	2, 3	
	Through TPL and mentor sessions teachers will attain a sound knowledge of how to develop in students the ability to set their own learning goals using the SMART (specific, measurable, attainable, relevant and time bound) strategy.	Feedback reveals high level satisfaction with teacher support	All teachers		1, 3	
	Teachers and students will cooperatively develop a Personalised Learning Journal that will allow students to self-assess effectively.	All students will have a personal learning journal.	APTL to lead staff		1	
	<u>The New Australian Curriculum</u>	Student feedback, assessment results and NAPLAN will indicate pleasing growth from Term 1 to Term 4.	Executive			
	Complete the implementation of the Programming and Assessment component of the new English syllabus.	Program reviews reflect new English syllabus embedded in all teaching and learning activities.	All staff			
	Continue to develop teacher’s knowledge of Maths Syllabus through TPL and mentoring.	Learning intentions reflect syllabus.				
	Teacher knowledge of maths syllabus will allow them to use document to construct WALTs.					
Key Evaluation Strategies						
Analysis of Assessment tasks using NSW Quality Assessment Framework Coding Tool		Supervision of Classroom Assessment Program		Teacher feedback Journals		

Public School NSW Strategic Priority: Numeracy		HCC Strategic Priority Action: Literacy & Numeracy			
Outcome: Improved performance of students in solving Mathematical problems in Number & Measurement					
Target	Key Implementation & Strategies	Indicators	Responsibility	Resourcing	Low SES Reform
That 90% of students in Year 3 will achieve at or above minimum standard in NAPLAN Numeracy	Use the APTL to implement a series of TPL sessions emphasising the teaching of multi-step problems, fractions and decimals.	TARS process will show that all teachers will successfully deliver lessons which emphasise multi step problems across all Mathematics lessons	APTL & Staff	\$2500	1, 2
	Use TARs process to monitor teachers understanding and implementation of the teaching of multi-step problems, fractions and decimals.		All teachers		4
That 95% of students in Year 5 and Year 7 will achieve at or above minimum standard in NAPLAN Numeracy	All teachers K6 will work with APTPL to develop learning intentions in programs and teaching practise that explicitly reflect the teaching of multi-step problems and decimals and fractions	Class programs indicate multi step problems, fractions and decimals as a key element in the teaching of Number.	Executive	\$2500	4
	A whole school mental arithmetic revision program will continue in all classrooms.	Executive report students are more confident in mental arithmetic.	AP and APTL		4
	Teachers will incorporate short sharp mathematic drills and games throughout the whole school day.		Principal HAT		6
	Conduct a series of parent information sessions on focus in numeracy.		LAST		3
	Ensure the LAST program is driven by personalised learning plans for students identified as requiring learning support.	Parent sessions planned, delivered, well patronised and feedback is highly positive	AP and APTL		
		NAPLAN analysis			
Key Evaluation Strategies					
Analysis of NAPLAN	Supervision of Classroom Program	Observation of Teaching as part of TARs	Teacher feedback		

Public School NSW Strategic Priority: Engagement and Attainment		HCC Strategic Priority Action: Inclusive School Communities			
Outcome: Improved community engagement in student learning					
Target	Key Implementation & Strategies	Indicators	Responsibility	Resourcing	Low SES Reform
Increase from Level 2 to Level 3 on the School Community Partnerships Matrix strand “Parents helping their children to learn”.	Use the HAT and other school staff to conduct parent information sessions each term on aspects of literacy, numeracy and general student learning.	Parent participation will increase by 50% from 2013 sessions (22 to 35)	AP and APTL & staff	\$2000	6
	Use a wide range of approaches to encourage a diverse group of participating parents in the information sessions.	Parent feedback will indicate that they are better able to support their child’s learning.			2, 6
	Use a variety of communication methods (email, Edublog, school App, newsletter and information night) to encourage parents to volunteer their time regularly in the classrooms.	An increase in the number of parent helpers in classrooms Parents better informed about activities at the school.	AP & APTL		5
	APTL will develop a blog site for parents that will offer help and tips to assist their child with their learning.	The blog will be accessed by at least 50% of parents and will contain positive feedback pertaining to information that parents have received.		\$7000	5
	Conduct a yearly, consultative and progressive evaluation of the effectiveness of strategies in the school plan to achieve targets	Evidence of the effectiveness of school plan strategies gathered through-out the year. NPLSES Evaluation Report completed on time			
	Contribution towards shared regional positions to support NPLSES and yearly evaluation	Professional Learning opportunities and support provided across the year to meet NPLSES reporting requirements			
Key Evaluation Strategies					
Analysis of parent attendance and parent feedback					

