Consistent, collaborative, current & high standard educational practices across the school.

Connecting learning for all students in a dynamic, integrated, holistic and current way.

Student success as learners, leaders and responsible productive citizens.
**School vision statement**

East Maitland Public School is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their potential.

We shall work together as a whole school community to prepare, engage and inspire our students to be their best in a quickly changing global society.

<table>
<thead>
<tr>
<th>School context</th>
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<tbody>
<tr>
<td>East Maitland Public School is a school rich in tradition and quality education. It has served the community of East Maitland for over 150 years and is held in high regard by the local and wider community. Our core values of Respect, Participation, Learning, Responsibility and Co-operation drive all that happens at East Maitland P S. We enjoy a proud tradition of providing quality teaching and learning programs for all students through a diverse and challenging curriculum. Staff is involved, committed and caring. Quality teaching and learning practices are evident in every classroom creating an environment that is safe, challenging and stimulating. Students strive to achieve their learning goals across all curriculum areas. Our students respond with high levels of commitment to learning and responsible, self-directed behaviour. The school has a full time Support Teacher Learning Assistance (STLA) who supports students Years 1 -6 with literacy and numeracy skill development. A Reading Recovery teacher supports targeted Years 1 students on a 1:1 basis with improving their reading skills and confidence. Our students perform strongly in all sporting areas with state and national representation. The school has a strong K-6 public speaking program. This builds students' confidence and esteem and engenders a high level of achievement with frequent representation and success at regional</td>
</tr>
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<table>
<thead>
<tr>
<th>School planning process</th>
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<tbody>
<tr>
<td>East Maitland Public School as part of the 229 Pilot program initiated the use of the 5P planning process in 2012 as part of the three-year plan. Accordingly milestones had been set and tracked.</td>
</tr>
</tbody>
</table>

During the final phase of the 2012-2014 plan implementation there was considerable consultation and review of the 5P’s including Strategic Goals and associated milestones. This consultation included staff, students and parents through surveys, focus groups, target planning groups and all key stakeholders, led by the Leadership Group.

The school vision consultation and implementation began at the end of 2012, and has been refined over the past 2 years – with specific consideration of the Melbourne Declaration.

The final stage of the process was the development of 2015 milestones by the key strategic teams (pedagogy, curriculum & welfare) at staff development professional learning days.
School background 2015 - 2017

competitions. A strong student welfare ethos exists throughout the school. The Positive Behaviour for learning framework underpins student management at all levels. A school counsellor is available 3 days a week. East Maitland P S demonstrates a strong commitment to supporting students with special needs. The school has a 3 class Multi-Categorical Support Unit. The school has a strong commitment to lifelong learning with a nationally acclaimed financial literacy program (Life Skills). We encourage a sustainable lifestyle for all with an emphasis on recycling reducing and reusing. We have a gardening club; promote waste free lunch days, school market days and our own school based banking system supported by the Maitland Mutual Building Society. Technology supports our quality teaching and learning programs with all classrooms fitted with IWBs and a Connected Classroom available for all. We work collaboratively with our Aboriginal community to strengthen our partnerships in building inclusive class based programs. A community donated boomerang depicting East Maitland as a learning community is featured in our foyer and on our newsletter. School programs are well supported by parents who are key players in the implementation of our reading support program for Year 1 students. Our P and C is very active and works tirelessly to raise funds to support school learning programs and initiatives.
Overall Purpose

To build a culture supporting engaged and inspired students through collaborative and consistent pedagogy.

**STRATEGIC DIRECTION 1**
Consistent, collaborative, current & high standard educational practices across the school.

**Purpose: PEDAGOGY**
To ensure learning for all students is continuous and is based on quality educational delivery and consistent high standard and shared professional practices.

**STRATEGIC DIRECTION 2**
Connecting learning for all students in a dynamic, integrated, holistic and current way.

**Purpose: STRENGTHENING CURRICULUM**
To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

**STRATEGIC DIRECTION 3**
Student success as learners, leaders and responsible productive citizens.

**Purpose: BUILDING STUDENT CAPACITY**
To develop an approach that builds the capabilities for all students so that they are prepared, engaged and inspired to manage their journey into an ever-changing global community.
Strategic Direction 1: Consistent, collaborative, current & high standard educational practices across the school.

### Purpose
To ensure learning for all students is continuous and is based on quality educational delivery and consistent high standard and shared professional practices.

### People
**Students:** Engage students in developing skills through quality learning experiences across the K-6 curricula.

**Staff:** Design for the development of leadership capabilities for staff through professional learning support and appropriate structures.

**Staff:** Develop capabilities for teaching staff across the school in the area of differentiation. This will include planning for skill development for staff to design and implement appropriate program and lesson design.

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

**Parents:** Design a multi-faceted communication strategy to build awareness amongst parents. This will include tips for parents on supporting the learning of their children.

### Processes
**Establish frameworks for consistent, high standard practices in learning support, peer support, curriculum numeracy, curriculum literacy, leadership, professional learning, and citizenship leadership and student success.**

**Improved pedagogy through purposeful, relevant and quality professional learning activities, focusing on catering for 21st Century Learners and Individual Needs.**

**Developing a deeper, shared understanding of data driven results and differentiation, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process.**

**Evaluation Plan:** Internal - Regular reporting against milestones by the leadership group; feedback from teams; focus group sessions and a staff survey.

### Products and Practices
**Product:** Increased number of students meeting benchmarks.

**Product:** Teaching and Learning Cycle implemented and driven by K-6 continuums, common assessment tasks for data analysis incorporating PLAN and future planning with regards to pedagogy and programming in literacy, numeracy.

**Practices:** High quality teaching and learning practices demonstrated and supported through teaching and learning programs, assessment, TARS and improved learning outcomes.

**Practices:** Professional learning teams established across stages, curriculum areas, priority areas and are leading improved and embedded practice in relation to curriculum continuity and quality teaching.

**Practices:** Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.

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**Note:** this links to the first bullet-points (❖) in the Products and Practices column]
### Strategic Direction 2: Connecting learning for all students in a dynamic, integrated, holistic and current way.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.</td>
<td>Students: Engage students in their own goal setting.</td>
<td>Establish systems for students to be able to develop and work towards personalised goals.</td>
<td>Product: All students working towards their goals within the framework of the National Curriculum.</td>
</tr>
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<td>Staff: Develop an understanding of National Curriculum stage standards incorporating the continuums and PLAN.</td>
<td>Professional Learning to be focussed on the implementation of National Curriculum, Data and differentiation.</td>
<td>Product: K-6 continuums used, common assessment tasks for data analysis and future planning with regards to pedagogy and programming.</td>
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<td></td>
<td>Staff: Use National Curriculum documentation to develop programs catering for each child's level of development.</td>
<td>Develop and share consistent programming across grade, stage and the school.</td>
<td>Practices: High quality teaching and learning practices demonstrated and supported through teaching and learning programs, assessment, TARS and improved learning outcomes.</td>
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<td></td>
<td>Staff: Implement adjusted learning programs for students identified.</td>
<td>Evaluation Plan: Internal - Regular reporting against milestones by the leadership group; feedback from teams; focus group sessions and a staff survey.</td>
<td>Practices: Professional learning teams established across stages, curriculum areas, priority areas and are leading improved and embedded practice in relation to curriculum continuity and quality teaching.</td>
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<tr>
<td></td>
<td>Parents: Design a multi-faceted communication strategy to build awareness amongst parents. This will include tips for parents on supporting the learning of their children in relation to this focus.</td>
<td></td>
<td>Practices: Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.</td>
</tr>
</tbody>
</table>

**Improvement Measures**

- All students working towards their goals within the framework of the National Curriculum.
- K-6 continuums used, common assessment tasks for data analysis and future planning with regards to pedagogy and programming.

*Note: this links to the first bullet-points (✔️) in the Products and Practices column*
Strategic Direction 3: Student success as learners, leaders and responsible productive citizens.

**Purpose**
To develop an approach that builds the capabilities for all students so that they are prepared, engaged and inspired to manage their journey into an ever-changing global community.

**People**
- **Students:** Engage students in the monitoring of their behaviour and application to school.
- **Staff:** Reiteration of school values, school vision and purpose.
- **Staff:** Use external support network to build the capacity of staff to cater for all students.
- **Staff:** Implement personalised plans for identified students.

**Processes**
- Establish systems for teachers to identify students requiring welfare support and management.
- Develop consistent expectations, planning and practices in student behaviour and social competence.
- PL to be focussed on implementation of consistent and engaging school culture incorporating our values.

**Products and Practices**
- **Product:** Formal system utilised to identify student needs.
- **Product:** K-6 expectations identified and published to promote school value.
- **Practices:** Consistent and fair management of students.
- **Practices:** Students engaged in their own behaviour management and learning journey.

**Improvement Measures**
- Formal system utilised to identify student needs.
- K-6 expectations identified and published to promote school value.

*Note: this links to the first bullet-points (✦) in the Products and Practices column*