

# School plan 2015-2017

## Metella Road Public School 4444



# School background 2015–2017

## School vision statement

Metella Road Public School strives to become a centre of excellence, challenging children of all abilities to attain their highest level of achievement in academic, cultural and sporting pursuits.

## School context

Metella Road Public School is a vibrant learning community in the Nirimba School Education area, approximately 30 kilometres from Sydney. With an enrolment of approximately 704 students, the school provides educational programs for students from a range of socio-economic and cultural backgrounds. The school consists of 28 mainstream classes. A high quality learning environment is provided by a highly qualified and dedicated staff comprising a dynamic mix of highly experienced and early career teachers.

At Metella Road Public School our core business is to improve student outcomes in literacy, numeracy and all key learning areas, developing outstanding inclusive teaching programs that meet the individual needs of the learner. Learning is supported by futures driven interactive resources, increasing the significance and relevance of learning experiences and maximising student engagement in their learning.

The core values of the school are embedded within our student welfare policies and programs which promote the Positive Behaviour for Learning model. The core expectations of being Motivated, Respectful, Proud and Safe are consistently embraced by students, staff and the community.

A strong partnership exists between the school and the community. Following the school's motto of Aim High, a strong ethos of high expectations exists. The school delivers high quality educational, cultural and sporting programs with strong community support.

The school community continually evaluates and reviews current operations to ensure that we move forward and continue to provide the best possible educational experiences, learning environment and learning outcomes for our students.

Metella Road Public School Blacktown Learning Community.

## School planning process

A positive and engaged school community is committed to a shared approach towards the achievement of identified school priorities.

In planning and creating the 2015–2017 School Plan, the planning committee used a variety of methods during the planning process. A variety of methods were used to obtain the data for this evaluation. These included

- Student discussions – formal and informal surveys
- Parent surveys and forum discussion – formal and informal
- Tell The From Me surveys
- Staff surveys
- Analysis of student achievement data, including detailed NAPLAN analysis and PLAN data
- Student welfare data
- Learning and Support Team data
- Student mobility data
- Student attendance records
- Teacher and executive accountability records
- Classroom observations
- OASIS finance reports
- Community sources

Using this evidence the school executive and whole school staff, along with members of the community, undertook a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement.

The school community, staff, students and parents will continue to be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to adjust future planning.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Excellence in Learning –  
Engage all students in inclusive  
high quality educational  
programs enabling all students  
to achieve success across a  
range of academic, cultural  
and sporting pursuits.

### Purpose:

To support all staff and students to become active,  
engaged and successful lifelong learners.

## STRATEGIC DIRECTION 2

Excellence in Teaching –  
Building teacher capacity to  
implement innovative teaching  
practices and high quality  
learning programs for all  
students.

### Purpose:

To support all staff to become effective leaders of learning  
in our centre of excellence.

## STRATEGIC DIRECTION 3

Excellence in Leading – All  
stakeholders engaged as  
partners in education,  
developing the school as a  
centre of excellence.

### Purpose:

To build a stronger educational community to lead and  
inspire a culture of high expectations.

# Strategic Direction 1: Excellence in Learning – Engage all students in inclusive high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits

## Purpose

To support all staff and students to become active, engaged and successful lifelong learners.

## Improvement Measures

An improvement in the student's cognitive, behavioural and emotional engagement will be measured through student self-reporting, observations and teacher reports.

## People

### Students

Engage all students in significant learning activities and high quality educational programs which enhance intellectual quality in futures driven learning environments.

### Staff

Engage all staff in teacher professional development activities that focus on the delivery of high quality educational programs.

### Community Partners

Build an awareness and understanding amongst parents and the community of the school's quality teaching and learning programs and encourage parents to support the learning of their children across of range of academic, cultural and sporting activities.

### Leaders

Manage, mentor and effectively direct staff, students and community partners to work towards achieving the school's vision and strategic directions.

## Processes

### Students

Students engage in literacy, numeracy and Science, Technology, Engineering, Maths (STEM) programs in safe and nurturing environments that addresses the individual needs of each child.

Students are provided with a wide range of cultural, sporting and extra-curricular activities.

### Staff

Develop a shared understanding of quality teaching and learning, with a focus on assessment for learning, to drive student improvement.

### Community Partners

Establish active and collaborative community partnerships to enhance curriculum provision.

### Leaders

Establish frameworks for consistent, high standard practices.

## Evaluation Plan

- Annual self-assessment of practice and development utilising the School Excellence Framework to identify areas of strength and areas for improvement.
- External validation against the School Excellence Framework.

## Practices and Products

### Practices

Assessment data is used to monitor achievements and gaps in student learning and inform planning for particular student groups and individual students.

Staff and students reflect and report on their achievement against improvement measures, feedback and self-assessment.

### Products

High quality, data driven, collaborative and electronic programming; demonstrated and supported through evidence based teaching and learning practices which includes innovative delivery mechanisms, where appropriate, to engage students and cater for their needs as future focused learners.

Whole school, targeted and intensive, inclusive programs developed and implemented to support student success across a wide range of areas.

## Strategic Direction 2: Excellence in Teaching – Building teacher capacity to implement innovative teaching practices and high quality learning programs for all students

Purpose	People	Processes	Practices and Products
To support all staff to become effective leaders of learning in our centre of excellence.	<b>Students</b>  Students develop learning goals so they have a strong understanding of how to improve their own learning.	<b>Students</b>  Engage in quality teaching and learning activities and effectively articulate their learning intentions and goals, demonstrating a strong understanding of how to improve their learning.	<b>Practices</b>  Using the Performance and Development Framework, professional learning and the impact of evidence-based quality teaching practices will be monitored and evaluated to ensure student achievement and progress is tracked, and future school directions are well-informed.
Improvement Measures	<b>Staff</b>  Engage in professional learning that is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.	<b>Staff</b>  Using Performance and Development Plans, teachers will take responsibility for changes in practice required to achieve improved school performance, using data on a regular basis to monitor the effectiveness of their own practice.	<b>Products</b>  Teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.
Value-added data measures show effective learning gains for students between Years K–3, Years 3–5 and Years 5–7.	<b>Community Partners</b>  Build awareness and understanding amongst parents and community of the school's quality teaching and learning programs and encourage parents to support the learning of their children.	<b>Leaders</b>  The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. A self-funded Instructional Leader for Early Action for Success builds teacher capacity through the improvement of literacy and numeracy pedagogy.	Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
Increase the proportion of students achieving in the top two bands of NAPLAN in line with the Premier's Priorities.	<b>Leaders</b>  School-wide and inter-school relationships provide mentoring and coaching support to ensure the on-going development of all staff.	<b>Evaluation Plan</b>  <ul style="list-style-type: none"> <li>The school evaluates professional learning activities to identify the impact of teaching programs and student learning outcomes.</li> <li>The school has embedded and explicit systems for classroom observation, the modelling of effective practice and feedback to drive and sustain on-going, school-wide improvement in teaching practice and student outcomes.</li> </ul>	Teachers collaborate within stages and across the school to develop and implement innovative future focused programs and practices.
			The school provides outstanding support to beginning and early career teachers.

## Strategic Direction 3: Excellence in Leading – All stakeholders engaged as partners in education, developing the school as a centre of excellence.

Purpose	People	Processes	Practices and Products
To build a stronger educational community to lead and inspire a culture of high expectations.	<b>Students</b>  Students are provided with a wide range of leadership opportunities across all K–6 settings.	<b>Students</b>  Students engage in learning activities which effectively prepare them for leadership roles and responsibilities.	<b>Practices</b>  Staff and students reflect and report on the achievement of their leadership goals.
Improvement Measures	<b>Staff</b>  Staff are provided with purposeful leadership opportunities based on their professional goals, experience and level of expertise.	<b>Staff</b>  Through Performance and Development Plans, staff members will identify individual professional learning goals aligned to school and personal priority areas.	The wider community provides effective, constructive feedback and the school is responsive to this feedback.
An increased percentage of roles and responsibilities undertaken by active and effective student leaders.	<b>Community Partners</b>  The school fosters productive and effective relationships with all stake holders including community and business organisations, school community groups, external agencies and the local media.	<b>Community Partners</b>  Will be actively engaged in the development of the school vision and strategic directions. Workshops will provide members of the community with the opportunity to gain a deeper understanding of educational programs and practices.	<b>Products</b>  Leadership across all areas of the school and the community supports the highest levels of learning, establishing the school as an educational centre of excellence.
An increased percentage of parents participating in community events and forums including the Parents and Citizens Association and the Parents Auxiliary.	<b>Leaders</b>  The school leadership team makes deliberate and strategic use of its partnerships to access resources for the purpose of enriching the school's standing within the wider school community and improving student outcomes.	<b>Leaders</b>  Will use evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.	
		Evaluation Plan	
		The school uses collaborative feedback and reflection to promote and generate learning and innovation.	