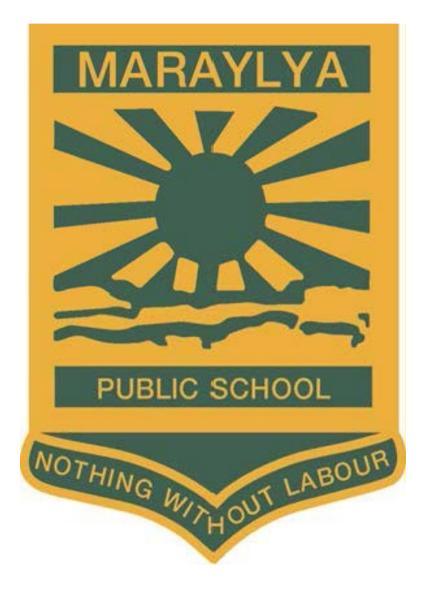# School plan 2018-2020

Maraylya Public School 2472

School background 2018–2020

School vision statement

At Maraylya Public School we provide a caring and supportive environment in which each student has access to engaging and inclusive educational programs that will allow them to become the independent, self monitoring, resilient,creative and collaborative learners required of them both now and in the future.

School context

Maraylya Public School has been providing quality education since 1868. Our school has an enrolment of 113 students and is situated in the Hawkesbury district, in Sydney's rural north–west. We have the benefit of an experienced teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students.

School planning process

The evaluation was led by the school principal and involved participation of and consultation with key stakeholders including staff, students, and community members. School executive and other staff had regular input into strategic directions. Community input, updates and consultation was provided and sought from parents and community via the school newsletter and online surveys via the school website. The following internal and external data was collected for information analysis through the following processes.

- Voluntary online surveys using Tell Them From Me were conducted around school management and teaching and learning.

- External Validation from 2017 has provided an enormous amount of data from which to plan.

- Further information was collected via SWOT analysis of staff and community members which provided feedback on management, leadership communication, teaching and learning, school culture.

- Informal classroom lesson observations by executive staff and team leaders as part of the PDP process and QTSS initiative.

- Analysis of student achievement trend data in Yr3 and Yr5

- Analysis of student achievement data across K, Yr 1, and Yr 2, including analysis of Best Start, and Reading Text Levels, other testing according to the school assessment schedule.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence, Independence and Visibility in Learning

STRATEGIC DIRECTION 2
Leaders of Learning Across the Community

STRATEGIC DIRECTION 3
Effective Leading of Systems and Processes

Purpose:

To engage all students in meaningful, challenging and transformative learning experiences, in which personal skill development and progress is visible to the learner, affording the learner self–reflective and independent learning practices across the curriculum.

Purpose:

To promote, build and sustain leadership in learning in order to build capacities and skills of colleagues, students and the community to heighten program effectiveness, support student learning and effect transformative change.

Purpose:

To acknowledge, develop and further implement the use of departmental and school–based systems for efficient and effective educational delivery in a small school context.

Strategic Direction 1: Excellence, Independence and Visibility in Learning

Purpose

To engage all students in meaningful, challenging and transformative learning experiences, in which personal skill development and progress is visible to the learner, affording the learner self–reflective and independent learning practices across the curriculum.

Improvement Measures

All students reaching expected growth targets.

100% of students setting realistic learning goals and monitoring progress towards them.

Improved student engagement, sense of belonging and advocacy within TTFM surveys

Increasing the number of students reaching proficient level in external assessments in Literacy and Numeracy

People

Students

Equip students with related Visible Learning skills and understandings to become independent, self directed who are ultimately capable of self directing and monitoring learning goals and related progress.

Staff

To support the identification and progress towards student learning goals through professional knowledge and heightened skills.

Parents/Carers

Continue to further promote the role of parents and carers in enhancing student outcomes through shared knowledge of current educational directions, practice and purpose.

Leaders

All school leaders provided the opportunity and resources to guide and support the entire school community in focussed initiatives.

Community Partners

Broader school community partners including the Hawkesbury / Windsor Network and Hawkesbury Small Schools Network, Longneck Lagoon EEC to be utilised as a resource for both student and Teacher Professional Learning.

Processes

Engage students in explicit Visible Learning experiences to equip them with the necessary skills to develop further independence in learning including Literacy and Numeracy.

Equip students to see the value in adopting a growth mindset, so as to train themselves to see the value in perseverance in their learning. Students are able to use the language of a positive outlook with which to organise and articulate progress through learning.

Evaluation Plan

Observing and monitoring the school assessment schedule, including external assessment data (particularly NAPLAN Writing) to gauge progress on school and student goals.

Further refining programs based on regular evaluations of teaching practice.

Analysis of reading levels and strategies for all students

Practices and Products

Practices

Staff include learning intentions and success criteria in all lessons.

Whole school community will share common language and understanding of current teaching and learning practice.

The whole school community demonstrates aspirational expectations of visible learning progress and achievement for all students, and is committed to the pursuit of excellence.

Students articulate their own learning goals and know when they are ready to move on in all their learning.

Products

Well informed, skilled teaching practice in visible learning and related processes based securely in focussed professional learning and collegial support.

All students demonstrating resilience in working towards learning goals through adopting a growth mindset, supported by associated learnt strategies.

All students are equipped with the skills and understandings to identify individual learning goals, draw on appropriate strategies to progress and to truly know when they are ready to move on in their learning.

Strategic Direction 2: Leaders of Learning Across the Community

Purpose

To promote, build and sustain leadership in learning in order to build capacities and skills of colleagues, students and the community to heighten program effectiveness, support student learning and effect transformative change.

Improvement Measures

100% of teaching and learning programs to reflect a strong link to visible learning practice including learning intentions, success criteria and use of authentic feedback.

Growth in community understanding of current educational practice including Visible Learning theory, evidenced through targeted surveys which reflect the empowering of families to further support learning in an informed and confident manner.

Community observance of increased independence in student learning with evidence of improved self monitored and purposeful learning.

100% of staff identifying professional goals and being empowered to fulfil their achievement through targeted professional learning opportunities and research.

People

Students

Engaged in research based visible learning strategies that increase engagement, self–monitoring and independence across a diverse range of learning areas.

Staff

Plan and engage in professional learning opportunities that both equip them, their students and the community with the knowledge and skills necessary to bring about a transformative shift in learning practice.

Parents/Carers

Acquire the knowledge and skill to both understand, support and help to implement the current learning practice delivered across the school for the benefit of their children.

Community Partners

Continue to develop and draw upon the Hawkesbury Small Schools network and other external providers to provide professional learning opportunities for leaders of learning across the school.

Leaders

Ensure the performance and development of each staff member is aligned to targeted professional growth and student need .

Processes

- Encourage authentic parental involvement in a variety of ways to understand and further support visible learning skills and practice. in order to support their child's independent learning.

- Strengthen systems and processes that enable staff to identify professional goals and plan effective associated learning, evidenced in practices that reflect the professional standards for teachers.

- Empower students to be leaders of their own learning through them understanding and employing Visible Learning practices.

Evaluation Plan

- Periodic PDP reviews supported by evidence.
- Formal and informal observations
- Regular professional dialogue focussed on visible learning and growth mindset practice
- Proactive and reactive measures to maintain momentum towards school wide goals
- Staff surveys to review impact of strategies
- TTFM parent survey

Practices and Products

Practices

- Provision of regular professional learning aligned to school and individual goals
- Informed communication and learning opportunities for the school's community
- All students', including Aboriginal students', expected growth targets evident

Products

- All teaching and learning programs to reflect a strong link to visible learning practice including learning intentions, success criteria and authentic feedback

There will be evidential growth in community understanding of the role of educational leaders in the community and the place of Visible Learning theory and practice in their child's success.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

All staff identifying professional goals and being empowered to fulfil their achievement through targeted professional learning opportunities and research.

Strategic Direction 3: Effective Leading of Systems and Processes

Purpose

To acknowledge, develop and further implement the use of departmental and school–based systems for efficient and effective educational delivery in a small school context.

Improvement Measures

Improved school wide processes are evident and used effectively with a view to enhancing educational delivery, ensuring the best outcomes for students.

100% of staff performance visibly improved through the PDP process with access to necessary learning apparent through Scout and teacher observations.

100% of students to demonstrate growth in key areas of learning through use of assessment and monitoring processes at appropriate intervals.

Improved community perception of school's communication efficiency.

People

Students

Work within a process of receiving authentic and timely assessment feedback to set and modify personal learning goals

Staff

Heightened capacity to devise, implement and adhere to educational systems and processes to regularly monitor and target learning opportunities for students as well as themselves

Leaders

Ensure the systems and processes are communicated to staff, where purpose, process and practice are obvious to all across the community

Parents/Carers

Expect and receive a particular level of understanding whereby they are able to effectively support current learning practice beyond the classroom.

Community Partners

Continue to strengthen strategic learning alliances with Hawkesbury Small Schools, Longneck Lagoon EEC, Hawkesbury Enrichment and Windsor HS Linkages program to broaden and enrich student learning.

Processes

Further strengthen the systemic way of collecting and analysing internal and external data across the school to further inform regular evaluation of student progress and milestones.

Best practice in the delivery of communication to students, staff and community to ensure authentic feedback, structured process and information respectively.

Evaluation Plan

- Documented evidence of improved assessment monitoring through tracking and continuums/ progressions

- Tracking of staff accreditation progress through NESA and ETAMS

- Professional Learning tracked and monitored through Scout

- Community feedback around the improved school processes through TTFM surveys

Practices and Products

Practices

Data collected with an efficient and purposeful approach, communicated efficiently where necessary and used in a systematic manner to benefit improved student learning.

Staff secure and complete appropriate professional learning needed to accomplish their own development goals within an allotted timeframe.

Highly developed staff engaging purposefully in professional learning that will enable them to deliver high quality pedagogy.

An informed community who are empowered to contribute towards educational processes relevant to their child's learning needs.

Products

Efficient and improved school wide processes in place to review and monitor educational delivery, ensuring the best outcomes for students

Staff equipped to identify and complete the professional learning to meet improvement goals

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.