

School plan 2018-2020

Marsden Park Public School 2489



School background 2018–2020

School vision statement

2018 – 20 School Vision

At Marsden Park Public School, we nurture in an inclusive, supportive, encouraging, challenging environment where staff, students, parents care for each other.

Our aim is to:

Educate to inspire students to strive to reach their potential through individual, group, whole class/school goal setting, while developing creative, collaborative, co-operative and technological skills in a setting based on restorative practice that is conducive to learning and high levels of achievement.

All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community

Our students are respectful, responsible and resilient 21st Century learners.

'Every Child Every Chance Every Day'

School context

Marsden Park Public School is located in Western Sydney and is a community minded school dating from 1889, catering for students from Kindergarten to Year Six. Enrolments are rapidly increasing yet the school maintains a smaller school community atmosphere due to being surrounded by rapid urban and industrial development, including three major residential areas.

Our Restorative Practice framework, 'Teach Like A Champion', Champions for Champions and STAR philosophy provides a common language and practice to build respectful relationships and foster effective communication. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching framework and rich curriculum content, creates a powerful environment for engaged and effective learning.

The school promotes the best possible learning environment by encouraging positive partnerships within the whole school community through: fostering in the classroom and in the playground, high expectations of achievement; developing student self esteem through recognising and rewarding pupil and school success; encouraging students to develop confidence and self-discipline; encouraging staff and community to participate in the decisionmaking process; and implementing programs which provide the opportunity for students to participate and succeed in a variety of learning experiences.

Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students.

Students and teachers enjoy being a part of a supportive school environment that fosters school/individual success, and positive behaviour, where students can be Safe, Responsible Learners.

School planning process

The school vision statement, school context and the three strategic directions have been determined following a rigorous and multi-faceted evaluation and data collecting process including consultation with students, staff parents and the wider community.

Evaluation and data collection has included: •Collecting information on individual students including their background and academic achievements • Surveys, collating data and suggestions from parents, staff and students to find out which school programs they value and which need improvement. • Analysing NAPLAN data from 2015–17 for areas of strengths and areas for improvement • Analysis of policies and programs, plans, assessment information, communications, and other documents seen by the school as in-forming school self-evaluation.

Consultation has been achieved through: • Staff and parent meetings to discuss and modify the school vision statement, school context and strategic directions • Principal Liaison Officers involvement • Validation Process Publishing the school vision statement, school context and strategic directions in the school newsletter providing the opportunity for feedback • Planning time involving all teaching staff to develop the 5 P's into a school plan including the School's Mentor • Inviting parents back to ratify the school plan

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

Developing teacher capacity to implement innovative teaching practices/programs within a balanced curriculum to ensure achievement of learning outcomes for all students and to enable students to become successful 21st century learners in an authentic, rich learning environment ensuring that they are literate and numerate, able to think deeply and logically, and be curious and imaginative.

All teachers will have high academic expectations of all students and plan for academic achievement with structured and deliver meaningful lessons that engage all students. Teachers will create strong classroom cultures that have high behavioural expectations and build character and trust.

This learning direction ensures that all teaching staff who work at Marsden Park are committed to a common teaching approach that uses aligned, considered and systematic teaching strategies.

STRATEGIC DIRECTION 2 Quality Relationships

Purpose:

All of the school community will be engaged to build a stronger education community that leads and inspire a culture of high positive expectations for all. Our school community will learn and practice **Positive Psychology**. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. As a community we do this in the belief that we want to lead meaningful and fulfilling lives that cultivate what is best within ourselves, enhancing our experiences of love, work and play by creating a flourishing and inclusive school community which supports students to become confident and creative individuals with a sense of optimism about their lives and the future, resilience, empathy and respect for others and an ability to act as responsible local and global citizens.

As a school learning community we will develop a collaborative and reflective learning culture in which students, staff and parents provide constructive feedback for positive improvement. This learning direction ensures that all members of the school community as we grow in population are totally aware that a positive approach to all people and activities in the school is much more likely to produce successful outcomes.

STRATEGIC DIRECTION 3 Quality Learning – Achieving Personal Best

Purpose:

Students need to achieve their personal best to maximise their potential and to equip them with the skills to be lifelong learners in the 21st century.

Literacy and numeracy will always be a major priority, however our focus is on using technology to enable all students and staff to research, investigate and explore our learning through:

- creating media and presenting knowledge;
- collaborating and communicating;
- taking ownership of learning;
- and developing skills for future careers.

The difference the strategic direction will make; that the school makes better use of their resources, gives students better access to technology, connects this small school to a wider learning community, and gains access to global learning platforms.

Strategic Direction 1: Quality Teaching

Purpose

Developing teacher capacity to implement innovative teaching practices/programs within a balanced curriculum to ensure achievement of learning outcomes for all students and to enable students to become successful 21st century learners in an authentic, rich learning environment ensuring that they are literate and numerate, able to think deeply and logically, and be curious and imaginative.

All teachers will have high academic expectations of all students and plan for academic achievement with structured and deliver meaningful lessons that engage all students. Teachers will create strong classroom cultures that have high behavioural expectations and build character and trust.

This learning direction ensures that all teaching staff who work at Marsden Park are committed to a common teaching approach that uses aligned, considered and systematic teaching strategies.

Improvement Measures

Achieve National Minimum or above for all students.

Track and monitor progress of all students through literacy and numeracy progressions with 80% or above of all students to achieve stage exit outcomes.

Track and monitor progress of all students through literacy and numeracy progressions with students requiring learning support to show expected growth and reach their individual targeted goals in literacy and numeracy.

People

Students

Engage with teaching and learning experiences that are relevant, purposeful, engaging and successful that enable and develop their curiosity, creativity and imagination authentic contexts.

Develop skills in thinking critically and being able to communicate and demonstrate their thinking in a variety of ways and to learn to use feedback and reflection to improve their learning and to give effective feedback to peers.

Develop the strongest possible literacy and numeracy skills.

Staff

Passionately participate in professional learning that is targeted and meaningful and aligned with the school purpose.

Cooperate and collaborate with mentors to develop knowledge, understandings of school processes, practices, programs, systems and expectations.

Develop skills in teaching students to think critically and creatively.

Develop expertise in enabling and evaluating creativity, curiosity and imagination in students across the curriculum.

Meaningfully embed digital technology into teaching and learning.

Develop expertise in providing mentoring and effective feedback to students and colleagues and participate in collaborative

Processes

Implementation of "Teach Like A Champion" strategies and "Champion for Champions" principles with sustained professional learning through mentors and peer collaboration.

Ensure that a balanced quality curriculum is available to all.

To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate, able to think deeply and logically, and be curious, creative and imaginative. Each student takes an active role in their own learning and works collaboratively to communicate their ideas and demonstrate their learning using a variety of methods.

Provide negotiated, collaborative and targeted professional learning for all staff in critical thinking, creativity, Literacy and Numeracy, Science and Technology, Creative Arts, ICT, Coaching and feedback in relation to current curriculum.

Use Literacy progression software to describe and track student progress in Literacy and Numeracy and complete individual learning plans for identified students.

Improve assessment practices of student learning particularly in mathematics.

Explore and implement strategies to adapt existing physical spaces to more effectively support 21st century learning.

Engagement of community members to support enriched teaching and learning experiences and activities.

Practices and Products

Practices

Follow 'Teach Like a Champion' strategies and "Champion for Champion" principles.

Curriculum programs, teaching practices and learning environments effectively develop the critical thinking, curiosity, creativity and imagination of all students and support the confident teaching of all key learning areas with digital technology effectively embedded.

All students and staff are able to give and receive effective feedback and engage in self-reflection to identify areas for improvement and implement strategies for success.

The performance of Aboriginal students and those from low socio-economic backgrounds is comparable to the performance of all students in the school.

Deliver differentiated teaching and learning experiences through explicit programming that increases students' knowledge and understanding.

Develop and deliver explicit developmental appropriate lessons to engage at multiple levels.

Plan collaboratively with LST to assist students needing additional support to achieve individual learning goals and outcomes.

Have strong entry and exit routines.

Develop and inform effective communication practices.

Strategic Direction 1: Quality Teaching

Improvement Measures

All students achieving positive growth in 2018 – 2020 in literacy and numeracy.

People

performance and development processes.

Leaders

Strengthen productive relationships with external agencies to improve the educational opportunities of students.

Facilitate high quality professional learning and supportive performance and development processes to improve teaching practice and student learning.

Community Partners

Strengthen learning alliances within and beyond our school to support school programs including: creative arts, enrichment, environmental, Aboriginal perspectives, sporting, transition and other innovative initiatives.

Parents/Carers

Enhance parent/community knowledge and understanding of school processes, practices, programs, systems and expectations.

Develop their understanding of how to support the schools' work in enabling students' critical thinking, curiosity, creativity and imagination.

Processes

Evaluation Plan

Regular monitoring and analysis of external and internal school based program assessments undertaken, in order to analyse student achievement in literacy and numeracy.

Monitoring of TPL activities aligned with School Plan and individual teachers learning plan with provision of quality feedback.

Develop and implement targeted differentiated programs and strategies to improve identified areas through classroom and school programs.

Practices and Products

Plan collaboratively with LST to assist students needing additional support to achieve individual learning goals and outcomes.

Have strong entry and exit routines.

Develop and inform effective communication practices with all stakeholders.

Products

As a growing school Marsden Park will:

- Achieve National Minimum or above for all students.
- Track and monitor progress of all students through literacy and numeracy continuums and frameworks with 80% or above of all students to achieve stage exit outcomes.
- All students achieving positive growth in 2018 – 2020 in literacy and numeracy.

Strategic Direction 2: Quality Relationships

Purpose

All of the school community will be engaged to build a stronger education community that leads and inspire a culture of high positive expectations for all. Our school community will learn and practice **Positive Psychology**. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. As a community we do this in the belief that we want to lead meaningful and fulfilling lives that cultivate what is best within ourselves, enhancing our experiences of love, work and play by creating a flourishing and inclusive school community which supports students to become confident and creative individuals with a sense of optimism about their lives and the future, resilience, empathy and respect for others and an ability to act as responsible local and global citizens.

As a school learning community we will develop a collaborative and reflective learning culture in which students, staff and parents provide constructive feedback for positive improvement. This learning direction ensures that all members of the school community as we grow in population are totally aware that a positive approach to all people and activities in the school is much more likely to produce successful outcomes.

Improvement Measures

Student Welfare and Anti-Bullying Policies aligned with positive behaviour expectations leading to a reduction in the number of welfare incidents related to peer conflict.

Improved student well-being and increased student engagement through the

People

Students

Develop strong relationships and an ability to communicate effectively with peers, staff and parents through the use of restorative practice and develop skills to become more optimistic, resilient and empathetic towards others through programs such as Conflict Resolution, Bounce Back, Social Skills and Positive Education.

Develop cross-stage relationships through peer tutoring, peer support and in-school initiatives. and to develop skills and understandings about local and global worlds through engaging in connections with children in other parts of our school network and multi-cultural activities.

Students have the capabilities to make smooth transitions to and from MPPS. Student well-being will be supported by an inclusive community.

Staff

All staff will engage in professional learning to develop knowledge and understanding of positive psychology principles and will be expected to apply their knowledge in everyday practices.

Further develop understanding of and skills in implementing Restorative Practice and other programs, including rewards program to promote student optimism, resilience and empathy.

Provide positive constructive feedback to peers and students.

Leaders

Processes

All stakeholders to work through a systematic program to develop problem solving, perspective and resilience.

Provide training to staff and students in giving and receiving feedback and providing peer coaching.

Continued implementation of management systems which can be tailored to meet daily behavioural targets and to monitor individual progress.

To collect and analyse data from students related to attendance.

To analyse and review attendance procedures and reporting of attendance to parents.

Access and utilise support services and families in need if intervention and support.

Belong to the Blacktown Learning Community of Schools to provide connections between staff, students and parents.

Evaluation Plan

Track student behaviour data through retention of records.

Track achievements and objectives through the milestones.

Provide opportunities for parents to give feedback following community events.

Practices and Products

Practices

Through professional learning activities and based on current research:

- a positive rewards system aligned to school values;
- high attendance at school;
- student engagement in learning through differentiated grouping structures and improved learning outcomes;
- continuation of student behavioural expectations; and
- continued implementation of Anti-Bullying policy and suspension procedures.
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as confident and creative learners.

The entire school community will develop understanding and knowledge of positive psychology principles around:

- positive emotion;
- engagement;
- relationships;
- meaning and purpose; and accomplishment.

Products

Student Welfare and Anti-Bullying Policies aligned with positive behaviour expectations leading to a reduction in the

Strategic Direction 2: Quality Relationships

Improvement Measures

establishment of quality relationships.

100% of student wellbeing and increased student engagement through the establishment of quality relationships measured on the 'Tell Them From Me survey'. Parent and teacher responses to the 'Tell Them From Me Survey' indicate a high level of confidence in the school's ability to foster student wellbeing and engagement.

Increased parental involvement in classroom activities.

Annual parents and students 'Tell Them from Me' survey reveals an improving culture within the school.

People

Lead the implementation of strategies to develop optimism, resilience, engagement and respect.

Promote and support a collaborative and reflective learning culture by providing positive and constructive feedback to staff.

Strengthen productive relationships with parents and community through educational practices and fundraising events.

Parents/Carers

Community and parents will develop knowledge and understanding of positive psychology principles and participate in the implementation of Restorative Practice and strategies to increase students' optimism, resilience and empathy.

Community and parents to access School Counsellor. Parents, community and staff work together to foster genuine and productive relationships which support student learning.

Practices and Products

number of welfare incidents related to peer conflict.

Increased parental involvement in classroom activities.

100% of students in Years 4, 5 and 6 show very high levels of engagement, belonging and positive attitudes to learning as measured on the Tell Them From Me Survey.

Parent and teacher responses to the 'Tell them from Me Survey' indicate a high level of confidence in the school's ability to foster student wellbeing and engagement.

Increased student optimism and resilience

Annual parents and students "Tell Them from Me" survey reveals an improving culture within the school.

Strategic Direction 3: Quality Learning – Achieving Personal Best

Purpose

Students need to achieve their personal best to maximise their potential and to equip them with the skills to be lifelong learners in the 21st century.

Literacy and numeracy will always be a major priority, however our focus is on using technology to enable all students and staff to research, investigate and explore our learning through:

- creating media and presenting knowledge;
- collaborating and communicating;
- taking ownership of learning;
- and developing skills for future careers.

The difference the strategic direction will make; that the school makes better use of their resources, gives students better access to technology, connects this small school to a wider learning community, and gains access to global learning platforms.

Improvement Measures

- All staff develop and implement a professional learning plan, with a focus on new curriculum implementation and use of technology integrated across all key learning areas..
- Evidence in teaching and learning programs of the use of technology underpinning learning experiences for all students.
- Evidence of student's use of technology in electronic folder or on learning walls and at showcase time.
- Evidence of students' cooperative and collaborative practice using technology.

People

Students

Are given the opportunity to develop individual learning goals and given the tools to assist them in monitoring their achievement of those goals. They understand that engagement and effort are required to reach goals.

Are engaged with learning technologies across all key learning areas and have access to technologies to cater for their learning needs, and support, and further their educational skills

Staff

Staff engage in quality professional learning to increase their skill base in developing valuable learning programs with technology embedded for students. An environment of professional dialogue is encouraged where staff discuss current research into best practice and reflect on, and share their classroom practices.

To utilise the school's technology scope and sequence in their teaching and learning experiences and their programs.

Will connect, participate and relate to electronic coaching and mentoring initiatives with global educational learning communities utilising reflective practice.

Staff will be given the opportunity to lead and manage school initiatives, participate in long term planning and develop leadership capabilities through relevant and targeted professional learning

Parents/Carers

Processes

Will engage in appropriate skill building activities and apply skills to develop and produce an electronic folder of evidence.

Showcase their work at specific intervals of throughout the year.

Implement, evaluate and modify school's technology scope and sequence.

Purchase and upgrade relevant technologies.

Train staff and students in the use of technologies and applications.

Continued evaluation and reflection of technologies based on needs and validity for teaching and learning programs.

Parents have access to view students' work at appropriate intervals throughout the year.

Evaluation Plan

Monitor professional learning plans.

Plan, resource, implement, monitor and evaluate teaching and learning programs with an emphasis on the integration of technology both hardware and software across all key learning areas.

Students to show improvement in ICT skills through the implementation of the scope and sequence and to showcase their work at appropriate time throughout the year..

Internal regular reporting against milestones by all staff.

Practices and Products

Practices

Students are highly engaged learners who achieve success, irrespective of ability or disability

Staff fully implement the BOSTES syllabus documents with student assessment aligned to outcomes

Expansion of differentiated learning experiences via tablets and laptops.

Connection to global communities.

Development of a greater range of designing, sharing and displaying of learning.

Have greater access to a wider range of technologies and applications.

Teaching and learning practices are embedded in individual staff professional learning plans

Teachers confidently incorporate technology into their daily practice and programs to improve student learning outcomes.

Products

All staff develop and implement a professional learning plan, with a focus on new curriculum implementation and use of technology.

Evidence in teaching and learning programs of the use of technology underpinning learning experiences for all students.

Evidence of student's use of technology in

Strategic Direction 3: Quality Learning – Achieving Personal Best

People

Will access communication technologies to engage with the school and their child's learning.

Leaders

Aspirant school leaders will be given opportunities to lead and manage key technology components at school, to develop their leadership and management capabilities.

Practices and Products

electronic folder or on learning walls and general classroom use involving cooperative and collaborative practices.

Evidence of teacher use of technology to track and report on student progress using learning progressions, electronic reporting system, attendance reporting and the sharing of data through the school; server and via email.