

School plan 2018-2020

Marayong Public School 4166



School background 2018–2020

School vision statement

Our students are unique individuals. At Marayong Public School we value working in partnership within and beyond our community. We aim to inspire life-long learners who are creative and innovative problem solvers. We are committed to developing the leaders of tomorrow who demonstrate effective communication and resilience.

School context

Marayong Public School is situated in Western Sydney. The school has a student population of approximately 550 students and includes a support unit with seven classes and a preschool that caters for 80 students.

Our school demographic includes 58% NESB students from 29 nationalities, 46 different languages and 24 Aboriginal and Torres Islander students. Our school reflects a diversity of socioeconomic circumstance as indicated by our Index of Community Socio-Educational Advantage (ICSEA) of 950, and our Family Occupational and Education Index of 104.

Success in literacy and numeracy continues to be our school's focus. This is supported through the Early Action for Success initiative (EaFS). Through EaFS the school has an allocation of 1.2 Instructional Leaders supporting students and teachers K–3. School based initiatives, such as Focus on Reading (FOR) are in place to support our students and teachers in Yrs 3–6.

Marayong successfully implements Positive Behaviour for Learning (PBL) through the ongoing commitment and support of our students, staff and parents.

Our community is highly supportive of the wide range of educational and extra-curricular opportunities the school provides to its students. The Blacktown Learning Community of schools, which consists of 28 primary schools in the Blacktown area, is instrumental in providing many of these opportunities e.g. SHARING, Public Speaking, STEAM and student leadership.

Marayong PS is committed to equity in education. School and community initiatives and programs strive to ensure every student aspires to be a lifelong learner. Our school motto "Learn by Doing" is reflected in our day-to-day practice. The school endeavours to prepare students for the future and support them in becoming confident, independent adults.

School planning process

Marayong Public School was involved in External Validation in 2017. This process was instrumental in clarifying future directions for our school and assisted us in identifying the three strategic directions and key improvement measures for the 2018–2020 school plan.

The following consultation processes were employed by our school:

- *'Great Teaching and Learning: A blueprint for action'* statement stems were sent to staff in a survey format to determine what we are doing well as a school and where we would like to be in ten years.
- Executive staff attended the Blacktown Learning Community principal's conference, where small groups collaborated to produce a draft plan as a model for future school development.
- Executive staff collaboratively formulated three broad strategic directions and purpose statements based on the School Excellence Framework. These statements were driven by the evidence and data collected during the External Validation process.
- Staff, parents and students were surveyed and results were collated to form a new 'vision' for the school.
- Writing groups were formed containing members of staff to write the new school vision statement, review the school context and to expand the three broad strategic directions.
- Staff feedback and refining of the strategic plan was undertaken at a number of staff meetings.
- School executive reviewed and added to the strategic plan.
- School management teams met at staff meetings to outline directions and ratify milestones.
- Parents and community were informed on progress through the school's newsletter.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning – Success for every student every day

Purpose:

Every student engages with high quality learning opportunities every day.

STRATEGIC DIRECTION 2

Teaching – Quality environments supporting quality teaching

Purpose:

To build teachers' capacity to implement quality responsive and innovative teaching.

STRATEGIC DIRECTION 3

Leading – Growing leadership within and beyond the school

Purpose:

The school leadership team demonstrates commitment to instructional leadership at all levels.

Strategic Direction 1: Learning – Success for every student every day

Purpose

Every student engages with high quality learning opportunities every day.

Improvement Measures

Every child demonstrates consistent growth in literacy and numeracy as evidenced by NAPLAN, PLAN2 and school based data.

Differentiated learning is evident in all literacy and numeracy teaching and learning programs.

People

Students

Understand that their teacher knows how they learn and supports them through engaging and purposeful learning opportunities.

Staff

Acknowledge and value the different learning styles within their classroom and demonstrate this by providing differentiated literacy and numeracy teaching and learning programs.

Parents/Carers

Have confidence that teachers will support their child by differentiating the learning to support individual student need.

Leaders

Value student learning through strategic planning and resourcing to meet the needs of every student.

Processes

Internal and external data reflects consistent student growth

Literacy and numeracy teaching and learning is differentiated in all classrooms

Improved student attendance

Evaluation Plan

Supervision of teaching and learning programs

PDP goals reflect the Strategic Directions of the school

Student, teacher and parent surveys

NAPLAN data

PLAN2 data

Attendance rates

ILPs

Practices and Products

Practices

Extensive professional learning is undertaken to support the implementation of the literacy and numeracy learning progressions.

Individual learning needs are addressed through personalised learning plans.

Instructional leadership supports student learning through improved teacher pedagogy.

The Early Action for Success (EAfS) initiative provides targeted and responsive intervention for students K–3 in literacy and numeracy.

Student learning communicated to parents through Meet the Teacher, Parent/Teacher interviews, school reports and the school newsletter.

Products

Improved NAPLAN results in literacy and numeracy for Year 3 and Year 5.

Consistent growth in school-based and PLAN2 data.

Physical and human resources equitably distributed to support successful learning in all classrooms.

English and mathematics teaching and learning programs reflect the English and mathematics syllabi and the National Literacy and Numeracy Learning Progressions.

Strategic Direction 2: Teaching – Quality environments supporting quality teaching

Purpose

To build teachers' capacity to implement quality responsive and innovative teaching.

Improvement Measures

Teaching and learning programs reflect all elements of the Quality Teaching Framework.

Staff demonstrate deep knowledge of the National Literacy and Numeracy Progressions.

People

Students

Understand they are supported to achieve through visible learning and well-resourced quality classroom environments.

Staff

Value their role in ensuring their classroom is a quality learning environment catering for the needs of every student.

Parents/Carers

Have confidence that teachers will provide quality learning environments that support their child's individual learning needs within a well-resourced classroom.

Leaders

Value strategic resourcing to support quality learning environments to meet the needs of every student.

Processes

Quality Learning Environments

Professional learning supports responsive teaching practice

National Literacy and Numeracy Progressions incorporated into teaching and learning programs.

Evaluation Plan

PDP goals reflect the Strategic Directions of the school

Supervision of teaching and learning programs

Quality learning environments across the school reflect visible learning

Teach Meets scheduled once a term to analyse data and develop responsive teaching programs

Student, teacher and parent surveys

Practices and Products

Practices

Maintain and refine quality learning environments, including visible learning, in all classrooms through strategic resourcing.

The Early Action for Success (EAfS) initiative continues to develop teacher capacity to provide targeted and responsive intervention for students K–3 in literacy and numeracy.

Professional learning supports the English and mathematics syllabi and the implementation of National Literacy and Numeracy Progressions.

Teacher feedback through Teach Meets, departmental meetings and PDP conversations direct future professional learning.

Products

Improved NAPLAN results in literacy and numeracy for Year 3 and Year 5.

Consistent growth in school-based and PLAN2 data.

Physical and human resources equitably distributed to support quality teaching in all classrooms.

English and mathematics pedagogy reflects a deep understanding of the English and mathematics syllabi and the literacy and numeracy learning progressions.

Strategic Direction 3: Leading – Growing leadership within and beyond the school

Purpose

The school leadership team demonstrates commitment to instructional leadership at all levels.

Improvement Measures

Increased student participation in leadership activities, school based and inter-school.

Staff participate in a variety of formal and informal leadership opportunities within the school and across the Blacktown Learning Community.

People

Students

Understand the leadership opportunities within the school and are supported to engage in their own learning and leadership development.

Staff

Understand the leadership opportunities within the school and feel supported in their own professional learning and leadership opportunities.

Parents/Carers

Are empowered to engage in school based training to assist in classrooms in a meaningful way.

Community Partners

Students, staff and parents acknowledge the Blacktown Learning Community (BLC) as a valuable partner in developing leadership capacity for all stakeholders.

Leaders

Strategically plan for the growth and strengthening of leadership capabilities through mentoring, coaching and instructional leadership.

Processes

Staff leadership development opportunities within and beyond the school

Student leadership within and beyond the school

Evaluation Plan

Student, teacher and parent surveys

PDP goal reflects personal leadership aspirations

Monitoring of annual school roles and responsibilities reflects distributed leadership

Student participation in Blacktown Learning Community (BLC) student leadership development activities

Professional learning supports leadership capacity building

School based student leadership opportunities such as peer support, SRC, STEAM team, school and sport captains

Practices and Products

Practices

Staff engage with leadership opportunities within and beyond the school.

Staff undertake leadership development activities within and beyond the school.

Students participate in a range of leadership training activities in order to successfully undertake their leadership roles within the school.

Products

School systems and structures support ongoing leadership development within the school.