

School plan 2018-2020

Marsden Road Public School 4278



School background 2018–2020

School vision statement

The Marsden Road Public School community has high expectations for and from students and aims to deliver quality education that sets the foundations for all students to be productive, successful and resilient members of society.

School context

Marsden Road Public School was established in 1962 and is built on the traditional lands of the Cabrogal of the Darug Nation. The school serves a diverse community, 86% of whom come from a language background other than English. The school is proud of its varied multicultural population, with 57 cultural backgrounds represented. Approximately 20% of our total student enrolment is made up of people who have been through the refugee experience. Approximately 67% of students have been speaking English for 3 years or less. These students are supported by additional specialist staffing. In 2017, Marsden Road Public School became an Early Action for Success (EAfS): Phase 2 school, which is part of the department's implementation of the NSW Literacy and Numeracy Strategy 2017–2020. EAfS aims to improve students' literacy and numeracy skills through a targeted approach in the early years of learning. Our teachers work collaboratively to develop and implement engaging and challenging learning programs for all students. This is achieved within a context of a positive and safe learning environment. Teachers aim to equip students with the foundation skills necessary for lifelong learning. Enrichment and extracurricular activities offered include leadership programs, choir, dance, drama, sport, debating, public speaking and environmental education. The school's core values are for students to be SAFE, to be RESPECTFUL and to be LEARNERS.

School planning process

Throughout the year, the school conducted several evaluations in the following areas to analyse impact:

- Teaching and Learning Programs – To establish the effectiveness of teaching and learning programs against student outcomes.
- Data Collection – To establish how and when data is being collected and how the information from data is interpreted to drive future teaching and learning programs.
- Assessment and Reporting – To establish if assessments are consistent across the school and if parents are provided with clear and accurate information regarding their child's progress.
- Professional Learning – To establish if professional learning for teachers aligned with the school targets and to individual teachers' Performance and Development Plans.
- Student Wellbeing – To establish if all stake holders have a clear understanding of our policies and adhere to it to ensure consistency and fairness and that the social and emotional wellbeing is being met.
- The above evaluations were conducted through meetings, discussions, survey and presentations
- Students – Focus groups were established and surveyed to gauge students' expectations and aspirations
- Staff – Staff members were provided with the opportunity to have small group meetings with assistant principals to provide honest and meaningful input into the planning process Community – Community members were invited to attend presentations, discussions and were also surveyed to get their opinions on teaching, learning, extra-curricular activities and student wellbeing.

School strategic directions 2018–2020



Purpose:

With high expectations and evidence-based programs, students will achieve deeper understanding, knowledge and skills.



Purpose:

Empowering teachers to develop and implement high-impact teaching strategies and strengthen assessment and reporting practices.



Purpose:

To develop cognitive, social, emotional and physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn as informed citizens in an ever-changing world.

Strategic Direction 1: Achieving Academic Growth

Purpose

With high expectations and evidence-based programs, students will achieve deeper understanding, knowledge and skills.

Improvement Measures

NAPLAN Improve proficiency achievement, over 3 years, in: Reading

- Year 3 – from 24% to 33%
- Year 5 – from 15% to 25%

Writing

- Year 3 – from 55% to 60%
- Year 5 – from 6% to 15%

Numeracy

- Year 3 – from 25% to 30%
- Year 5 – from 17% to 23%

School-based & PAT assessments Improve achievement, over 3 years, in: Reading stanine 5 or above

- Years K–2 – from 41% to 51%
- Years 3–6 – from 47% to 57%

Writing working within or above

- Years K–2 – from 58% to 68%
- Years 3–6 – from 41% to 51%

Numeracy stanine 5 or above

- Years K–2 – from 38% to 48%
- Years 3–6 – from 25% to 35%

People

Students

Students can articulate what is required and expected from them as learners. Students will have high expectations for themselves and from teachers. Students will demonstrate appreciation for learning in all Key Learning Areas with emphasis in English and Mathematics.

Staff

Build capacity and change mind set where student achievement becomes the norm through quality teaching and high educational expectations for all students

Parents/Carers

Develop a shared understanding of expectations for our students through ongoing involvement of parents at events such as transition programs, information sessions, teacher meetings etc.

Leaders

Promote collaborative practices, professional learning and quality teaching pedagogy.

Processes

Quality Teaching: Continue professional learning in the teaching of English and Mathematics

Using Data Effectively: Effective use of data gathered to ensure effective teaching strategies are being implemented

Summative & Formative Assessments: Establish school systems such as cooperative planning, data-analysis and discussions, summative and formative assessments of learning

Evaluation Plan

- Systematic data collection every term from assessments across K–6
- Implementation of quality Performance and Development Plan for every staff member
- Evaluation of teaching and learning through the triangulation of book checks, program checks and assessment data

Practices and Products

Practices

- Collective responsibility and accountability for students' learning
- Targeted intervention for students identified as working below grade level
- Targeted programs for students showing potential to excel
- Detailed essential agreements, policies and processes that identify, implement and evaluate students' learning needs
- Explicit instruction across all learning areas
- Structured assessments across the school

Products

- Core Program across the school
- K–6 systematic phonics instruction
- A Learning Place A Teaching Place (Numeracy)
- Spelling Mastery – 2019
- Lexile Reading – 2019
- High quality transition program for pre-kindergarten students
- Evidence and research based pedagogy across the school
- Speech therapy and occupational therapy targeting K–2 students

Strategic Direction 2: Excelling in Teaching and Learning

Purpose

Empowering teachers to develop and implement high-impact teaching strategies and strengthen assessment and reporting practices.

Improvement Measures

- 80% teachers are confident in implementing formative and summative assessments in literacy and numeracy.
- 80% teachers confident in implementing the school's Core Program
- 80% teachers believe they are responsible for their professional development and are confident in reaching their goals

People

Students

Demonstrate increased responsibility and self-regulation of their learning through explicit teaching of school expectations.

Staff

Implement effective teaching and learning programs and are proactive in developing their knowledge and skills of best teaching practices. Responsibility is taken for completion of performance and development plans.

Parents/Carers

Engage productively with the school in supporting their child's learning. Attend information sessions, parent teacher interviews and workshops, to be well informed and well equipped to support their child's learning.

Leaders

Ensure quality and targeted professional learning for all teachers. Establish school practices that can be sustained and build leadership capacity.

Processes

Professional Learning: Targeted professional learning that aligns with the school's priorities. Engage experts (Literacy & Numeracy) to provide professional training to teachers

Effective Analysis of Data: Continue professional learning in analysing and using data effectively as well build teachers' capacity to design and implement summative and formative assessments

Build Leadership Capacity: Provide opportunities for teachers to observe expert practitioners. Create succession plan for various school initiatives. Initiate leadership program that supports aspiring leaders

Evaluation Plan

- Evaluate collective capacity through data from book checks, program checks and classroom observation
- Student growth and achievement
- Evaluation of teachers' performance and development plans to identify areas of strengths and needs
- Number of staff members taking initiative to lead or chair committee/activities

Practices and Products

Practices

- Effective use of QTSS to improve teachers' skills through additional opportunities to observe best practice
- Increased understanding of leadership capabilities
- Whole school data analysis every term
- Targeted professional learning in the teaching of English, Mathematics and formative assessment.
- Collaborative stage planning that includes data discussions and analysis
- PDPs to align with school priorities as well as Teaching Standards
- Instructional Leaders to provide targeted support in literacy and numeracy K-3 and extend support in years 4, 5 and 6
- Routines and learning program structures that are consistent across the school

Products

- Visible Learning across K-6
- Successful implementation of the Core Program
- Demonstration classes showcasing quality teaching practice
- Leadership Mentor Program

Strategic Direction 3: Educating Future Citizens

Purpose

To develop cognitive, social, emotional and physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn as informed citizens in an ever-changing world.

Improvement Measures

School Connectedness

- Punctuality: reduce the number of students that demonstrate more than 8 days of partial attendance from 17% to 10%
- Future: 95% of students believe school has a strong bearing on their future
- Pride: 90% of students take pride in school values
- Advocacy: 77% of students feel they can turn to someone for encouragement and guidance

Reduction in the number of students referred to Yellow Room (low level misbehaviours) by 3% of the previous year

Teachers indicate that 80% of students are;

- Organised and ready for learning.
- Resilient in various situations
- Respectful towards others

People

Students

Participate in programs and initiatives that promote wholistic development of the child.

Staff

Upskill teachers in providing clear expectations, enriched curricular activities and consolidate programs and initiatives that are a school focus.

Parents/Carers

Share school expectations and values, attend open days and information sessions, and be involved in the planning of Individual Education Programs for their child when applicable.

Leaders

Promote and build capacity in all staff to be able to provide a robust curriculum that is based on research and prepares students well for all future learning.

Processes

Citizenship: Explicit teaching of positive behaviours and expectations through a two-week specialised program to improve students' self-awareness and build their capacity to make appropriate choices.

Culture: Recognise, respect and teach the significance of cultural identity and diversity in our society. Curriculum: Effective teaching of Science, History, Geography, Creative Arts and Personal Development, Health and Physical Education.

Wellbeing: Consolidate successful wellbeing and extracurricular activities that are established at the school.

Evaluation Plan

- Teacher surveys, student surveys and parent surveys indicate that students are punctual, future focused, proud, supported, well-behaved, organised, resilient and respectful citizens of the community.

Practices and Products

Practices

- Implementation of Citizenship Program and SEL to provide explicit teaching of behaviour and learning expectations
- Teachers monitor student punctuality, pride, uniform, behaviour, organisation, resilience and respect
- Consolidate current activities that promote wellbeing in the community
- Newly Arrived Program to support students with refugee backgrounds
- Collaboration with non-government organisations and agencies to support families

Products

- Extracurricular activities that promote collaboration, resilience, organisational skills and respect for all
- Collaboration with local schools through curricular activities
- Collaboration with non-local and international schools to promote global understanding
- Check-in, Check-out student support program