

School plan 2018-2020

Marayong Heights Public School 4282



School background 2018–2020

School vision statement

At Marayong Heights Public School we are committed to working closely with our school community in developing our students to be dynamic global citizens by equipping them with the skills, processes and knowledge to be resilient, confident, creative and motivated individuals; through a student-centred learning environment that nurtures, guides, challenges and inspires them.

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 310 students includes 18% English as an Additional Language/Dialect (EAL/D) and 7% of the students identify as Aboriginal. There are 13 regular classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

The school has an enthusiastic P&C, and works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school care service, run by Camp Australia.

Marayong Heights Public School is dedicated to providing high quality educational programs with a strong focus on improving Literacy and Numeracy outcomes, further increasing student engagement and strengthening community partnerships. The school is participating in the Bump It Up initiative with a strategic approach, meeting the Premier's priorities in literacy and numeracy. Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. There is also a focus on developing reflective teaching practice and integrating technology across all Key Learning Areas.

School planning process

Marayong Heights Public School welcomes feedback from all stakeholders.

A collaborative consultation process with all members of the school community to develop our 2018 –2020 School Plan was carried out during the latter part of 2017. From this process, the school vision, strategic directions and improvement measures were developed.

Extensive evaluation of a range of qualitative and quantitative school data including:

- NAPLAN and PLAN data
- Student wellbeing data
- Tell Them From Me (TTFM) data – students and parents
- Student Attendance data
- Learning and Support Team data
- Participation of a random sample of parents and carers in Parent/Community Focus Groups
- Parent and carer surveys
- informal feedback and conversations with students, staff and the school community

was carried out to assist with the development of the school plan.

SCOUT reports were also used to gather a range of data around students, school and community data.

Marayong Heights will continue to encourage students, staff and the school community to provide feedback on our performance as a school, as part of the evaluation cycle, which will then drive any future planning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaged, empowered and
creative learners.

Purpose:

To ensure a student-centred learning environment that inspires all students to become empowered participants in their own learning.

STRATEGIC DIRECTION 2

Quality teaching and learning

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices, to meet the diverse needs of staff and community.

STRATEGIC DIRECTION 3

Effective communication and
connections

Purpose:

To increase positive interaction and community engagement that is based on consultation, collaboration and effective communication

Strategic Direction 1: Engaged, empowered and creative learners.

Purpose	People	Processes	Practices and Products
<p>To ensure a student-centred learning environment that inspires all students to become empowered participants in their own learning.</p>	<p>Students</p> <p>Understanding of how critical thinking in reading and numeracy can lead to improved life outcomes is promoted and strengthened. Engagement with reading for enjoyment and understanding, and engagement with critical thinking for understanding is fostered across the school.</p>	<p>Growth Mindset</p> <p>Building resilience in students and staff to enable them to feel confident to take risks, make mistakes, reflect, grow and have confidence in their own ability.</p>	<p>Practices</p> <p>Growth Mindset</p> <p>Students are able to clearly and confidently articulate what they are learning about, why they are learning it and are actively supported to set goals as to where to next with their learning.</p>
<p>Improvement Measures</p> <p>Reading and Numeracy improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance in Reading and Numeracy.</p> <p>Quality effective learning and support is in place to ensure well-functioning systems allow all staff to demonstrate a coordinated approach.</p> <p>Increased number of students demonstrating active engagement with their learning.</p> <p>Differentiation that caters for all students' learning needs is evident in teaching and learning programs.</p>	<p>Building skills to self-assess learning with a focus on resilience, capabilities and competency.</p> <p>Staff</p> <p>Reflective practitioners who willingly engage in professional learning around growth mindset, student-centred learning and high expectations in order to inform their teaching practice.</p> <p>Build collective capacity of all staff to regularly reflect on and use data to inform and differentiate their teaching and learning.</p>	<p>Student-centred learning, differentiation and IEPs</p> <p>Teachers using data and observations to inform their decision-making and planning ensuring all students have fair access to all teaching and learning experiences. School-wide explicit processes to collect, analyse and report on student and school performance are used.</p> <p>Visible Learning Strategies</p> <p>Teachers will be transparent in sharing learning intentions and success criteria for all lessons enabling students to engage in goal setting and self-reflection opportunities, and give and receive feedback about their own learning, with a strong focus on Reading and Numeracy.</p>	<p>Student-centred learning, differentiation and IEPs</p> <p>A range of data is used to develop effective and focussed learning and teaching experiences that differentiate learning for all students, with a focus on Reading and Numeracy, and is clearly evident in all teaching and learning programs.</p> <p>Visible Learning Strategies</p> <p>Learning intentions and success criteria will be displayed and used to guide teaching and learning in all classrooms.</p>
	<p>Parents/Carers</p> <p>Develop, understand, support and value quality education programs within the school.</p> <p>Leaders</p> <p>Build collective capacity of all staff to implement change process, and encourage school-wide reading and critical thinking programs.</p>	<p>Evaluation Plan</p> <p>Strategic monitoring of student progress in curriculum and wellbeing is completed twice per term, using a range of data, (NAPLAN, Tell Them From Me, Individual Education Plans and school-based data.</p>	<p>Products</p> <p>Growth Mindset</p> <p>Increased student engagement will be evident in increased attendance rates, less negative classroom behaviours recorded and positive student feedback.</p> <p>Student-centred learning, differentiation and IEPs</p> <p>100% of teaching and learning programs are data-based, differentiated for individual student learning needs and reflect syllabus outcomes, in particular in the areas of Reading and Numeracy.</p>

Strategic Direction 1: Engaged, empowered and creative learners.

Practices and Products

Visible Learning Strategies

Increased proportion of students in the top two bands of NAPLAN for Reading and Numeracy by 8% by 2019.

Strategic Direction 2: Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices, to meet the diverse needs of staff and community.

Improvement Measures

All teachers are engaged in and demonstrate an enquiry approach to the teaching and learning cycle in order to improve classroom practice.

All staff are actively participating in future-focussed, relevant and timely professional learning to suit their own identified needs and positive feedback demonstrates high levels of satisfaction and engagement in the professional learning culture of the school.

People

Students

Have a knowledge and understanding of high expectations and growth mindset.

Staff

Will have knowledge and understanding of the teaching and learning cycle and will be able to effectively differentiate classroom instruction.

Parents/Carers

Are informed partners in the education of their children and actively support their child's learning.

Leaders

Will build the collective capacity of all staff through modelling, coaching and mentoring.

Processes

Evidence-based Practices

Teachers demonstrate an understanding of the importance of formative assessment and the teaching and learning cycle and are able to use this knowledge to gather evidence to inform their teaching and learning, self-reflect and raising standards of achievement.

Professional Learning Culture

Staff are engaged in developing a shared responsibility and practice through reflection, observation, feedback and goal setting, using the Australian Professional Standards for Teachers and DoE Performance and Development framework to guide their own professional learning.

Distributed Leadership

Building teacher leadership capacity through high expectations, shared responsibility and accountability and by empowering and supporting participation in a variety of leadership opportunities.

Evaluation Plan

Surveys, informal feedback and focus group sessions held with students, parents and staff.

School review against the SEF

Self-review and annual review of PDPs.

Practices and Products

Practices

Evidence-based Practices

Teachers using evidence based decision making to inform their practice as a result of regular opportunities to engage in reflective conversations about student data.

Professional Learning Culture

Teachers are able to clearly and confidently articulate their own learning needs, establish goals and actively participate in relevant, differentiated and future-focussed professional learning.

Distributed Leadership

Teachers are willingly collaborating across the school to develop their leadership capacity.

Products

Evidence-based Practices

All teachers are able to articulate what they do and why they teach the way they do, using evidence-based practices.

Professional Learning Culture

A collaborative professional learning community has been established.

Distributed Leadership

More teachers take on a leadership role by building their own capacity and that of others.

Strategic Direction 3: Effective communication and connections

Purpose	People	Processes	Practices and Products
<p>To increase positive interaction and community engagement that is based on consultation, collaboration and effective communication</p>	<p>Students</p> <p>Have a clear understanding of and display behaviour that reflects the school-wide expectations of being 'enthusiastic, mature and understanding'.</p>	<p>Wellbeing</p> <p>The school consistently implements a whole-school approach to wellbeing, through actively engaging in Positive Behaviour for Learning (PBL) to create a positive teaching and learning environment.</p>	<p>Practices</p> <p>Wellbeing</p> <p>Staff will demonstrate evidence that PBL lessons have been taught in their program and ensure consistent implementation of school-wide expectations.</p>
<p>Improvement Measures</p> <p>School wide data demonstrates clear improvements in the consistent implementation of school PBL expectations in all settings. 40% decrease in playground referrals.</p> <p>A strengthened positive parent partnership is demonstrated through increased involvement and participation of parents in a range of workshops and information sessions. Increased parent satisfaction demonstrated with communication strategies as evidenced through surveys and forums.</p> <p>Increased development of student leaders and opportunities for students to be part of the decision making process is evident across the whole school.</p>	<p>Staff</p> <p>Proactively engage with parents and community in a variety of formats to establish and nurture trusting relationships that build a shared culture of respect.</p> <p>Parents/Carers</p> <p>Actively contribute to whole school improvement and in partnership with the shared decision-making that is focussed on the wellbeing and educational development of their child.</p> <p>Community Partners</p> <p>P&C will provide positive advocacy for whole school improvement and join in partnership with school development. Blacktown Learning Community will provide an educational forum for school development, student voice and leadership.</p>	<p>Development of Student Leadership</p> <p>Student leadership and capacity is developed through formalised programs and students are provided with opportunities to participate in leadership development.</p> <p>Positive Productive Partnerships</p> <p>The school strengthens partnerships within the school by maintaining effective and responsive two way communication between the school and home using various forms of communication media. Productive partnerships with external agencies including Blacktown Learning Community, local high schools and early learning centres are strengthened and links with paraprofessionals and other agencies are established. Positive promotion of Marayong Heights PS in the local community is done through a range of media.</p>	<p>Development of Student Leadership</p> <p>Students will participate in relevant learning experiences and leadership opportunities that are within or beyond the school.</p> <p>Positive Productive Partnerships</p> <p>All staff demonstrate a proactive approach to regular and timely communication with members of the school community. Parents will be positive participants in their child's educational development and actively participate in a range of parent workshops and information sessions including PBL and PATCH.</p>
		<p>Evaluation Plan</p> <p>Surveys, informal feedback and focus group sessions held with students, parents and staff.</p> <p>Monitor and review the effectiveness of PBL strategies, framework and data across the school.</p>	<p>Products</p> <p>Wellbeing</p> <p>Positive, respectful relationships are evident and widespread among students, staff and community and promote student wellbeing ensuring optimum conditions for student learning.</p> <p>Development of Student Leadership</p> <p>Student leaders are equipped with the skills to lead within and beyond the school and are positively contributing to school decision making.</p> <p>Positive Productive Partnerships</p>

Strategic Direction 3: Effective communication and connections

Practices and Products

Community feedback indicates satisfaction about the level of responsiveness of the school as it reflects a culture of high expectation in regards to transparent communication.