



School plan 2018-2020

Murray Farm Public School 4401



School background 2018–2020

School vision statement

Every student is provided with the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment that promotes excellence. We prepare individuals to connect with others, succeed in their endeavours and thrive as positive contributors in our ever changing society.

School context

Murray Farm Public School was established in 1969 and over its 45 year history has earned a reputation for academic, sporting and cultural excellence. The school draws students from established areas in Carlingford, North Rocks and the West Pennant Hills area. The current enrolment of 965 has a NESB population of 81.2%. The school delivers quality learning programs addressing the needs of all learners, including four 'Challenge' classes in grades 3–6, and consistently performs at levels of excellence in external performance measures. Currently, 38% of students take part in the Japanese bilingual program. A wide range of extra-curricular activities is available to the students. The involved parent body contributes to the inclusive culture that supports all students and ensures that everyone achieves to his or her potential. It is a place where students, teachers and parents are proud to belong.

School planning process

As part of the External Validation process in 2017 we were able to collect and annotate evidence of school practice against the School Excellence Framework.

The School Excellence highlights the process that schools engage with to pursue growth and excellence in the three domains of Learning, Teaching and Leading.

Established school planning practices were incorporated into the strategic planning process. Professional development and training in the implementation of 5P planning was undertaken by the Principal and all members of the school executive. Information meetings and focus groups for data gathering, specific to the new process, were held for both staff and community members.

The consultation process included information dissemination and data gathering in various meetings and forums (*SRC, P&C, focus groups, staff, PBL, school executive, learning support, curriculum teams*). The school and the P&C newsletters, through on-line and written-response surveys, and in the analysis of both in-school data (*stage test results, student participation rates, PBL*) and external school performance data (*NAPLAN, Best Start, entry to OC and Selective HS*). Areas for development, identified using PLAN software and NAPLAN data, were early intervention programs in literacy and numeracy and to inform teaching practices in program differentiation for the EAL/D cohort as well as for students at both ends of the learning continuums. Staff responses to PBL surveys and playground observation, student, staff and parent responses to the Tell Them From Me surveys, and staff and parent forums *What is our school doing well* and *What could our school change or develop*, informed the planning for our students in the 5 developmental domains.

Students, staff, parents and the community were presented with a *Case for Change* of how much we can achieve if we are all working on a future focused improvement agenda. Staff and parent discussions reflected a desire for the groups in our community to be more representative of our population both in numbers and in leadership opportunities.

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The mandatory implementation of DoE policies and procedures in the areas of curriculum and professional development was matched to the identified learning needs of students within the Quality Teaching framework. The leaders of curriculum, student welfare, and professional development used the student learning information gathered from teachers, students and parents, including outside school performance indicators where relevant, as the basis of team consultation and decision-making.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student wellbeing and engaged learning.

Purpose:

To provide a nurturing environment that supports the wellbeing and engagement of all students, through deep learning that challenges, engages and empowers students to develop resilience and perseverance. Developing confident, creative, resilient and caring individuals.

THEORY OF ACTION

If students are challenged, engaged, and empowered through deeper instruction, then they can fulfil their highest aspirations as confident, creative, resilient and caring individuals.

- Mastery of knowledge and skills
- Character (PBL)/ dispositions
- High quality work

STRATEGIC DIRECTION 2

Quality teaching and learning.

Purpose:

To build staff capacity through professional learning and a shared vision to collaboratively plan and deliver future-focused, visible teaching and learning programs that are flexible, relevant and reflective. Enabling students to succeed and thrive as 21st century learners.

THEORY OF ACTION

If teachers collaboratively engage in content/pedagogy/assessment-focused, sustained learning with time for them to apply and reflect, then they will be more responsive to the needs of their students.

STRATEGIC DIRECTION 3

Leading a culture of collaboration, high expectations and innovative systems.

Purpose:

Strengthen our learning community (students, staff, parents, community, colleagues) through a shared commitment to high expectations and collaboration to produce resilient, innovative, creative and resourceful global citizens. Preparing global citizens for the future.

THEORY OF ACTION

If we develop a school based climate and culture that fosters a sense of community amongst teachers, students and families, then our understanding of students' needs will deepen, leading to improved levels of support and learning.

Strategic Direction 1: Student wellbeing and engaged learning.

Purpose

To provide a nurturing environment that supports the wellbeing and engagement of all students, through deep learning that challenges, engages and empowers students to develop resilience and perseverance. Developing confident, creative, resilient and caring individuals.

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If students are challenged, engaged, and empowered through deeper instruction, then they can fulfil their highest aspirations as confident, creative, resilient and caring individuals.

- Mastery of knowledge and skills
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- High quality work

Improvement Measures

10% increase in the number of responses in top 2 bands in PBL surveys by students, staff and parents.

Increased percentage of students in the *Tell Them From Me*; Skills Challenge in the desirable quadrant of high skills and high challenge.

90% of students achieve their expected skills and growth at key points in their literacy and numeracy learning.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include

People

Students

Students develop strong positive character traits that are reflected in their behaviour, decision making and relationships. Students will cognitively engage with deep learning through authentic learning contexts, problem based learning and inquiry processes. Students will be self-reliant and self-directed learners who are proactive partners in learning, setting goals and reflecting on those goals to improve life-long learning competencies.

Staff

All teachers are leaders in current pedagogy and facilitators in the development of general capabilities, and social, emotional and cognitively engaged student learning. Teachers personalise learning and underpin student learning by frequent (but unobtrusive) assessment that ensures student learning and progression to mastery.

This includes a strong emphasis on formative assessment, learning intentions, success criteria, feedback through self and peer and teacher reflection.

Parents/Carers

Parents are informed and understand about the differences in inquiry and investigative based syllabuses and future pedagogy including student and teacher engagement in deep learning goals and the increasing use of technology. Parents are partners and support the school's future focus.

Engage in understanding the Wellbeing

Processes

Creative, Confident, Resilient and Caring Students

Continued focus on Positive Behaviour Learning with high consistency across the school, prioritising; safety, resilience, emotional intelligence and growth mindset education.

Future Focused Pedagogy

Ensure learning is built on the strongest literacy, numeracy foundations and pedagogies. Transform curriculum and pedagogy with newly designed K-6 scope and sequences founded on syllabus requirements. Infuse ICTs and social, emotional and cognitively engaged student learning characterised by the 6Cs, clearly developing general capabilities. Implement problem inquiry/project based models. Introduce 'visible' (Hattie et al) student centred, self – regulated learning.

Personalised Learning, Student Engaged Assessment and Effective Feedback

Learning will be data driven, based on formative assessment practices utilising learning progressions. Timely, targeted intervention for all students will reflect best practice. Students will access personalised support, extension, or enrichment to maximise outcomes. IEPs, PLPs, will exist for identified students and be readily accessible electronically.

Evaluation Plan

Regular reporting against milestones through governance meetings by the

Practices and Products

Practices

Positive, respectful relationships are evident and widespread amongst students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Whole school scope and sequence documents are designed and implemented. Curriculum incorporates syllabus requirements, 6Cs and ICT.

Teachers and students use data and assessment (As, For and Of) to personalise, support and enrich individual student learning.

Products

10% increase in the number of responses in top 2 bands in PBL surveys by students, staff and parents. Increased percentage of students in the Tell Them From Me; Skills Challenge in the desirable quadrant of high skills and high challenge.

90% of students achieve their expected skills and growth at key points in their literacy and numeracy learning.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.

Data is used to build teacher capacity

Strategic Direction 1: Student wellbeing and engaged learning.

Improvement Measures

learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.

People

Framework and strategies to promote a confident, creative and caring child.

Leaders

Stage teams understand the importance of and design learning that socially, emotionally and cognitively engages students that includes learning across the curriculum, including cross-curricular priorities and general capabilities.

Processes

leadership group; feedback from project teams, focus groups sessions, staff surveys.

Increase of student, staff and parent feedback affirming the schools strategic directions and processes in relation to the quality learning experiences that contribute to student development in social, emotional and cognitive learning.

Suggested evidence:

- Tell Them From Me Surveys ...
- PBL records and student behaviour referrals and surveys.
- Data tracking of individual student progress in Literacy and Numeracy, PLAN, learning progressions. Increase use of effective strategies i.e. goals to increase learning for all students.

Practices and Products

to identify and address individual student needs according to the expected skills and growth in student learning at key progress points.

Strategic Direction 2: Quality teaching and learning.

Purpose	People	Processes	Practices and Products
<p>To build staff capacity through professional learning and a shared vision to collaboratively plan and deliver future-focused, visible teaching and learning programs that are flexible, relevant and reflective. Enabling students to succeed and thrive as 21st century learners.</p> <p>THEORY OF ACTION</p> <p>If teachers collaboratively engage in content/pedagogy/assessment-focused, sustained learning with time for them to apply and reflect, then they will be more</p>	<p>Students</p> <p>Develop the capacity to articulate learning in relation to intentions and success criteria. Build skills to both plan and reflect on their learning through goal setting, as well as feedback from Assessment (For, As and Of Learning).</p> <p>Staff</p> <p>Engage in whole school and differentiated professional learning to develop the capacity to reflect on their practice, see feedback and work in open, collaborative, innovative ways.</p>	<p>Highly professional, collaborative, innovative workforce</p> <p>Implement effective mentoring induction, and coaching practices for all staff. Enhance a high performance culture through clearly articulating explicit standards and expectations, valued and shared by all. Embed a culture of innovation and collaborative learning and sustain a commitment to <i>Classroom Walk Throughs, Peer Observations</i> and <i>Community of Schools</i>; Instructional Rounds.</p>	<p>Practices</p> <p>Every teacher is committed to and understands the Professional Teaching Standards. All staff participate in the development of others' teaching practices.</p> <p>Every teacher is committed to and engages in quality, planned, multimodal professional learning.</p> <p>Every teacher uses data to inform and differentiate their teaching and learning. Students' progress will be tracked on the learning progressions. Learning will be visible in every classroom.</p>
<p>Improvement Measures</p> <p>PDPs show a greater understanding of the Australian Teaching Standards through teacher reflection and evaluation of goals.</p> <p>Formal mentoring opportunities are implemented for beginning teacher and aspiring leaders.</p> <p>100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.</p> <p>Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.</p>	<p>Develop their ability to use data effectively to inform future learning.</p> <p>Collaborate with Community of Schools to develop the skills of observation, reflection, collaborative inquiry and feedback to improve personal and collective practice.</p> <p>Leaders</p> <p>Effective mentoring and assistance in professional goal setting to further enhance quality-teaching practices.</p> <p>Provide opportunities for staff to lead projects and gain experience, and develop the capabilities of aspiring leaders.</p>	<p>Continual improvement through best practices in professional learning.</p> <p>Engage all staff with quality, planned multimodal professional learning pedagogy, clearly aligned to school and system priorities. Stage based collaborative planning and development will be strengthened.</p> <p>Personalised Learning, Student Engaged Assessment and Effective Feedback</p> <p>Learning will be data driven, based on formative assessment practices utilising learning progressions. Timely, targeted intervention for all students will reflect best practice. Students will access tailored support, extension, or enrichment to maximise outcomes. IEPs and PLPs, will exist for identified students and be readily accessible electronically. Reporting to parents and stakeholders will be redesigned to increase effectiveness.</p>	<p>Products</p> <p>PDPs show a greater understanding of the Australian Teaching Standards through teacher reflection and evaluation of goals.</p> <p>Formal mentoring opportunities are implemented for beginning teacher and aspiring leaders.</p> <p>100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.</p> <p>Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms. Data is used to build teacher capacity to identify and address individual student needs according to the expected skills and growth in student learning at key progress points.</p>
	<p>Community Partners</p> <p>Colleagues identified in local community of schools/universities/local high school/consultants in formation of working parties to be mentors and coaches.</p> <p>Parents/Carers</p>	<p>Evaluation Plan</p>	

Strategic Direction 2: Quality teaching and learning.

People

Informed and actively involved in student learning through focus groups and information sessions.

Processes

Regular reporting against milestones through governance meetings by the leadership group; feedback from project teams, focus group sessions and staff surveys.

Increase of student, staff and parent feedback affirming the schools strategic directions and processes in relation to the quality learning experiences that contribute to student development in social, emotional and cognitive learning.

Suggested evidence:

- Program evaluation
- Tell Them From me – teacher
- PDP – evidence
- Instructional Rounds data
- Peer Observations
- Aspiring leaders have support and opportunities

Strategic Direction 3: Leading a culture of collaboration, high expectations and innovative systems.

Purpose

Strengthen our learning community (students, staff, parents, community, colleagues) through a shared commitment to high expectations and collaboration to produce resilient, innovative, creative and resourceful global citizens. Preparing global citizens for the future.

THEORY OF ACTION

If we develop a school based climate and culture that fosters a sense of community amongst teachers, students and families, then our understanding of students' needs will deepen, leading to improved levels of support and learning.

Improvement Measures

35% increase in number of parents attending or completing information sessions, surveys, forums.

Learning spaces are thoughtfully designed to facilitate collaboration, creation and quiet. Spaces are intentionally created to protect student and teacher wellbeing and to amplify learning.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms.

Data is used to build teacher capacity to identify and address individual student needs according to the expected skills and

People

Students

Develop student capabilities to take responsibility for and contribute positively to their own, and their peers learning. Students actively engage with visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peers

Staff

Understand and value active, open, two-way partnerships with parents and the positive impact for student learning, developing strategies to connect with all members of community. They will engage with the wider community locally, nationally and internationally, effectively using ICTs to enhance connectedness.

Leaders

Build capacity to actively engage, connect and collaborate through information sessions, parent meetings to increase shared school decision-making practices.

Parents/Carers

Understand the importance of connectedness and open communications in enhancing student learning, engaging actively with the school, increasing their understanding and value of holistic approach to education, and increase their contributions to school feedback and decision making.

Processes

Engaged, empowered community

Enhance community and parent engagement with the school and its endeavours, increasing representation and inclusion of all groups, through increased participatory communication including Masterclasses, forums, surveys and planning.

Rich learning environments

Ensure attractive and functional facilities that contribute to environmental sustainability, high levels of physical activity and creative play. Increase the existence of multimodal indoor/outdoor learning spaces that amplify learning and the development of general capabilities and character.

Personalised Learning, Student Engaged Assessment and Effective Feedback

Learning will be data driven, based on formative assessment practices utilising learning progressions. Timely, targeted intervention for all students will reflect best practice. Students will access tailored support, extension, or enrichment to maximise outcomes. IEPs and PLPs, will exist for identified students and be readily accessible electronically. Reporting to parents and stakeholders will be redesigned to increase effectiveness.

Evaluation Plan

Regular reporting against milestones through governance meetings by the leadership group; feedback from project teams, focus group sessions, staff surveys.

Practices and Products

Practices

The school community engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Rich learning environments support collaborative learning and teaching and engages through meaningful and authentic use of space.

Teachers and students use data and assessment (As, For and Of) to personalise, support and enrich individual student learning.

Products

35% increase in number of parents attending or completing information sessions, surveys, forums.

Increase in the number of students and teachers in leadership roles.

Learning spaces are thoughtfully designed to facilitate collaboration, creation and quiet. Spaces are intentionally created to protect student and teacher wellbeing and to amplify learning.

100% of programs are reflective of the Scope and Sequence and reflect embedded formative assessment practices.

Visible learning strategies which include learning intentions, success criteria and effective and targeted feedback from teacher, self and peer are evident in classrooms. Data is used to build teacher capacity to identify and address individual student needs according to the expected

Strategic Direction 3: Leading a culture of collaboration, high expectations and innovative systems.

Improvement Measures

growth in student learning at key progress points.

Processes

Increase of student, staff and parent feedback affirming the schools strategic directions and processes in relation to the quality learning experiences that contribute to student development in social, emotional and cognitive learning.

Suggested evidence:

- Attendance at parent master classes
- Tell Them From Me
- increased uptake of staff and student use of rich learning environments
- Student leadership opportunities

Practices and Products

skills and growth in student learning at key progress points.