School plan 2018-2020

Metella Road Public School 4444

School background 2018–2020

School vision statement

Metella Road Public School’s vision is to provide its students with opportunities to pursue academic and personal excellence in a nurturing, community environment.

School context

Metella Road Public School is a vibrant learning community in the Bungarribee School Education area, approximately 30 kilometres from Sydney. With an enrolment of approximately 710 students, the school provides educational programs for students from a range of socio–economic and cultural backgrounds. The school consists of 28 mainstream classes. A high–quality learning environment is provided by a highly qualified and dedicated staff comprising a dynamic mix of highly experienced and early career teachers.

Our core business is to improve student outcomes in literacy, numeracy and all key learning areas, developing outstanding inclusive teaching programs that meet the individual needs of the learner, encouraging students to pursue academic and personal excellence. Learning is supported by futures driven learning principles, that are deeply engaging and academic rigorous, developing the skills, knowledge and dispositions students need.

The core values of the school are embedded within our student welfare policies and programs which promote the Positive Behaviour for Learning model. The core expectations of being Motivated, Respectful, Proud and Safe are consistently embraced by students, staff and the community.

A strong partnership exists between the school and the wider community, including an international school in Shanghai. Following the school's motto of Aim High, a strong ethos of high expectations exists. The school delivers high quality educational, cultural and sporting programs with strong community support.

The school community continually evaluates and reviews current operations to ensure that we move forward and continue to provide the best possible educational experiences, learning environment and learning outcomes for students. Metella Road Public School is part of the Blacktown Learning Community.

School planning process

A positive and engaged school community is committed to a shared approach towards the achievement of identifies school priorities.

In planning and creating the 2018–2020 School Plan, the planning committee used a variety of methods during the planning process.

- Student discussions – formal and informal surveys.
- Parent surveys and forum discussion – formal and informal.
- Tell Them From Me surveys.
- Staff surveys.
- Analysis of student achievement data, including detailed NAPLAN analysis and PLAN data.
- Student wellbeing data.
- Learning and Support Team data.
- Student mobility data.
- Student attendance records.
- Scout data.
- Teacher and executive accountability records.
- Classroom observations.
- Community sources.

Using this evidence the school executive and whole school staff, along with members of the community, undertook a detailed collaborative and consultative process to determine the current school strengths and identifies directions and areas for improvement.

The school community, staff, students and parents, will continue to be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to adjust our future planning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in Learning

STRATEGIC DIRECTION 2
Excellence in Teaching

STRATEGIC DIRECTION 3
Excellence in Leading

Purpose:

To challenge students and engage them in rich learning experiences, promoting learning excellence to ensure they connect, succeed, thrive and learn.

Purpose:

To create a shared responsibility for student improvement and contribute to a transparent learning culture using evidence based and innovative teaching practices.

Purpose:

To develop leadership capacity at all levels to foster a school–wide culture of high expectations and shared sense of responsibility for whole–school improvement.

Strategic Direction 1: Excellence in Learning

Purpose

To challenge students and engage them in rich learning experiences, promoting learning excellence to ensure they connect, succeed, thrive and learn.

Improvement Measures

Increased proportion of students achieving in the top two bands for NAPLAN reading, writing and numeracy.

The school continually improves on its value–added results in English and numeracy as evidenced through Scout and NAPLAN data.

School data shows that student progress and achievement on external measures is consistent with strong student progress and achievement on internal measures.

People

Students

Students monitor and review their individual learning goals through self–assessment to identify their next steps of learning and set challenging goals.

Staff

All staff implement and evaluate a repertoire of relevant, research based teaching and learning practices to meet the physical, social and intellectual development of students.

Community Partners

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Leaders

The leadership team enhances the capability of staff through school processes, coaching, mentoring and partnerships to drive positive change and improve student learning outcomes.

Processes

Up Size

Implement a whole school approach to achieving high valued added results using effective practices and self–management skills to enable students to pursue academic and personal excellence.

Kids Do Matter

Implement a whole school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Engage Me

Create an environment that promotes learning and higher levels of student engagement.

Evaluation Plan

- NAPLAN
- Scout data
- Parent and community surveys
- Plan 2
- Learning Progressions
- Individual Education Plans and Personalised Learning Pathways

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress.

Staff and students reflect and report on their achievement against improvement measures, feedback and self–assessment.

Products

100% of teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

All students demonstrate self–regulation and resilience and are aware of their individual strengths and areas for improvement.

Strategic Direction 2: Excellence in Teaching

Purpose

To create a shared responsibility for student improvement and contribute to a transparent learning culture using evidence based and innovative teaching practices.

Improvement Measures

All teachers utilise student feedback to provide continuous improvement for all students.

All students cooperatively develop, and analyse and articulate learning goals to pursue high levels of achievement.

All teachers display and regularly reference to students explicit learning progressions in classrooms to demonstrate performance benchmarks for students.

People

Students

Students are engaged in rich learning experiences and high quality educational programs in futures driven learning environments. Students recognise their own strengths and those of others, celebrating diversity. Students feel safe, known, cared for, valued and supported to fulfil their potential.

Staff

Staff demonstrate and share their expertise within their school and with other school communities. Staff provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by instructional leaders.

Parents/Carers

Engage with and demonstrate an increased awareness and understanding amongst families and community members of the school's learning culture.

Leaders

School–wide and inter–school relationships provide mentoring and instructional leadership to ensure the on–going development of all staff.

Processes

Feedback Feeding The Future

Implement a whole school systematic approach, using student feedback and assessment to monitor progress and enable students to effectively articulate learning intentions and goals.

What Works Best

Draw on research to develop, implement and evaluate high quality and innovative professional learning in literacy and numeracy teaching practices.

Walls That Speak

Implement a school wide approach using visible learning progressions within classroom environments, to show students how to achieve success and continuous improvement.

Evaluation Plan

- Observational rounds
- Parent and community surveys
- Evaluation of classroom environments
- Teaching and learning program and assessment supervision
- Feedback on mentoring/Instructional Leadership effectiveness

Practices and Products

Practices

Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Highly skilled teachers embed evidence–based, effective teaching and assessment strategies to build their capacity to improve student outcomes, particularly in literacy and numeracy.

Products

There is a school wide culture where student learning goals are informed and monitored through collection of quality, valid and reliable data, including student feedback.

100% of classrooms display learning progressions and work samples that meet achievement benchmarks.

There is a school–wide system in place using a range of assessment strategies to determine teaching directions.

Strategic Direction 3: Excellence in Leading

Purpose

To develop leadership capacity at all levels to foster a school–wide culture of high expectations and shared sense of responsibility for whole–school improvement.

Improvement Measures

An increase in the number of parents and carers actively engaged in and supporting the school's educational priorities through meaningful school partnerships (from 2017 baseline data).

Increased leadership capacity of aspiring leaders and of current executive through the BLC Aspiring Leaders Program, Growth Coaching and growth mindset, using the AITSL Leadership Profiles and Principal Standard.

An increased percentage of parents/carers attending community events (from 2017 baseline data).

People

Staff

Staff engage in a range of opportunities to build their leadership capacity through school, Departmental, NESA and AISTL frameworks and standards.

Parents/Carers

Parents/carers engage in their children's learning and the educational priorities of the school. Parents/carers are pivotal in promoting sustainable school improvement by providing meaningful and constructive feedback, engaging in workshops, formal meetings and discussions in relation to the student's social, emotional, behavioural and academic wellbeing.

Community Partners

The school has established strategic relationships within the community to enhance learning outcomes for students, family and community members.

Leaders

The school leadership team proactively organises the school to respond positively towards building leadership capacity for future leaders. The school leadership team cultivates high collective teacher efficacy to enact authentic, sustainable whole–school improvement and create a climate of possibility.

Processes

Coaching is Key

Implement a whole school approach to coaching and mentoring to develop the leadership capacity of staff at a grade, stage, whole school and community level.

Collective Efficacy

School leaders implement practices across the community of schools to provide long–term leadership opportunities for all staff regardless of their position.

Community Connections

Implement a whole school, systematic approach to engage families and the community in the school decision making processes, professional learning and school events.

Evaluation Plan

- Feedback surveys
- Performance and Development self–assessment and reviews
- School Excellence Framework self–assessment
- What Works Best Reflection Guide
- Evaluation of professional learning
- Meeting minutes
- Feedback on growth using the AITSL Leadership Profiles and Principal Standard progressions

Practices and Products

Practices

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence–based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Parents and carers are actively engaged in and supporting the school's educational priorities through meaningful school partnerships.

Shared school–wide responsibility is evident through purposeful leadership, quality teaching and learning, and community engagement.

Products

The school demonstrates a high–performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The school is recognised as excellent and responsive by its community because it uses evidence–based practice to embed a culture of high expectations.