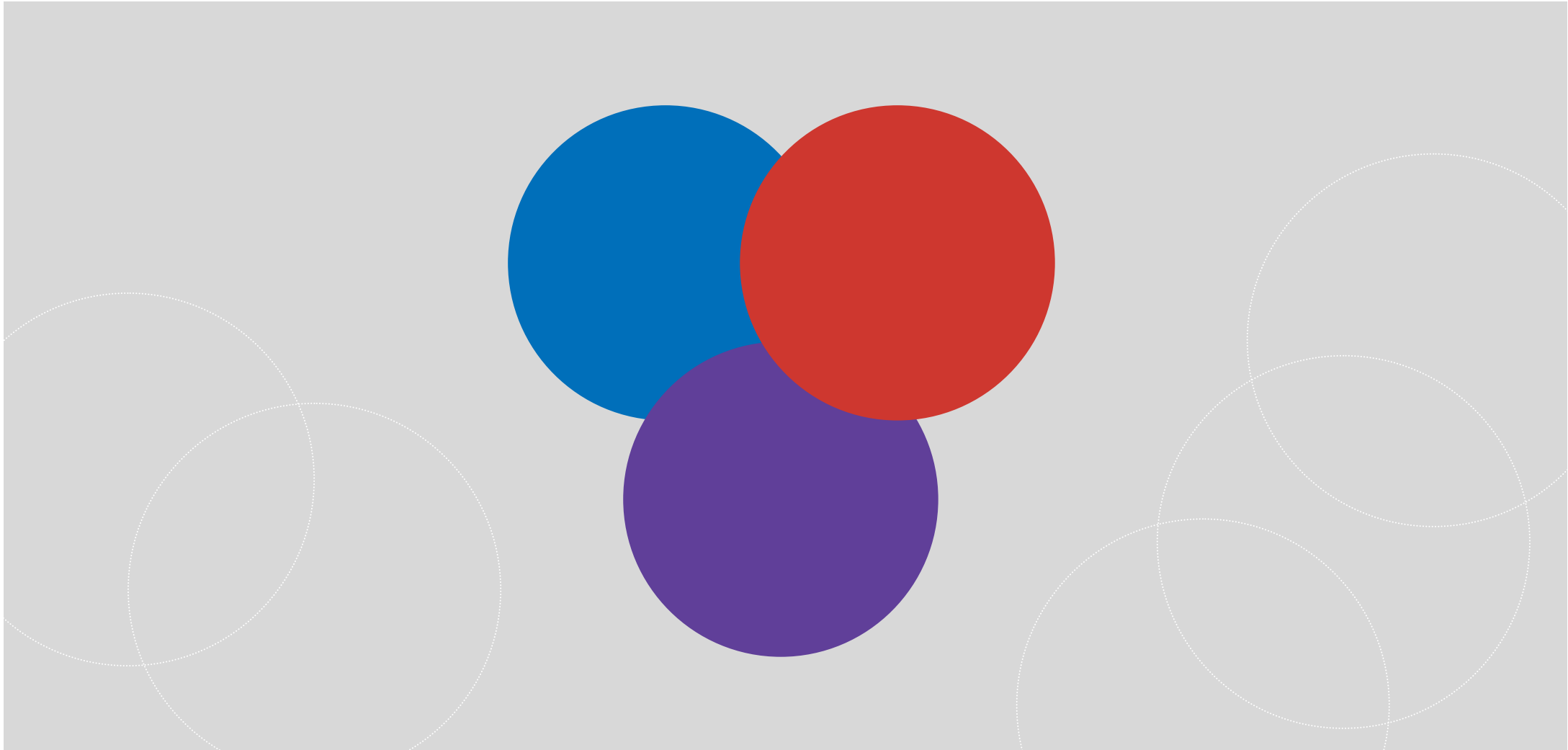


# School plan 2015 – 2017

## Marayong South Public School





## School vision statement

Our school is a learning community that seeks the greatest possible success for every student. We have high expectations of student achievement and behaviour. We believe that parents are valued partners in our education system and strongly encourage open, honest, timely and positive communication about all matters relating to the education and welfare of our students. Our staff is highly professional. Their commitment, care, dedication and passion underpin the warmth, success and strength of our school.

## School context

Marayong South Public School opened in 1962. 2015 will see an anticipated enrolment of approximately 340 students. The school has seen many positive changes, all contributing to make it the welcoming and dynamic school it is today. It is located in the Eastern Creek Schools Group and is well supported within the district by its community.

The school population reflects the diversity of the enrolment feeder area surrounding the school, both in the established housing areas of Blacktown and the new estates bordering the back of the school. Approximately 54% of our students come from a non-English speaking background, while approximately 2% are of Aboriginal or Torres Strait Island background. The school promotes understanding and tolerance and provides a happy and productive environment for its diverse student population.

Our school is a PBL (Positive Behaviour for Learning), Kids Matter and Peer support school. Our NAPLAN results indicate several focus areas for 2015-2017.

Our school programs support a diverse range of learning needs across the school. Our school has a balance of experienced and early career staff. Parents are becoming increasingly aware of the importance of engaging with our school to support their children.

## School planning process

Marayong South Public School has undertaken an extensive school wide consultation process to support the development of our school plan. Suggestions for school improvement were invited through a number of formal surveys throughout the year, focus groups and feedback sessions within our school community. The consultation process included:

- Analysis of school data, NAPLAN, PLAN, Reading levels and stage based assessment results
- School Culture Surveys with Students, Staff and Parents
- 'KidsMatter' Surveys with Staff and Parents, focus group sessions with students
- Executive, stage and staff meetings
- Consultation with Principal Support Officer and School Education Director
- Consultation with the MSPS P&C

Parent, student and staff feedback to the school indicate a strong desire for excellence and equity. Our community values high expectations for all students. Staff and parents want quality teaching and learning to be an absolute priority. They want achievement for all students, with teaching and learning being differentiated and personalised. All members of our school community want students to be competent users of technology. They want a focus on 'the basics' with an intense focus on Literacy and Numeracy and quality leadership practices throughout the school.



## STRATEGIC DIRECTION 1

Teacher and Leader Excellence

### Purpose:

Our teachers and leaders must be committed to excellence and the highest possible expectations for students and staff within a diverse school community. Teachers and leaders must have a deep understanding of curriculum content and the ability to excite and motivate others to share their passion. Teachers and leaders must be passionate about creating a culture of continuous improvement. Teachers and leaders must understand and support the new teacher performance and development cycle.

## STRATEGIC DIRECTION 2

Successful, Engaged Learners

### Purpose:

Literacy and Numeracy are the foundations for learning and the core of our work as a school. To be successful learners, our students must be literate, numerate, confident and creative. They must be competent users of technology. They must be innovative and resourceful.

## STRATEGIC DIRECTION 3

Collaborative, Supportive Partnerships

### Purpose:

A harmonious community, built through whole school programs that promote a culture of inclusion and collaboration where all students and their families feel welcome and accepted is essential for all students to achieve their full potential as learners and people. Students must have the interpersonal skills to enable them to relate effectively and appropriately to others. Students and their families must feel respected, supported and understood.

# Strategic Direction 1: Teacher and Leader Excellence

## Purpose

Our teachers and leaders must be committed to excellence and the highest possible expectations for students and staff within a diverse school community. Teachers and leaders must have a deep understanding of curriculum content and the ability to excite and motivate others to share their passion. Teachers and leaders must be passionate about creating a culture of continuous improvement. Teachers and leaders must understand and support the new teacher performance and development cycle.

## Improvement Measures

- ❖ All executive and teaching staff have individual professional learning plans with specific goals that guides the development of their professional practice and results in the improvement of student learning outcomes.
- ❖ School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teacher programs

## People

Staff:

Staff will develop professional learning plans in collaboration with a school leader

New scheme teachers will be effectively supported through the induction process

Staff will be encouraged and supported to take on leadership roles within the school

Parents:

Parents will be provided with opportunities to provide feedback in order to refine existing policies and practices throughout the school

Community partners:

Leadership development programs will be accessed through our Learning Communities: Colebee and Blacktown

Leaders:

Executive staff will be provided with quality leadership training, coaching and mentoring to ensure effective leadership practices throughout the school

## Processes

- Staff will participate in effective and personalised professional learning within and outside the school
- An induction and early career professional learning program will support and assist new scheme teachers
- Opportunities will be provided for all staff to benefit from the expertise of others within the school through team teaching, observations and feedback sessions
- Data will be regularly collected to monitor school culture and climate

Evaluation plan: Through the monitoring and reporting process, milestones will be set and monitored to ensure regular reviews of processes throughout the school

## Products and Practices

Products

- ❖ All executive and teaching staff have individual professional learning plans with specific goals that guide the development of their professional practice and result in the improvement of student learning outcomes.
- ❖ School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teaching programs

Practices

Quality staff that are professionally accomplished to meet the needs of our school

Confident, passionate and motivated staff who strive to continuously improve and will embrace change in a positive manner

A cohesive executive team who support and encourage all staff to achieve their personal and professional goals

Quality teaching practices that result in students feeling positive as learners and achieving the highest possible educational outcomes

Challenging learning experiences for students that provide them with opportunities to excel across all curriculum areas

## Strategic Direction 2: Successful, Engaged Learners

### Purpose

Literacy and Numeracy are the foundations for learning and the core of our work as a school. To be successful learners, our students must be literate, numerate, confident and creative. They must be competent users of technology. They must be innovative and resourceful.

### Improvement Measures

- ❖ 85% of students in Kindergarten, Year 1 and Year 2 are reading at grade expectations as outlined in the School English Policy
- ❖ An increased number of students achieve placement into the top two NAPLAN bands in all areas of Literacy and Numeracy based on 2014 data.
- ❖ 90% of students from Year 5 exhibit positive growth in all aspects of the value added component of NAPLAN in all areas of Literacy and Numeracy

### People

**Students:**  
Will be actively engaged in quality teaching and learning experiences with programs that are differentiated and personalised to meet specific needs

**Staff:**  
Will be actively engaged in whole school and targeted professional learning programs and plans

**Parents:**  
Will be encouraged to actively participate in their child's learning

**Community partners:**  
Staff and students will participate in and contribute to the activities of our Learning Communities: Colebee and Blacktown

**Leaders:**  
School Leaders to model exemplary practices and support all staff to achieve their professional learning goals

### Processes

Teaching and Learning programs will be written collaboratively in stages.

Differentiation of programs , adjustments and modifications will be made by teachers in consultation with the stage supervisors, our Learning Support Team and our EaL/D teachers

A team will be established to review and implement effective and consistent assessment and reporting practices throughout the school

High quality Teacher Professional Learning and mentoring practices will support teachers to employ exemplary teaching practices, across all areas of the curriculum

Management of student behaviours will be positive and effective, ensuring that all students are engaged in their learning and achieving the highest possible student learning outcomes

Technology will be integrated effectively with teaching programs to enrich and enhance learning

Evaluation plan: Milestones will be monitored to ensure regular reviews of processes throughout the school

### Products and Practices

#### Products

- ❖ 85% of students in Kindergarten, Year 1 and Year 2 are reading at grade expectations as outlined in the School English Policy
- ❖ An increased number of students achieve placement into the top two NAPLAN bands in all areas of Literacy and Numeracy based on 2014 data.
- ❖ 90% of students from Year 5 exhibit positive growth in all aspects of the value added component of NAPLAN in all areas of Literacy and Numeracy

#### Practices

Effective teaching programs that meet the diverse learning needs of all our students

The ability of all staff to make consistent judgements regarding student achievement, planning and programming for learning

Classroom programs reflect data analysis

# Strategic Direction 3: Collaborative, Supportive Partnerships

Purpose
A harmonious community, built through whole school programs that promote a culture of inclusion and collaboration where all students and their families feel welcome and accepted is essential for all students to achieve their full potential as learners and people. Students must have the interpersonal skills to enable them to relate effectively and appropriately to others. Students and their families must feel respected, supported and understood.
Improvement Measures
<ul style="list-style-type: none"> <li>❖ Increased parental and carer involvement in: whole school events, classrooms, P&amp;C and our Productive Parents Group based on 2014 data.</li> <li>❖ An increase in the number of students achieving Gold level awards. A reduction in the number of PBL behaviour referrals for classroom and playground based on 2014 data.</li> </ul>

People
<p><b>Students:</b> Will participate in Circle Time and Peer Support Programs to improve students' social and emotional learning and academic achievement</p> <p><b>Staff:</b> Will implement Circle Time and Peer Support Programs to assist students to develop resilience and emotional/social wellbeing Will undertake KidsMatter training to effectively understand, manage and support students and their families within our community Will continue the implementation of PBL across the school to support the positive management of student behaviour</p> <p><b>Parents:</b> Will be provided with information to inform and develop their knowledge and understanding of school welfare and health programs. Will be provided with opportunities to engage with students and staff in order to better support student learning and wellbeing</p> <p><b>Community partners:</b> Staff and students will participate in and contribute to the activities of our Learning Communities: Colebee and Blacktown</p>

Processes
<ul style="list-style-type: none"> <li>• Providing structures to support students and staff to deal with day to day challenges</li> <li>• Providing opportunities for students and staff to promote wellbeing and social/emotional learning Through whole school programs and initiatives</li> <li>• Use PBL data to inform and guide decision making processes throughout the school</li> </ul> <p>Evaluation plan:</p> <p>Through the monitoring and reporting process, milestones will be monitored to ensure regular reviews of processes throughout the school</p>

Products and Practices
<p><b>Products</b></p> <ul style="list-style-type: none"> <li>❖ Increased parental and carer involvement in: whole school events, classrooms, P&amp;C and our Productive Parents Group based on 2014 data.</li> <li>❖ An increase in the number of students achieving Gold level awards. A reduction in the number of PBL behaviour referrals for classroom and playground based on 2014 data.</li> </ul> <p><b>Practices</b> Quality staff that are professionally equipped to meet the needs of our school community</p> <p>Happy students who are feeling supported and therefore less anxious</p> <p>More community engagement throughout the school</p> <p>PBL, KidsMatter and Peer Support will have a high profile across the school</p> <p>Teachers will refine their teaching practices in order to meet the learning, social and emotional needs of all students</p> <p>Students will display resilience and an awareness of expectations for learning and behaviour</p>