

School plan 2015 – 2017

Marayong Heights Public School

4282





School vision statement

Marayong Heights Public School is an inclusive community centred school which strives to provide a safe, enriching and nurturing learning environment where all students are given the opportunity to achieve their full academic, social, physical and emotional potential.

Our focus is to provide quality teaching and learning programs for all students at all times, to enable them to be resilient, adaptive, confident and productive members of their community.

We will instil in all members of the school community our three core values:

Marayong Heights Public School learners are;

Enthusiastic,
Mature and
Understanding.

Underpinning everything that we do at Marayong Heights Public School are the goals of the Melbourne Declaration.

Goal 1:

Australian schooling promotes equity and excellence.

Goal 2:

All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney.

Since 1961 the school has served the local communities of Marayong, Quakers Hill and Kings Park and is in the Nirimba Network of Schools.

The school enrolment includes 30% of students who have English as an Additional Language/Dialect (EAL/D) and 9% of the students who identify as being Aboriginal amongst a total student population that has averaged 315 over the last 5 years.

The school is classified as a PP3 and has operated with 13 mainstream classes since 2011. Enrolments and class structures have been consistent over this period of time. Quality classroom teaching/learning programs are supported through the Learning and Support Teacher (LaST), the Reading Recovery Program and an English as an Additional Language/Dialect (EAL/D) teacher.

The teaching staff are all tertiary qualified and are a mixture of experienced and early career teachers. Over the last 5 years there has been some movement of staff due to retirement, service transfers and promotions.

The school has an enthusiastic and supportive P&C and School Council, which is the school's decision making body. The school is an active participant in the Blacktown Learning Community (BLC).

The school seeks to provide a safe and supportive learning environment for all students and promotes high quality outcomes with an emphasis on providing equity and inclusiveness for the diverse student population. The school works closely with its community to promote and celebrate student achievement in all aspects of school life.

School planning process

The learning community of Marayong Heights Public School participated in a broad range of consultation processes to identify and develop their vision for the school.

Using the data collected from the school vision workshops, 3 distinct strategic directions emerged as being critical to ensuring that the school was continually working towards achieving the collectively developed vision.

The Three Strategic Directions identified through a series of workshops with staff, students and parents were:

- Quality Learning (student focus),
- Quality Teaching (staff and leadership focus) and
- Active, Engaged and Informed Parents (community focus).

To support the school planning process at Marayong Heights Public School the following consultation process took place in Term 4, 2014 and Term 1, 2015.

Staff:

Over a series of whole school staff meetings a collective vision for the school was developed. The data collected was used to inform school planning in teaching/learning programs and professional learning.

Working groups under the direction of executive staff collectively developed Strategic Directions 1 & 2.

Students:

Stage 3 students in 2014/5 were surveyed for their ideas on what would make a good school better. Their responses included curriculum, resources and the environment. Their responses were used to inform Strategic Directions 1 & 2.

Parents:

A series of workshops were held with the parent body to develop an understanding of their vision for their school. The parents identified better communication with the school if they were to be active, engaged and informed partners in their child's learning. Their responses were used to inform Strategic Directions 3.



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To develop confident, adaptable, independent and creative learners who demonstrate resilience and a commitment to pursue their own learning goals as informed lifelong learners.

Students at Marayong Heights Public School will be successful learners who demonstrate engagement in their learning programs and accept responsibility for their own learning. Students can measure their success as learners against clearly defined criteria.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To develop quality innovative teaching/learning programs that explicitly reflect evidence based pedagogies resulting in improved student learning outcomes in all Key Learning Areas.

To provide students with the opportunity to be successful lifelong learners.

Teachers at Marayong Heights Public School have high expectations that all students will be successful, resilient lifelong learners.

STRATEGIC DIRECTION 3 Active, Engaged and Informed Parents

Purpose:

To improve student learning outcomes by strengthening the home/school partnership by building a strong, meaningful and respectful relationship between the home and school. The school will effectively and consistently communicate school initiatives and events with all stakeholders utilising a range of communication devices.

Parents are informed, engaged and active participants in all aspects of their child's school life and participate in a range of workshops and training sessions provided by the school to develop their understanding and expertise of how students learn.

Parents at Marayong Heights Public School are equipped and trained to assist and support their child's learning at home and at school.

Strategic Direction 1: Quality Learning

Purpose

To develop confident, adaptable, independent and creative learners who demonstrate resilience and a commitment to pursue their own learning goals as informed lifelong learners.

Students at Marayong Heights Public School will be successful learners who demonstrate engagement in their learning programs and accept responsibility for their own learning. Students can measure their success as learners against clearly defined criteria.

Improvement Measures

A minimum of 85% of all students are achieving at or above cluster levels in all aspects in numeracy using PLAN and other benchmarking data.

A minimum of 85% of all students are achieving at or above grade instructional levels in all aspects in literacy using PLAN and other benchmarking data.

Specialised teaching/learning programs in all Key Learning Areas for all students.

People

Students;

accept responsibility for their own learning and understand that engagement and personal effort are required to achieve their learning goals.

use the feedback provided by teachers to assess their learning against clearly defined criteria and set new learning goals.

are provided with the skills to enable them to be effective lifelong learners.

Staff;

use assessment data to guide their planning of teaching/learning programs.

work collaboratively to deliver quality teaching/learning programs for their students in all Key Learning Areas.

set clearly defined learning intentions and success criteria for teaching/learning programs and provide students with explicit feedback.

have the expectation that their students will be successful learners and will provide them with the skills, knowledge and capabilities to achieve their learning goals.

Parents;

develop their understanding of curriculum through newsletters, workshops and information sessions.

understand why, what and how their children learn and ways to actively support their child's learning at home.

Processes

Implement consistent assessment strategies using PLAN and school developed assessment task data to inform teaching/learning programs in Mathematics K-6.

Implement consistent assessment strategies using PLAN and other benchmarking data to inform teaching/learning programs in, reading, writing, spelling, grammar and punctuation K-6.

Thorough ongoing mentoring and teacher professional learning through the development and implementation of specialised teaching/learning programs for all students.

School processes and procedures encourage and support a community culture of celebrating learning success and risk taking amongst students.

EVALUATION PLAN

Regularly monitor students' level of achievement in all aspects of literacy and numeracy through PLAN and other benchmarking data.

Students can articulate the learning intentions of their lessons.

Teachers and their supervisors regularly review and monitor teaching programs and practices.

Teachers regularly monitor and review the effectiveness of assessment tasks.

Products and Practices

Products

A minimum of 85% of all students are achieving at or above cluster levels in all aspects in numeracy using PLAN and other benchmarking data.

A minimum of 85% of all students are achieving at or above grade instructional levels in all aspects in literacy using PLAN and other benchmarking data.

Specialised teaching/learning programs in all Key Learning Areas for all students.

Practices

Teachers understand and use student assessment data to inform their planning of teaching/learning programs that meet the learning needs of all students.

Teachers differentiate their teaching/learning programs to cater for individual learning needs.

Teachers collaboratively develop quality assessment tasks that cater for a range of student abilities.

Students clearly and confidently articulate the learning intentions of their learning activities in all Key Learning Areas.

Students confidently use feedback provided by teachers to measure their success as learners against clearly defined criteria.

Strategic Direction 2: Quality Teaching

Purpose

To develop quality innovative teaching/learning programs that explicitly reflect evidence based pedagogies resulting in improved student learning outcomes in all Key Learning Areas.

To provide students with the opportunity to be successful lifelong learners.

Teachers at Marayong Heights Public School have high expectations that all students will be successful, resilient lifelong learners.

Improvement Measures

Quality teaching/learning programs in all aspects of Mathematics for all students.

Quality teaching/learning programs in all aspects of English, including reading, writing, spelling, grammar and punctuation for all students.

Quality teaching/learning programs in Science and Technology, History, Geography, PDHPE, Creative Arts and Performing Arts for all students.

People

Students;

are active participants in setting their own learning goals.

are consulted about their teaching/learning programs.

are represented by the SRC in the school planning process.

are provided with the skills to be resilient and effective lifelong learners.

Staff;

implement the Australian curriculum for each KLA according to the timeline for delivery.

are trained in the explicit teaching principles of the Get Reading Right program.

use PLAN and other benchmark data to plot all student progress in all aspects of literacy and numeracy, K-6.

attend onsite and external professional development activities in all Key Learning Areas.

meet the professional requirements for accreditation with the NSW Institute of Teachers.

Parents;

are consulted on all teaching learning programs.

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

Processes

Implementation of K-6 Scope and Sequences to support the Australian Curriculum in Mathematics and English.

Ability groups in Mathematics are formed across K-6.

Employ an external literacy tutor to provide quality professional learning activities for all teachers in all aspects of the English curriculum.

Ongoing mentoring and professional learning activities to support teachers in all Key Learning Areas.

Teachers develop their own professional learning plans and attend a range of courses to support their learning plans.

Probationary and early career teachers are paired with a teaching mentor to assist with the transition to teaching.

EVALUATION PLAN

Monitor teachers' use of PLAN and other benchmark data in teaching/learning planning of all aspects of numeracy and literacy programs K-6.

Review curriculum delivery model in all Key Learning Areas K-6.

All teachers are participants in professional learning activities.

Products and Practices

Products

Quality teaching/learning programs in all aspects of Mathematics for all students.

Quality teaching/learning programs in all aspects of English, including reading, writing, spelling, grammar and punctuation for all students.

Quality teaching/learning programs in Science and Technology, History, Geography, PDHPE, Creative Arts and Performing Arts for all students.

Practices

Teachers use PLAN and benchmarking data to plot student achievement and to inform their teaching/learning programs in Mathematics.

Teachers use PLAN and other benchmarking data to inform teaching/learning programs in English.

Teachers work collaboratively to develop assessment tasks that cater for a range of student abilities.

All teachers specialise in quality teaching/learning programs in all KLA's.

Teachers differentiate teaching/learning programs to cater for all student needs.

Strategic Direction 3: Active, Engaged and Informed Parents

Purpose

To improve student learning outcomes by strengthening the home/school partnership by building a strong, meaningful and respectful relationship between the home and school. The school will effectively and consistently communicate school initiatives and events with all stakeholders utilising a range of communication devices.

Parents are informed, engaged and active participants in all aspects of their child's school life and participate in a range of workshops and training sessions provided by the school to develop their understanding and expertise of how students learn.

Parents at Marayong Heights Public School are equipped and trained to assist and support their child's learning at home and at school.

Improvement Measures

Parents work in classes to support teaching/learning programs.

Parents contribute and are involved in the school planning processes.

Parents are actively engaged in a wide range of school based and P&C activities.

Parents attend workshops and training sessions to gain knowledge and understand contemporary trends in education.

Parents support their child's learning at home and at school.

People

Students;

accept responsibility in accurately communicating information to parents from the school.

understand that parents work in partnership with the school to support quality teaching/learning programs.

Staff;

use a variety of communication tools including newsletters, notes, Facebook and the school webpage to regularly inform parents of upcoming training sessions and events.

attend P&C meetings and events to support and in partnership with parents.

issue personal invitations to parents to attend special events in the school.

Parents;

are provided with opportunities to attend workshops and training sessions to support their child's learning at home and in the classroom.

are active participants in classroom learning programs by working in collaboration with classroom teachers.

attend and support P&C meetings, initiatives and activities.

Processes

Establish and maintain effective and constructive two-way communication between the school and home including newsletters, notes, Facebook, and regular updates of the school webpage.

Parents are consulted about, and are actively involved in the school planning process.

Increase the number of parents attending and supporting P&C meetings, events and fundraising by actively promoting P&C initiatives within the school community.

The school provides regular, planned curriculum training workshops and tutorials for parents to support classroom and home based programs.

The school informs parents of upcoming Blacktown Learning Community events.

EVALUATION PLAN

Monitor and review the number of trained parents working in co-operation with teachers in the classroom.

Regularly review with parents the effectiveness of school home communications and adapt the new technologies as they are introduced.

Increasing the number of parents attending P&C meetings and supporting P&C initiatives.

Products and Practices

Products

Parents work in classes to support teaching/learning programs.

Parents contribute and are involved in the school planning processes.

Parents are actively engaged in a wide range of school based and P&C activities.

Parents attend workshops and training sessions to gain knowledge and understand contemporary trends in education.

Parents support their child's learning at home and at school.

Practices

Parents receive personal invitations from the principal and teachers to attend special events at school.

All upcoming events are included in newsletters, Facebook, notes and the school webpage.

School provides ongoing training workshops for parents to support student learning at school and home.

Parents attend and participate in Blacktown Learning Community (BLC) events.

The P&C have representatives on the School Council.

Decisions of the School Council are communicated to the whole school community.