

School plan 2018-2020

Madang Avenue Public School 4449



School background 2018–2020

School vision statement

At Madang Avenue Public School we believe that to become confident, creative and resilient learners for life students need to be engaged in relevant and challenging educational programs within a culture of respect for self and others.

School context

Madang Avenue Public School is a small school in Whalan within the Mt Druitt community of schools. The student population is approximately 350 and includes a Preschool and three Special Education classes. 35% of students are from a non–English speaking background and 18% are from an Aboriginal background.

The school is committed to achieving quality learning outcomes for all students in a caring environment. Teaching and learning programs are presented in a safe and supported environment in which a culture of cooperation, tolerance and respect is valued. Teamwork is a feature of the school culture with quality learning as a shared focus for staff, students and the community.

To prepare students to be 21st century learners the school will be focusing on developing a cohesive learning community with high expectations for all students in a productive and engaging learning environment.

School planning process


The school sought the opinion of parents, students and teachers about the effectiveness of learning programs operating in the school. The parents were generally very positive about school learning programs and with the amount of time dedicated to formal learning contexts. comments about the professionalism of teachers and support staff were all positive with communication between home and school being identified as the only area in need of significant improvement.

Parents were unanimous in their support for the school to teach the students what is required for them to be happy and productive adults, to extend them in areas of particular strength and to support them in areas of learning need.

Students indicated that they enjoy being challenged and think that learning programs are generally interesting and appropriate for their needs. A small group viewed teachers as having a restricted opinion of their learning potential and were thereby not being sufficiently extended.

Teachers demonstrated a keenness to improve their practice and a similar need to recognise student potential and raise their expectation of student performance. Developing a collaborative relationship with parents was identified as a priority.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Motivated and Productive
Learners

Purpose:

Within a challenging and responsive learning environment students will be inspired to take an increasingly active and collaborative role in their pathway to improved performance.



**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

Teachers will be working collaboratively to develop and implement high quality learning experiences for all students.



**STRATEGIC
DIRECTION 3**
Cohesive Learning Community

Purpose:

Positive links between home and school are vital to the success of learning and wellbeing programs.

Strategic Direction 1: Motivated and Productive Learners

Purpose	People	Processes	Practices and Products
<p>Within a challenging and responsive learning environment students will be inspired to take an increasingly active and collaborative role in their pathway to improved performance.</p>	<p>Students</p> <p>Students build skills to independently set their learning goals and evaluate their progress towards achieving their goals.</p>	<p>Student directed goal setting – Students from K–Year 6 set their goals and evaluate their progress on a regular basis.</p>	<p>Practices</p> <p>Staff engage individually with students during the goal setting and evaluation process to provide feedback and future direction.</p>
<p>Improvement Measures</p> <p>All students regularly setting and reviewing performance goals in literacy and numeracy.</p>	<p>Staff</p> <p>Staff provide challenging academic learning environments creating a culture of high expectation that motivate students to attend school and to improve learning performance.</p>	<p>A framework of inquiry based learning implemented from K–Year 6 in HASS to foster motivated and productive learners who are fully engaged and becoming increasingly independent in their learning.</p>	<p>Staff foster a growth mindset in students when setting realistic and challenging academic goals.</p>
<p>School Excellence Framework data indicates growth in effective classroom practice from sustaining and growing to excelling.</p>	<p>Leaders</p> <p>Leaders support staff in driving a culture of high expectation and student-directed learning.</p>	<p>Evaluation Plan</p> <p>Learning Support Team – Evaluation of individual learning plans and goals for targeted student groups</p>	<p>Leaders ensure milestones are being met and allow opportunity for staff to regularly evaluate the consistency of goal setting and evaluation.</p>
	<p>Parents/Carers</p> <p>Parents/carers are part of the evaluation process of student directed learning via 3-way interviews and regular contact with the teacher.</p>	<p>Student self evaluation measures compared to other forms of internal and external performance data</p>	<p>Products</p> <p>100% of teachers using the 5 E's model in HASS which will result in an end product being exhibited and critiqued by the school community.</p>
		<p>Meeting minutes from parent/teacher interviews</p>	<p>At least 80% of students achieving a minimum of 12 months growth of personal goals set in literacy and numeracy according to the progressions.</p>
		<p>Observations of demonstration lessons and mentor feedback</p>	<p>Personalised learning plans for students in: EAL/D programs, Aboriginal students, students with disability or learning difficulties, OOH students and students identified with speech therapy needs.</p>

Strategic Direction 2: Quality Teaching

Purpose

Teachers will be working collaboratively to develop and implement high quality learning experiences for all students.

Improvement Measures

Movement of assessment and learning culture from sustaining and growing to excelling.

100% of staff develop PDPs and reflect on practice according to professional standards at level of proficiency and beyond.

People

Students

Students are motivated and productive learners who are driven by high quality and stimulating teaching within their classrooms.

Staff

Teachers provide diversified and differentiated programs to accommodate and challenge all learners.

Leaders

Leaders help foster a growth mindset for teachers by supporting their strengths and helping them to develop their interests and areas of need.

Parents/Carers

Parents support the school by attending scheduled events to discuss their child's learning and by communicating regularly with their child's teacher.

Processes

Assessment tools developed for consistent teacher judgement in the areas of number sense and creating texts.

EaFS programs, including "bridging the transition" between Year 2 and Year 3 in literacy and numeracy.

Teachers achieving goals from their PDPs by working collaboratively with mentors to build capacity in areas of strength and identifying areas for improvement.

Evaluation Plan

Scheduled reviews of teachers' PDPs and evaluation of progress.

Data reflecting consistent assessment of students from K–6 in line with school developed rubrics and consistent judgement tools.

Gathering of formal and informal data to inform next steps for milestones.

Practices and Products

Practices

Teacher observation of demonstration lessons for professional development.

Release of teachers for professional development and capacity building with Instructional Leader.

Collaboration between stage and across stages for consistency in teacher assessment.

Development of number sense curriculum delivery through professional development and collaborative learning within and across stages.

Professional development for all teachers to embed number sense in all numeracy curriculum delivery and assessed according to the numeracy learning progression.

Stage leaders work with teachers to ensure effective classroom practice through observations, mentoring and collaborative planning sessions.

Products

Whole school assessment tools (including rubrics) for consistent teacher judgement from K–6 and reflective of the BOSTES syllabus documents for literacy and numeracy.

PDP's produced and regularly reviewed by all teaching staff who are actively pursuing their goals.

Strategic Direction 3: Cohesive Learning Community

Purpose

Positive links between home and school are vital to the success of learning and wellbeing programs.

Improvement Measures

Students positively engaging in active and passive recreational activities during recess and lunch breaks.

Parents indicating they have access to an effective range of communication tools to be informed about school matters and the education of their children.

People

Students

Students demonstrate the ability to cooperate with their peers, be effective problems solvers and be able to self-regulate their emotions in social situations.

Students will have the opportunity to demonstrate their ability to be effective

Staff

Staff provide opportunities for students to engage in productive play during supervised play times while supporting the development of effective social skills.

Leaders

Leaders support staff by organising and regularly reviewing playground times and activities and encouraging teachers to contribute to the development of social skills and conflict resolution by students during play times.

Leaders will use a range of communication methods to reach all family groups within the school.

Parents/Carers

Parents/carers will feel confident that the school offers a range of modes to assist effective communication between school and home and regularly access at least one of the available communication strategies.

Processes

Kids Matter

Incorporation of Kids Matter mental health initiative as part of whole school curriculum and mindset to support all students to be successful, safe and happy learners.

Mindfulness programs

Life Skills program implemented for all students and teachers offering effective mindfulness techniques such as meditation and growth mindset through positive whole class experiences.

Community Engagement

Implementation of a range of communication methods to better engage with the school community and to positively promote the school.

Evaluation Plan

Parent surveys indicate the degree of success of the communication strategies between school and home.

Feedback indicates level of parent/carers involvement in feedback about school planning and feeling of connectedness with the school.

Feedback from staff and incident data indicates the level of reactive intervention required during play times.

Practices and Products

Practices

Staff using whole school language that fosters appropriate social skill development and to ensure regulation of emotional responses for all students.

Use of age appropriate Kids Matter phrases: Kind Hands, Kind Feet, Kind Words to support Infants students in being safe and happy at school.

THINK model for primary students – is it True? Is it Helpful? Is it Inspiring? Is it Necessary? Is it Kind?

Assembly awards for Kids Matter values and for being kind and responsible students at school.

Parents being more actively involved with school events and development of school directions.

Products

Increased number of students able to self regulate their emotions in the playground and returning to class in positive frame of mind ready to engage in learning.

Increased parent feedback and response to positive school promotion and effective engagement with community.