Madang Avenue Public School 4449

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| **School vision statement** |  | **School context** |  | **School planning process** |
| *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.* |  | Madang Avenue Public School is a small school in Whalan in the Mt Druitt community of schools. The student population is approximately 350 and includes a Preschool and three Support classes. 35% of students are from a non-English speaking background and 18% identify as of 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 cooperation tolerance and respect are valued. Teamwork is a feature of 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. |  | In 2014 the school sought the opinion of parents, students and teachers about learning programs operating in the school. Parents were generally very positive about school learning programs and with the amount of time dedicated to academic pursuits. 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.  All parents indicated that their highest priority was for the school to teach what the students need in order to be happy and productive adults, to extend students in areas of particular strength and to support them in areas of under achievement.  Students indicated that they enjoy being challenged and think that the 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. |
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| **Fostering confident, critical and creative learners who strive for academic excellence.**  **Purpose:**  High performance will result in a learning environment which ensures that all students acquire dispositions for learning, accept shared responsibility for their own learning and demonstrate the capacity to transfer their learning between contexts. |  | **Creating a dynamic culture of innovation and high expectation with a commitment to continuous improvement in teaching practice.**  **Purpose:**  Teachers possessing high expectations of themselves and all their students will foster sustained school improvement. A culture of collaboration and feedback will enable collective practice to translate into the provision of high quality educational opportunities for every child and effective whole school growth. |  | **Strengthening the emotional intelligence of all students and equipping them with the personal resources for future success and wellbeing.**  **Purpose:**  Programs to enhance emerging autonomy, independence and resilience will support students as they develop a sense of agency and an understanding of their place in the world. Strengthening partnerships between home and school are fundamental to the development in students of a sense of themselves and their relationships with others. |

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| Strategic Direction 1: A culture of high expectation for all students  **Fostering confident, critical and creative learners who strive for academic excellence.** | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| High performance will result in a learning environment which ensures that all students acquire dispositions for learning, accept shared responsibility for their own learning and demonstrate the capacity to transfer their learning between contexts. |  | **Students** will be playing an increasingly active role in their own learning and will be drawing upon a range of resources to support their learning.  **Teachers** will be incorporating an enquiry model of learning into their teaching programs.  **Parents** will be collaborating in the development of individual performance goals for students and share in the tracking of progress.  **Leaders** will be mentoring the implementation of the Australian Curriculum and its focus on learning through enquiry. |  | **Student directed learning**  Students develop individual learning plans with goals which reflect high expectation for their own achievement.  Students are aware of how their performance is assessed and share in this process through self and peer evaluation.  Students reflect on the active role they are playing in their own learning.  **Enquiry learning**  Teachers provide a dynamic and motivating environment which encourages learning through enquiry.  Students given opportunities to inspect and explore the world around them with learning opportunities based on their interests and learning styles, knowledge and understandings.  Students encouraged to use own objects, projects, questions and areas of interest for further research and investigation. |  | * All students will collaborate with teachers and parents/carers at the beginning of each term to set goals and develop a plan for their own improved learning performance. * Performance data from external and school-based measures indicates at least 20% of all students including those supported through equity loadings are performing above the mean range of performance in English and mathematics. * Students identified in groups receiving equity loading for low level adjustment for disability, Aboriginal background, English language proficiency and socio-economic background achieving same range of performance as all students. * Teaching and learning programs indicate that all students have access to a rigorous and meaningful curriculum. * Student achievement is recognised and communicated amongst all sections of the school community. |
| **Improvement Measures** |  |
| * All students will collaborate with teachers and parents/carers at the beginning of each term to set goals and develop a plan for their own improved learning performance. * Performance data from external and school-based measures indicates at least 20% of all students including those supported through equity loadings are performing above the mean range of performance in English and mathematics. |  |

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| Strategic Direction 2: Productive and engaging environment for learning  **Creating a dynamic culture of innovation and high expectation with a commitment to continuous improvement in teaching practice.** | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Teachers possessing high expectations of themselves and all their students will foster sustained school improvement. A culture of collaboration and feedback will enable collective practice to translate into the provision of high quality educational opportunities for every child and effective whole school growth. |  | **Students** from diverse linguistic, cultural, religious and socio-economic backgrounds are aware that their strengths and needs will be accounted for in their learning environment.  **Teachers** will develop a comprehensive individual and group plan for professional development. The establishment of peer mentoring will enhance the level of reflection and feedback available.  **Parents** will be fully informed about the comprehensive nature of teacher professional learning being undertaken by all teachers and how this is impacting on student learning.  **Leaders** will model and facilitate staff competence to identify areas for development and skills in self and peer reflection. |  | **Teacher Collaboration**  Teaching practices are shared and promoted through quality professional learning.    Teachers are provided with diverse opportunities to collaborate with varied groups of staff to share result and interpretations from action research.  **Evaluating Performance**  Classroom based professional learning is targeted and focused.  Teachers set targets for their own performance and implement their Professional Learning Plan.  Stage teams collaborate in the development of professional learning plans focussing on shared goals to improve student performance in specific areas. |  | * A deeply embedded collaborative learning community exists where all teachers reflect on their own and each other’s practice and demonstrate professional growth according to the Professional Standards as evidenced in Professional Learning Plans * Performance management and professional development for all staff are linked to school planning and the Professional Standards. * Quality professional practices differentiate learning to meet individual needs. * Parents and students provide progressive feedback on teaching practice. |
| **Improvement Measures** |  |
| * A deeply embedded collaborative learning community exists where all teachers reflect on their own and each other’s practice and demonstrate professional growth according to the Professional Standards as evidenced in Professional Learning Plans * Performance management and professional development for all staff are linked to school planning and the Professional Standards |  |

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| Strategic Direction 3: A Cohesive Learning Community  **Strengthening the emotional intelligence of all students and equipping them with the personal resources for future success and wellbeing.** | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Programs to enhance emerging autonomy, independence and resilience will support students as they develop a sense of agency and an understanding of their place in the world. Strengthening partnerships between home and school are fundamental to the development in students of a sense of themselves and their relationships with others. |  | **Students** take responsibility for communicating their own thoughts, feelings and opinions.  **Teachers** will provide opportunities for students to initiate and plan their learning experiences.  **Parents** will recognise that student wellbeing is integral to student learning. They will see themselves as active participants in school programs.  **Leaders** will access and lead the implementation of student wellbeing programs. |  | **Emotional intelligence**  Students acquire the skills and confidence to constructively challenge processes and values – to reflect on their values and behaviours and those of others.  Meaningful exploration experiences which impact on the way students engage in and acquire new knowledge.  **Partnerships**  Whole school programs enhance a sense of community through a sharing of challenges and experiences to foster a community of learners.  Extensive opportunities exist for collaboration and teamwork.  Strategies are developed to strengthen open communication between home and school.  Parent interest and expertise is recognised and utilised to share experiences and inform school programs. |  | * 35% increase in the level of meaningful participation of students, teachers and parents in wellbeing programs. * All students actively negotiating, reflecting and sharing their learning goals with peers, teachers and families. * Students actively contribute to their own wellbeing and that of others. * The views and perspectives of students are reflected in school practices. * A range of leadership opportunities is available including the Student Representative Council. |
| **Improvement Measures** |  |
| * 35% increase in the level of meaningful participation of students, teachers and parents in wellbeing programs. * All students actively negotiating, reflecting and sharing their learning goals with peers, teachers and families. |  |