

School plan 2018-2020

Merrylands East Public School 5126



School background 2018–2020

School vision statement

Merrylands East Public School is a creative and innovative school where students are known by staff to "create the future" in a safe, supportive learning environment through personalised learning anytime, any where and with anyone. Students develop knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society with shared safe and supportive learning environments. Underpinning this vision is the development of exemplar teachers who know their content and how to teach it while being supported by collaborative expert Instructional leaders.

School context

Founded in 1928, Merrylands East Public School is situated on traditional Aboriginal Dharruk land, near the main central business district of Parramatta. With the assistance of key partners: Social Ventures Australia, Atlassian and the Museum of Contemporary Arts, and a strong collaborative network of global innovative educators, Merrylands East is creating the future by using ICT as a tool for learning and problem solving, and connecting via [twitter@merrylandseast](https://twitter.com/merrylandseast). Students see learning and not classes. The student population is drawn from over 40 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. Eighty-nine percent of students speak a language other than English and around 10% have refugee experiences. The student population, while stable around the 370 mark, has a proportion which is transient (20%), with students leaving being replaced by new arrivals. The vast majority of students commence learning English for the first time when entering school at varying school years. English as a Second Language programs and a parent program support students and parents to access the school's curriculum. Celebration of cultural diversity and student achievements are recognised through the Student Welfare programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school key emphasis is an integrated curriculum with emphasis on outcomes and general capabilities. An outstanding balanced educational program enables all students to succeed in the range of extra-curricular activities.

School planning process

Merrylands East commenced the planning process with a design thinking team consisting of school leaders and keystone stakeholders.

Ongoing information about the school's directions has been regularly communicated to parents via newsletter and social media.

Throughout 2017, focus group meetings were held with parents, teachers and students to examine:

- School based internal and external evidence
- Research

In addition, social media was used to consult with the wider community.

Merrylands East has been on a journey of major transformation over the past 10 years, firstly as a Microsoft Partners in Learning School and currently a Social Ventures Bright Spot School. The purpose of the school had already been identified along with the strengths and resilience of the staff through extensive consultation.

Staff have visited local, national and global schools physically and in the virtual world as part of the information gathering process.

The process undertaken in the formation of this school plan has been based on an ethnographic research with a needs analysis. It is also written in conjunction with our Social Ventures Australia plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Know our students and how they learn.

Purpose:

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning.

Our students can articulate how they learn and what they learn.

STRATEGIC DIRECTION 2

Know our content and how to teach it.

Purpose:

Our teachers are highly knowledgeable in syllabus outcomes, content and pedagogy in order to implement relevant quality teaching and learning programs.

Our students can articulate their learning and make connections of their knowledge and skills in a meaningful context.

STRATEGIC DIRECTION 3

Create supportive and safe learning environments.

Purpose:

To ensure that every student is individually known as a global citizen, and guided through learning programs in a safe and secure learning environment with and without new and emerging technologies.

Strategic Direction 1: Know our students and how they learn.

Purpose

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning.

Our students can articulate how they learn and what they learn.

Improvement Measures

- 100% of staff are delivering and evaluating programs that are NESAs compliant, needs based and challenging students.
- All teachers are using data for planning and evaluating teaching programs
- Over 80 % of students are achieving at or above national minimum benchmarks in NAPLAN.

People

Students

Students self-regulate and engage in literacy across the curriculum and numeracy.

Staff

Plan and implement well-structured learning and explicit teaching programs that engage students and develop critical and creative thinking.

Parents/Carers

Provide social support and expertise to support students to access the curriculum.

Leaders

Create a positive culture of instructional leadership that supports the delivery of relevant teaching and learning programs for students.

Processes

SVA- Project Based Learning

- Utilises design thinking skills and other pedagogies to engage students in learning.
- Incorporates technologies in learning programs, where possible.

School Plus: Science

- Visit and learn from exemplar schools and educational environments that teach Science.
- Create dedicated Science learning spaces for students.

Early Action For Success

- Train all teachers in the use of Progressions for benchmarking students.
- Develop differentiated teaching strategies for Literacy and Numeracy.

Evaluation Plan

School data collected through timely ongoing assessment programs, and cyclic checks of teaching and learning programs.

Practices and Products

Practices

- Teaching and learning programs illustrate ongoing professional learning.
- Teaching and learning programs are Inclusive of students' backgrounds, engaging and challenging.
- Ongoing action research embedded into school programs.

Products

- All teaching and learning programs are NESAs compliant and reflect syllabus, contemporary research theory and pedagogical practices.
- All K-6 programs use the Literacy and Numeracy Progressions to benchmark students.
- Students articulate their learning.
- Teaching and learning programs are responsive to student needs and based on research and data.
- Science programs challenge and extend Stage 3 students' learning.

Strategic Direction 2: Know our content and how to teach it.

Purpose

Our teachers are highly knowledgeable in syllabus outcomes, content and pedagogy in order to implement relevant quality teaching and learning programs.

Our students can articulate their learning and make connections of their knowledge and skills in a meaningful context.

Improvement Measures

- 100% of staff are delivering and evaluating programs that are NESAs compliant, needs based and challenges students.
- All teachers are using data for planning and evaluating teaching programs
- 90% of students are achieving at or above national minimum benchmarks in NAPLAN.

People

Students

Students utilise literacy and numeracy skills for learning and problem solving.

Staff

Plan and implement well-structured learning and explicit teaching programs that engage students and develop critical and creative thinking.

Community Partners

Develop collaborative partnerships with paraprofessionals and organisations.

Leaders

Create leaders who can support, model and demonstrate exemplary practices with others.

Processes

SVA –: Project Based Learning

- Build on community and organisational partnerships to support students in learning using new and emerging technologies eg MCA.

School Plus – Science

- Visit exemplar schools and educational environments that teach Science.
- Create dedicated Science learning spaces for students.
- Acquire Science resources.

Early Action For Success

- Engagement of early childhood and literacy expert to support school leadership team and staff.
- Implement Masterclasses for Principals, Deputy Principal Instructional Leaders and hold regular weekly professional learning workshops for staff.
- Acquire resources to support EAFS.

Evaluation Plan

- Classroom observations as per PDPs and regular individual and team meetings with stakeholders.
- Tracking of student outcomes.

Practices and Products

Practices

Teaching and learning programs are:

- Based on school's internal and external data.
- Relevant and meaningful.
- Inclusive of students' backgrounds and engaging.
- Inclusive of formative feedback.
- Explicit, sequential and challenging.
- Underpinned by Early Action for Success, EALD and paraprofessional support programs.
- Reasonably adjusted for personalised learning.
- Contain extra-curricular programs to support learning.

Products

- All teaching and learning programs are NESAs compliant and reflect syllabus, contemporary research theory and pedagogical practices.
- All K-6 programs use the Literacy and Numeracy Progressions to benchmark students.
- Students clearly articulate their learning.

Strategic Direction 3: Create supportive and safe learning environments.

Purpose

To ensure that every student is individually known as a global citizen, and guided through learning programs in a safe and secure learning environment with and without new and emerging technologies.

Improvement Measures

- 100% of staff students are teaching and learning in a safe and secure learning environment.
- 100% of students are learning in a stimulating learning environment.
- 1% increase in student attendance.

People

Students

Supportive systems in place that promote respect, cooperation and positive behaviours.

Staff

Continue to develop capabilities and understandings as to how to provide a nurturing environment for students as they learn and grow.

Community Partners

Work in partnership to support the wellbeing of students.

Utilise support and resources from paraprofessionals, and local community groups.

Leaders

Facilitate programs and support all stakeholders to support wellbeing and promote school values.

Facilitate and connect with networks to build upon leadership skills within the school.

Processes

Learning Support Team

- Student behavioural and welfare concerns are discussed, recorded and communicated to all stakeholders.
- Standardised PLP and Learning Adjustments are negotiated with and endorsed by parents.
- Attendance rates are regularly monitored by teachers and action is taken promptly to address issues with individual students.
- Engage paraprofessional health workers as part of early intervention.

Classroom / School Environment

- Staff implemented routines and classroom management strategies to ensure an orderly and stimulating learning environment.
- Values are consistently communicated and used by staff, students and parents to recognise and celebrate achievement and to strengthen respect and tolerance throughout the school.

Evaluation Plan

- Attendance and welfare data collection and analysis.
- Student and staff surveys of students well-being.

Practices and Products

Practices

- Students are able to articulate school values and behavioural expectations as affirmed by our revised wellbeing policy and anti-bullying policy.
- Support programs and paraprofessionals assist in students accessing and engaging in the curriculum.

Products

- Students access quality teaching programs that engage, challenge and stimulate curiosity for further learning.
- Students work collaboratively and independently in a safe and stimulating environment.
- Staff manages students with challenging behaviours and make reasonable adjustments.
- Staff and students have positive interactions to engage in teaching and learning programs.
- Parents have confidence that their child is learning in a safe and secure learning environment.