School plan 2015 – 2017

Marrickville Public School 3952
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Marrickville Public School is committed to providing creative and innovative learning in a safe and respectful environment which values authentic engagement with our diverse community. Every student has the opportunity to achieve their personal best, inspiring them to influence their world in a positive and purposeful way. Achieve, Create, Inspire.</td>
<td>Marrickville Public School is situated on the edge of the industrial area of Marrickville. The school was established in 1864 and has catered to a diverse, fluctuating population for over 150 years of public education. While the area is undergoing dramatic demographic changes influencing the school population we have maintained a culturally and socially diverse community. The heritage-listed school, comprised of four sets of buildings dating from 1864, is set amongst spacious playgrounds with significant native gardens. The current student population has increased to 281 (2010 – 160, 2012 – 192, 2014 - 232). Our school values of Be Safe, Be Respectful and Be A Learner encourage students from Kindergarten to reflect on their actions, consider others and engage in their education. The dedicated staff comprises of the principal, two assistant principals, ten class teachers, two community language teachers (Greek and Vietnamese), two support teachers (LaST and EAL/D), a specialist music teacher, teacher librarian, library assistant and two office staff. We share our school with Aspect (school for Autism), Good Start (early childhood centre), YMCA (out of school hours care) and playgroups.</td>
<td><strong>Review of School Vision:</strong> The Student Back-Pack surveyed student, staff and parent expectations. <strong>Identification of 3 strategic directions:</strong> Analysis of external and internal assessments - NAPLAN and Best Start to identify and address school academic needs Parent and student forums provided feedback to identify key goals across school: 4 parent forums over 6 months, with day and evening sessions to maximise participation. Teacher’s complete online survey on current understanding and acceptance of the curriculum and school directions <strong>5Ps</strong> Leader’s retreat using 3 Strategic Direction feedback to formulate the 5 Ps to meet needs of students, staff and community. Following from 5Ps, leaders are creating a 3 year timeline of reflection and achievement. <strong>Draft plan presented to staff and community to review to ensure common purpose, including a focus group of parents from the P&amp;C.</strong> <strong>Staff meetings gave teachers opportunity to ensure that their goals for ongoing TPL are linked with the 3 year plan.</strong></td>
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Purpose: 
To create a school-wide culture which supports 21st Century best-practice we will extend high standards of professional practice. We will grow teachers’ confidence and capacity to deliver the new curriculum and address the broader needs of the child using contemporary pedagogy.

Purpose: 
To cultivate creative expression, innovative thinking and resourcefulness, we need to integrate all curricular and extra-curricular learning areas in a dynamic and holistic way. Creative students are motivated to apply innovative thinking and multimodal resources to the changing academic expectations of a 21st Century environment.

Purpose: 
To become an active community hub investing in student education, community engagement and real-world connections. This will enhance collaborative relationships with parents, carers and local partners, leading and inspiring our students in meaningful learning opportunities. Students will influence their world in a positive, purposeful way, promoting social cohesion and community pride.
Strategic Direction 1: Build a school-wide culture of 21st Century best practice.

**Purpose**

Why do we need this particular strategic direction and why is it important?

To create a school-wide culture which supports 21st Century best-practice we will extend high standards of professional practice. We will build teachers’ confidence and capacity to deliver the new curriculum and address the broader needs of the child using contemporary pedagogy.

**People**

How do we develop the capabilities of our people to bring about transformation?

- **Students**: Through involvement in authentic assessment and student-centred learning, students develop responsibility for their own learning, confidently applying self and peer assessment strategies and developing digital literacy.
- **Staff**: Ongoing professional learning enhances staff awareness of the need for educational reform in their day-to-day teaching, bringing a change to student-centred, project-based learning and formative assessment.
- **Parents**: With ongoing and consistent communication from the school, parents develop a clear understanding of the term 21st Century Learning, and value professional learning that strengthens teacher knowledge and skills in this area. They support the implementation of new curriculum, changes to learning styles and the teacher accreditation process.

**Processes**

How do we do it and how will we know?

- **Consistent Assessment Project**: Leaders attend training and then coordinate and facilitate inserviceing of all teachers in Formative Assessment, TOWN, PLAN and L3
- **Performance & Development Framework**: All staff are introduced to the new expectations and implementation timeline.
- **In-servicing and implementation of new curriculum, incorporating digital technologies, working mathematically, scientifically and technologically, thinking imaginatively, creatively, interpretively and critically.**

**Products and Practices**

What is achieved and how do we measure?

- Improved numeracy achievement K-6
- Improved comprehension K-6
- 100% teachers proficient in APS 1.5.2, 2.3.2, 3.6.3, 7.4.2

**Evaluation Plan**

Establishment of TPL database demonstrating ongoing learning

Using quantitative data from PLAN, Town and L3 in reporting and assessment to inform learning and improve teacher professional judgement and moderation (between and within stages).

Use qualitative data, such as Tell Them From Me Survey, to reflect on process and effectiveness of change to 21st Learning.

**Practice**

- Formative assessment and reporting embedded in all key learning areas, reflecting authentic learning experiences
- Collegial planning and support reflecting processes of the teachers’ Performance and Development Framework
- Ongoing professional learning reflects 21stC learning skills
- Ongoing transparent communication with community.
- Consistent teacher judgement to track student achievement K-6 on Literacy and Numeracy continuums using PLAN, comparing with NAPLAN to improve student growth.
- Student demonstrate confidence as learners, mapping progress against personal learning goals and school values.

**Improvement Measures**

- Improved numeracy achievement K-6 (Whole school PLAN data baseline 2015, NAPLAN reference 2014 growth)
- Improved comprehension K-6 (Whole school PLAN data baseline 2015, NAPLAN reference 2014 growth)
- 100% teachers proficient in APS 1.5.2, 2.3.2, 3.6.3, 7.4.2 measured through PDP feedback

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**Strategic Direction 2: CREATE Creative expression, innovative thinking and resourcefulness.**

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<td>To cultivate creative expression, innovative thinking and resourcefulness, we need to integrate all curricular and extra-curricular learning areas in a dynamic and holistic way. Creative students are motivated to apply innovative thinking and multimodal resources to the changing academic expectations of a 21st Century environment.</td>
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<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
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<td><strong>Students:</strong> Draw on skills, strategies and programs provided by teachers to develop their independence in creating projects and performances, while meeting academic goals.</td>
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<td><strong>Staff:</strong> Through collegial partnerships and professional development, staff improve their understanding and use of creative and digital processes. Integrating academic outcomes with opportunities for creative expression, innovative thinking and resourcefulness will be innate when programming for all Learning Areas.</td>
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<td><strong>Parents/Carers:</strong> Given opportunities and invitation from school leaders, parents will assist to identifying, managing and sourcing creative spaces, events and resources, in turn contribute to student’s holistic achievement.</td>
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<td><strong>Community Partners:</strong> With support of school leaders, and with media promotion of success reflecting the assistance of community partners, Community Partners will provide further support and events to showcase the school and their own community ideals.</td>
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<td><strong>Leaders:</strong> Through recognition of current expertise and as-required training in contemporary creative and innovative teaching, leaders will engage teachers in new creative processes to explore and foster students’ increasing and widening range of abilities across all curriculum areas.</td>
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<td><strong>How do we do it and how will we know?</strong></td>
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<tr>
<td>- School Website training for staff and students to allow access for regular digital publishing</td>
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<td>- Collaborative planning between Music, Library and Classroom teachers, integrating school events and programs to expand innovative thinking in all Learning Areas.</td>
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<td>- Integration of film-making/digital story telling into Creative Arts and English programs K-6.</td>
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<td>- Focus on innovative thinking and resourcefulness in Science and Maths learning culminating in annual ‘Big Ideas’ festival.</td>
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<td>- CREATE calendar to identify, invite and include community events for students K-6 in creative arts, science and maths.</td>
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<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>- Increased student participation in extra-curricular performing arts groups (2015 baseline)</td>
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<td>- Evidence of student-directed innovative multimodal creation, K-6 (2015 baseline data, informing PLAN)</td>
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<td><strong>Product:</strong></td>
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<td>- School performing arts groups participating in community events (2015 baseline)</td>
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<tr>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Practice:</strong></td>
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<td>- Integrate learning and assessments from specialised K-6 music program into classroom practice and extra-curricular performing arts groups.</td>
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<td><strong>Practice:</strong></td>
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<td>- Students and teachers will confidently and regularly display and communicate creative learning through digital channels such as the school website.</td>
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**Improvement Measures**

- Increased student participation in extra-curricular performing arts groups (2015 baseline)
- Evidence of student-directed innovative multimodal **products**, K-6 (2015 baseline data, informing PLAN)
Strategic Direction 3: INSPIRE Authentic community engagement and leadership.

**Purpose**

To inspire an active community hub investing in student education, authentic community engagement and real-world connections. This will enhance collaborative relationships with parents, carers and local partners, leading and inspiring our students in meaningful learning opportunities. Students will influence their world in a positive, purposeful way, promoting social cohesion and community pride.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Taught to identify the purpose and benefit of taking an authentic role in their community.

**Staff:** Provided with opportunity and expertise, staff plan and engage with authentic community connections, linking to educational outcomes.

**Parents/Carers:** Thorough collaborative planning and shared vision, parents are empowered, to facilitate engagement with local connections.

**Community Partners:** Developing networks between the school and organisations allow community partners to establish positive relationship and commit to strengthening partnerships to support students, staff and school.

**Leaders:** Effective communication and leadership training will allow leaders to communicate the benefits of partnership to community organisations, initiating and coordinating programs while maintaining the authenticity and continuity of the community vision.

**Improvement Measures**

- Percentage increase of student, staff, parent and wider community who actively engage in and support the schools education priorities through community partnership and learning opportunities (2015 baseline) through Tell Them From Me parent and staff surveys
- Learning outcomes defined in K-10 Curriculum Framework and Melbourne Declaration are embedded in whole-school Curriculum Scope and Sequence
- Improved quality and quantity of student community engagement., measured though Tell Them From Me Survey (Stage 3) and student end-of-year reflection (ES1 – Stage 2)

**Processes**

How do we do it and how will we know?

- Community Expertise Database identifies those who are capable of participating in partnership with the school governance as well as propose outreach projects and investment.

- Local Community Outreach Program linking identified community members with school staff to provide extensive outreach opportunities for students (ie Marrickville festivals, local art shows, Café garden nights, community assistance)

- Community Investment Partnerships – external organisations supporting school educational outcomes by investing in diverse in-school programs and infrastructure (ie SPARK, BEAR, Edible Garden, Conservatorium of Music training).

**Products and Practices**

What is achieved and how do we measure?

- Increased number of parents, local experts and corporate business involvement in school programs (2015 baseline)
- Learning outcomes defined in K-10 Curriculum Framework and Melbourne Declaration are embedded in whole-school Curriculum Scope and Sequence
- Improved quality and quantity of student community engagement.

**Product:**

- Integration of community participation into Curriculum continuums.

**Product:**

- Diverse range of authentic community programs.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Staff seek out and connect with community leaders and resources, identifying and inviting participation with the curriculum.

**Practice:**

- Students are regularly involved in outreach programs, developing their civic skills and making informed contributions to their community.