# School background 2015 - 2017

## School vision statement

At Marrickville West Primary School we work together every day for the benefit of all our students. Our dynamic and diverse school community is built on a foundation of inclusion, authentically respectful relationships and high expectations, with a goal to enhance engagement, learning and leadership, achievement and excellence.

## School context

Marrickville West Primary School is located in the inner western suburbs of Sydney and serves a socially and linguistically diverse community. The school is growing as the local area experiences a period of rapid demographic change. 60% of students are now in grades from Kindergarten to Year 2 and an increasing proportion of these families are new to the area.

58% of our students are exposed to a language other than English at home. 43 language backgrounds are represented across the student population.

Our school enjoys the benefits of an active and engaged parent body. We understand students are advantaged by parent involvement at school and so aim to maximise collaboration and communication between school and home.

Connect Marrickville is a community centre situated on the school site to serve local families with young children. Our school works in partnership with Connect and local agencies to ensure that all children and families receive the support required to engage with their school and community.

Marrickville West Primary School is a member of the Marrickville group of schools and the Marrickville - Tempe Community of Schools. As local schools, we work together to enhance the professional learning of staff, share expertise and support student achievement, well-being and transition to secondary school.

## School planning process

The school and community undertook a detailed consultation process over 2014 to determine the direction, vision and improvement measures to best guide professional practice from 2015-2017.

The consultation involved current students, teachers, parents, Connect Marrickville, previous students and interested members of our community. Surveys, interviews, focus groups and community meetings were used to clarify the School Vision, identify significant goals and priorities and define three Strategic Directions.

Community focus groups were asked to envisage what they hoped for the school in 5, 10 and 20 years. Each group contributed to a list of ideal achievements for students (by the end of Year 6), staff and members of the wider community. This information was collated and distilled into key priorities and goals for school improvement. Each goal was aligned with a Strategic Direction and defined in terms of its relevance to students, staff and/or community.

From this information, the processes, products and practices required to achieve each goal were developed, implementation strategies chosen and improvement measures to judge progress identified.

The plan has continued to be shared, discussed, refined and clarified with stakeholders at all stages of the planning process.
Purpose:
A positive school culture is built on respectful relationships and a learning environment in which all members of the school community feel safe, valued, engaged and connected through common purpose and understanding.

Purpose:
Quality education and successful student achievement are enhanced by innovation, exemplary practice, professional learning, shared goals and high expectations.

Purpose:
Students, teachers and parents contribute meaningfully to learning processes and school organisation in order to develop personal capacity and improve organisational effectiveness.
## Strategic Direction 1: RESPECTFUL RELATIONSHIPS

### Purpose
A positive school culture is built on respectful relationships and a learning environment in which all members of the school community feel safe, valued, engaged and connected through common purpose and understanding.

### Improvement Measures
- Tell them From Me survey tool indicates an increase in student, parent and staff satisfaction and engagement (Benchmark 2015)
- 100% of classes display and distribute House Points and Awards as part of the School Merit System
- 100% of students and staff can identify the School Rules and discuss them in terms of Rights and Responsibilities
- Stephanie Alexander Kitchen Garden Project is implemented with staff, parent and community collaboration.

### People

| Students and Staff: Develop, value and model a strong understanding of the principles and processes of Restorative Practice (RP), school values and the School Discipline Policy |
| Staff: Understand, model and reinforce the school rules, rights and responsibilities |
| Parents/Carers and Staff: Value strong, positive relationships and are committed to strengthening partnerships to support students |
| Proud of their school and productively involved in programs, events and/or planning for improvement |

### Processes

| Restorative Practice Project |
| Whole school community participates in RP training including staff, student and community information sessions |
| Whole school develops an explicit set of school values that underlie and support the vision and purpose |
| Staff (stage teams) explore and practice the use of "circle time" strategies in the classroom |
| Staff implement and explicitly teach RP through modelling and lesson activities across the KLA’s |

| Recognition Achievement Project |
| School Merit system is known, reviewed and implemented consistently across the school |

| Cohesive Community Project |
| Practices, visual displays and school communication reflect the principles of RP and school values |
| Community, staff and students work together to implement initiatives such as the Stephanie Alexander Kitchen Garden project. |

### Products and Practices

| Products: |
| The school community is aware of and committed to the school’s strategic directions and processes to achieve the educational priorities |
| Tell them From Me survey tool indicates an increase in student, parent and staff satisfaction and engagement |
| Stephanie Alexander Kitchen Garden Project is implemented with staff, parent and community collaboration. |

| Practices: |
| The school consistently implements a whole-school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. |
| Students are self-aware, build positive relationships and actively contribute to the school, community and society in which they live. |
| Parents and community from a range of backgrounds are present in the school, collaborate and actively participate in programs, meetings and activities |
| Staff seek and facilitate meaningful communication with students, parents and volunteers |
| School Merit System is known, valued and implemented by staff and volunteers |
| Students with diverse needs and/or backgrounds are successfully integrated, included and valued |
### Strategic Direction 2: QUALITY TEACHING AND LEARNING

#### Purpose

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

Quality education and successful student achievement are enhanced by innovation, exemplary practice, professional learning, shared goals and high expectations.

#### Improvement Measures

- Increase in student engagement as measured by the Tell Them From Me and School Map Survey tools
- 50% increase in the number of students achieving at proficiency (top 2 achievement bands) in NAPLAN tests. (Baseline – NAPLAN 2015)
- PLAN data shows 80% of students are achieving at or beyond expected clusters in Literacy and Numeracy continuaums (Baseline to be determined in 2015)
- QTF, SSA and TWC are evident in all teaching and learning programs across the school and an integral part of professional practice
- Every student with a diagnosed disability or requiring significant learning / management adjustment has a Personal Learning Plan Folder which is accurate, updated and accessed by all relevant personnel.

### People

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

**Students:** Understand how to reflect on their learning and develop personal learning goals

**Staff:** Strong understanding of how best to implement the Quality Teaching Framework (QTF) and the principles of Student Self-Assessment (SSA) to enhance student learning.

Skills in delivery of TEN, TOWN and Focus on Reading (FOR)

**Parents/Carers:** Contribute to enriched learning opportunities for students

**Connect Marrickville:** Facilitators and participants are empowered to develop partnerships which provide rich learning opportunities and social support for families with young children, including those transitioning to school.

**Leaders:** Understand principles to guide development and practice of staff.

### Processes

**Targeted Literacy and Numeracy Project**

- Teachers engage in training and implement strategies for developing skills in Numeracy based on TEN (K-2), TOWN (3-6)
- Teachers engage in training and implement strategies for Literacy based on FOR program (2-6)

**Student Assessment and Feedback Project**

- Teachers develop capacity and resources to facilitate Student Self-Assessment (SSA) and Three Way Conferences (TWG)
- Teachers build student capacity in SSA and TWC

**Quality Teaching Framework (QTF) and Implementation of the Australian Curriculum Project**

- Regular Parent and Community information sessions to share curriculum and strategies for learning
- Team Planning to share and develop professional understanding and resources to support QTF

### Products and Practices

**Products:**

- Increase in student engagement as measured by the Tell Them From Me and School Map Survey tools
- 50% increase in the number of students achieving at proficiency in NAPLAN tests. (Baseline 2015)
- 50% increase in the number of students from Aboriginal and Torres Strait Islander backgrounds to surpass minimum standards in Literacy and Numeracy. (Baseline – NAPLAN 2015)
- 70% of students achieve a greater than average improvement between Year 3 and Year 5 in NAPLAN by 2017.
- PLAN data shows 80% of students are achieving at or beyond expected clusters in Literacy and Numeracy continuaums (Baseline to be determined in 2015)

**Practices:**

- QTF, SSA and TWC are evident in all teaching and learning programs across the school and an integral part of professional practice
- Staff are able to effectively monitor and articulate explicit learning intentions for every student, every lesson, every day
- Every student with a diagnosed disability or requiring significant learning / management adjustment has a Personal Learning Plan Folder which is accurate, updated and accessed by all relevant personnel.
Strategic Direction 3: **LEADERSHIP AND IMPROVEMENT**

### Purpose

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

Students, teachers and parents contribute meaningfully to learning processes and school organisation in order to develop personal capacity and improve organisational effectiveness.

### Improvement Measures

- All staff develop and achieve Teacher Performance and Development plans that reflect the Australian Professional Standards for Teachers and are in line with the Professional Framework
- Students develop, discuss and evaluate personal learning goals and actively participate in Three Way Conferences
- Parents and members of Connect participate in focus groups to develop and evaluate projects aimed to enhance school effectiveness
- Parent feedback indicates that 80% participate meaningfully in the planning and evaluation of their child's learning during TWC

### People

**Students:** Understand leadership involves self-regulation and the choice of proactive, responsible and considerate action towards other people and our environment

**Staff:** Develop their understanding and capacity to manage Professional Learning Plans in accordance with the Development Framework

**Parents/Carers, Students and Staff:** Understand and participate effectively in Three Way Conferences (TWC) as part of Reporting to Parents and PLP procedures

**Parents/Carers:** Understand the roles of parents in supporting their children in the learning/reflecting/planning cycle

**Connect Marrickville:** Participants empowered through partnerships and access to TAFE Outreach, Family support services, work experience opportunities within the school

**Leaders:** Understand how to provide opportunities and guidance for the development individuals and teams

### Processes

**Professional Learning Project:**
- Professional learning plans are developed and evaluated
- Personal learning goals are developed by active, self-directed and empowered learners

**Distributed Leadership Project:**
- Leadership of significant school priorities is distributed amongst staff, students, parents and Connect
- Students, parents and teachers contribute meaningfully to planning, implementation and evaluation of learning (including participation in Three Way Conferences, TWC)
- Functional and effective SRC impacts positively on school practices, organisation and/or events

### Evaluation Plan

Performance and Development Plans reviewed through feedback at executive meetings; Focus groups; Data on participation rates and outcomes for TWC

### Products and Practices

**Product:**
- All staff develop and achieve Teacher Performance and Development plans that reflect the Australian Professional Standards for Teachers and are in line with the Professional Framework
- Teachers are actively engaged in planning and implementing professional development to improve performance
- Students, teachers and parents collaborate to develop and evaluate personal learning goals
- Parents and Connect participate in focus groups to develop and evaluate projects aimed to enhance school effectiveness

**Practices:**
- Leadership is distributed and central to school organisation and capacity building
- The school uses collaborative feedback and reflection to promote and generate learning and innovation
- Staff are actively engaged in and committed to the professional improvement of self, team and school
- Established processes build the capacity of the school community to use data and evidence for strategic school improvement
- Parent feedback indicates that 80% participate meaningfully in the planning and evaluation of their child’s learning during TWC