

School plan 2018-2020

Maroota Public School 2480



School background 2018–2020

School vision statement

Maroota Public School engages students, parents and the community in a shared learning journey.

Our school is committed to delivering high quality educational opportunities that actively engage, guide, inspire and challenge all students to achieve and thrive as learners, leaders and responsible productive citizens.

At Maroota Public School, every student is known, valued and cared for. Students are treated fairly and respectfully in a learning environment that is safe, supportive and inclusive.

‘Quality Education in a Caring Environment.’

School context

Maroota Public School is a small semi–rural school situated in the Hawkesbury region. The school takes great pride in providing a safe and highly educational environment for each student to explore their learning potential.

Maroota Public School serves students from the surrounding areas of Maroota, South Maroota and Lower Portland and in 2018 has an enrolment of 31 students. The school has two classes and caters for a wide range of needs and learning abilities. The small school atmosphere and small class sizes enable genuine relationships to develop and quality time is given to each student, ensuring that individual needs are met.

Students have opportunities for extra curricular participation including representation across a range of sports, debating and public speaking competitions and academic competitions all made possible by a committed and passionate staff.

We have a passionate and dedicated parent community. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

The students of Maroota Public School enjoy the benefits of a small school while being provided with a range of opportunities similar to those available in larger schools.

School planning process

Throughout 2017, Maroota Public School began a process of self–evaluation and reflection to identify strengths and weaknesses of the school’s operation. All stakeholders (Staff, P&C, Parents, Students and community) were given the opportunity to review current practices and provide feedback.

The process involved:

- discussions with students, staff, parents and the wider community,
- written comments from members of the whole school community,
- survey results (Tell Them From Me, People Matter Survey 2017); and
- evaluation of internal and external data.

As a result, two key strategic directions were identified as a basis for a shared commitment to the achievement of our school vision statement. These are:

1. Personalised Learning
2. Quality Collaborative Teaching

The Maroota Public School Plan 2018–2020 sets clear strategic directions with details of purpose, people, processes, products and practices for the next three years. Milestones then elaborate specific details with clear, explicit improvement measures.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Engaged Resilient Learners

Purpose:

To create a nurturing and supportive learning environment that actively engages, guides, inspires and challenges all students to achieve and thrive as learners, leaders and responsible productive citizens.



**STRATEGIC
DIRECTION 2**
Quality Collaborative Teaching

Purpose:

To develop teacher capacity to implement, high quality collaborative teaching practices and programs so that individual student needs and aspirations are addressed.

Strategic Direction 1: Engaged Resilient Learners

Purpose

To create a nurturing and supportive learning environment that actively engages, guides, inspires and challenges all students to achieve and thrive as learners, leaders and responsible productive citizens.

Improvement Measures

Students achieving a minimum of 'one year's worth of growth for one year's worth of learning' as evident in school based tracking systems in literacy and numeracy.

Students knowing and understanding their learning intentions and success criteria, evidenced by the development of student negotiated learning goals and the articulation of their learning in relation to themselves.

Increase percentage of students achieving proficiency in reading and numeracy in line with the Premier's priorities.

People

Students

Students willingly engage in teaching and learning activities that guide, inspire and challenge their ability to become resilient, independent and self-directed learners.

Staff

Staff are skilled at using evidenced based teaching strategies to create and implement engaging teaching and learning programs that address individual student needs and ensure that all students are challenged.

Leaders

Leaders have the skills to build capacity of students, staff and parents through instructional leadership, which is focussed on continuous improvement in teaching and learning and student achievement.

Parents/Carers

Parents and carers value the learning journey of their child/children and engage willingly by participating in information sessions, parent/teacher conferences, school and classroom activities and school evaluation processes.

Community Partners

Community partners strengthen and further develop relationships with our school allowing us to access a greater range of learning opportunities and experiences.

Processes

Student welfare programs, such as Bounce Back, will continue in each classroom focusing on specific target areas each year giving wellbeing data to analyse and plan with.

Students will be provided with opportunities to participate in curriculum experiences and extra curricula activities, that will inspire and challenge the students as learners.

The role of the SRC will grow within the school to develop resilient and strong leadership including reporting to their class and the community.

Staff will undertake training in the Visible Learning Plus Program through Corwin Australia. focused on teaching strategies that give the most impact and effect size on student learning.

Staff explore forms of assessment, particularly formative assessment and learn how to use the data collected to modify teaching practices and provide individualised learning for students.

Evaluation Plan

1. Analysis of student work samples and assessment data, including NAPLAN data.
2. TTFM survey data
3. Surveys and evaluations embedded into the Visual Learning Plus Program.
4. Teacher and Student conferences to assess the students' learning journey and in order to create Individual Education Plans.

Practices and Products

Practices

Students will demonstrate high-level resilience in academic, social and emotional areas.

Students reflect on, and take responsibility for their learning by developing, monitoring and articulating their understanding of curriculum content through goal setting, work samples and assessment tasks.

Teaching practices are evidence-based and informed by formative and summative assessment data to ensure teaching and learning programs are differentiated and personalised to meet individual learning needs.

Products

Formative and summative assessment strategies are embedded into teaching and learning activities supporting students to set high expectations for learning, reflect on their achievement and engage with feedback.

Students achieve value added growth for a minimum of one year's worth of learning as evident in school-based tracking and assessment systems.

Increased student participation in school leadership programs will develop self-confidence and provide students with the knowledge, skills and understandings to become confident, capable and effective learners and leaders.

All students are actively involved in their learning journey and are able to set clear and effective goals to enable them to improve their learning outcomes.

Strategic Direction 2: Quality Collaborative Teaching

Purpose

To develop teacher capacity to implement, high quality collaborative teaching practices and programs so that individual student needs and aspirations are addressed.

Improvement Measures

100% of staff achieve meaningful and PDP goals linked to the schools strategic directions.

100% of teachers creating quality teaching programs that reflect the pedagogy of visible learning and are reflective of the needs of the students in the class.

Increased access to Professional Development opportunities ensuring quality teaching and learning programs that differentiates for individual needs and innovative assessment practices that provide accurate and valuable data.

People

Students

Students develop an understanding of the purpose of learning and build their capacity to become self-directed, independent learners through authentic assessment and meaningful feedback.

Staff

Staff willingly engage in professional learning that is evidence based and uses data to ensure high levels of student engagement in learning. They will develop an understanding of what a year's worth of growth looks like in relation to each tracking system. Staff are using a growth mindset to challenge personal learning goals for themselves and students.

Leaders

Leaders identify and implement professional learning opportunities that enhance staff capabilities to deliver evidence-based initiatives that supports student learning and achievement.

Parents/Carers

Parents and carers develop an awareness and understanding of the vital role they play in the learning journey of their child/children and work with teachers to support and encourage students to meet their learning goals and improve educational outcomes.

Community Partners

Create opportunities for building mutually beneficial partnerships between the school and other organisations.

Processes

Consistent school wide practices will be developed and used for assessment and accurate tracking student progress.

Staff will engage in professional development that ensures high quality teaching and learning program that differentiate for the individual student while maintaining all accreditation of NESA standards.

Collaboratively implement John Hattie's, Visible Learning research to develop high quality professional learning in literacy and numeracy teaching practices, K-6.

Evaluation Plan

1. Regular Professional Development meetings that reflect teacher needs.
2. PDP monitoring/reviews, collegial professional sharing sessions, staff TTFM surveys and timetabled teacher/program monitoring.
3. Teacher's programs to demonstrate visible learning pedagogies, including modelled, guided and independent teaching, quality assessments and learning intentions.

Practices and Products

Practices

Professional development is driven by school targets, enhances skills in classroom pedagogy and provides a range of differentiated learning experiences to meet students' needs.

Teachers utilise forms of assessment, particularly formative assessment strategies to gain valuable information and data on individual students. This information is used to inform individualised teaching and learning programs, provide effective feedback to students and engage parents in the education partnership.

Products

School-wide improvement in teaching practice and student outcomes will be driven and sustained by teachers who are committed to identifying, understanding and implementing the most effective explicit teaching methods through a system that facilitates professional dialogue, collaboration, classroom observation, the modelling of effective practice and feedback

Formative and summative assessment strategies are embedded into teaching and learning activities supporting students to set high expectations for learning, reflect on their achievement and engage with feedback.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.