

School plan 2018-2020

Martins Creek Public School 2493



School background 2018–2020

School vision statement

At Martins Creek Public School, our vision is to develop and encourage well-balanced, 21st century learners. We aim to lay the foundations for our students to develop into conscientious and responsible citizens.

This takes place in a supportive and stimulating environment. Our students are guided and encouraged to reach their own potential.

We strive to provide a stable educational foundation where community values are encouraged and modelled.

We endeavour to foster an inclusive attitude in all students, encouraging acceptance and respect for all members of the school community. Students are encouraged to be confident and self-regulating and are guided in appropriate and empathetic interpersonal skills.

School context

Martins Creek Public School is a picturesque small country school situated in the hills of the Paterson Valley midway between Maitland and Dungog. The school population comes from the village and local area. Our school motto is "Attitude Determines Altitude" and within a dynamic and varied program our students are given many opportunities to achieve their best in a rich educational environment.

The school focuses on promoting student engagement through the effective use of kinaesthetic learning and technology in meeting the needs of 21st century learners in all aspects of the curriculum, particularly literacy and numeracy.

Students develop a sense of citizenship within a rural community as a result of learning about, caring for and enhancing our beautiful natural surrounds using our SEMP Plan. They experience positive interactions with community members, service groups and collaborative projects with students from other small schools in the area.

School planning process

Planning at Martins Creek Public School is a collaborative effort between Principal, staff, P&C, parents and community. Plans are based on evidence of student progress towards personal and whole school learning goals and continuous evaluation of our three year School Plan. We incorporate reflection on our latest Annual School Report and analysis of academic results, coupled with consideration of our current situation. Data such as NAPLAN and school-based assessments inform our future education focus.

Team teaching, planning and programming facilitates evaluation where the expertise and skills of all members of staff ensure a cohesive educational direction.

Each strategic direction has been analysed using the 5P planning process.

Input is sought from staff, parents/carers and students using the Tell Them From Me DET surveys. APLAS meeting feedback is incorporated into our plans.

We aim for transparency in our planning processes through the use of PLAN tracking data, collaborative digital technologies, school newsletters and regular parent/carer meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

High Expectations of Learning
for all

Purpose:

In accordance with the Public Schools NSW School Excellence Framework July 2017 we aim to strengthen the whole school commitment to High Expectations for each student's learning and progress.

STRATEGIC DIRECTION 2

Continuous improvement in
Teaching

Purpose:

To increase teachers' skills, selection and use of evidence-based pedagogies and the latest digital technologies to enrich teaching programs.

STRATEGIC DIRECTION 3

Excellence in Personalised
Learning

Purpose:

To meet and exceed the individualised learning needs of our students.

Strategic Direction 1: High Expectations of Learning for all

Purpose

In accordance with the Public Schools NSW School Excellence Framework July 2017 we aim to strengthen the whole school commitment to High Expectations for each student's learning and progress.

Improvement Measures

All students participate in challenging work in Literacy and Numeracy to accelerate progress tracked in PLAN.

Increase engagement of SEN students in Literacy and Numeracy lessons by 10% per semester.

People

Students

- Students consistently demonstrate positive approaches to their own learning.
- Students demonstrate resilience in attempting challenging work.
- Students use a range of problem-solving skills with increasing confidence and independence.

Staff

- Staff set appropriate levels of challenge for each student.
- Celebrate learning successes with students using portfolios.
- Maintain positive and optimistic learning environment for all students with high expectations for student progress.

Parents/Carers

Parent/carer feedback on school aspirations is sought and responded to via Tell Them From Me Surveys and regular meetings about their child.

Community Partners

- Contribute to an enriched learning culture by providing inspiration and extra motivation for our students.

Processes

Share and engage school community in our High Expectations culture by introducing TTFM surveys, investigating implementing PBL in our school context and sharing student goals and progress with parents/carers regularly.

Evaluation Plan

Weekly tracking of SEN student engagement in Literacy and Numeracy lessons.

5 weekly PLAN tracking for all students in Literacy and Numeracy progress.

Evidence of implementing best practice teaching of Writing from LMG professional learning. Evaluate impacts on student progress.

Do Numeracy markers show solid growth in target areas identified from NAPLAN data?

SEF-SAS High Expectations across school culture and programming.

Practices and Products

Practices

- Participation in Professional Development LMG Writing Initiative to raise expectations in Writing quality.
- Team teaching and planning of Writing using LMG best practice advised.
- Create portfolios of high-quality work samples with students to showcase achievements..
- Review and share results from student and parent/carer TTFM surveys termly.
- Share PBL focus and progress with our whole school community. Link PBL values to whole-school Citizenship Project each semester.
- NAPLAN results analysed and tracked for trends.
- PDHPE programs training students in self-motivation, problem-solving and handling challenges.
- Frequent use of high-quality external models of programs and student learning from other schools to inspire students and staff.
- Use 8 ways pedagogy for high expectations in Numeracy across the Stages.

Products

Increased engagement of SEN students in Literacy and Numeracy lessons by 10% per semester.

All students participate in challenging work in Literacy and Numeracy to accelerate progress tracked in PLAN.

Strategic Direction 2: Continuous improvement in Teaching

Purpose	People	Processes	Practices and Products
<p>To increase teachers' skills, selection and use of evidence-based pedagogies and the latest digital technologies to enrich teaching programs.</p>	<p>Staff</p> <p>Staff research, budget for and incorporate latest pedagogies and digital technologies for effective teaching and learning programs.</p>	<p>Research, select, apply and embed best-practice digital technologies and pedagogies including 1) Use of Bloom's Taxonomy to frame higher-order questions for all students. 2) 8 Ways pedagogy for ATSI education. 3) Explicit Direct Instruction methods. 4) Phases of Learning.</p>	<p>Practices</p> <p>Establish a school code of conduct for using computers and ipads for all students.</p>
<p>Improvement Measures</p>			
<p>Teaching programs show increased evidence of integrated digital technologies. Teaching and learning using 1 new application per term.</p>	<p>SLSOs to upskill in supporting SEN students with new digital technologies.</p> <p>Computer Co-ordinator to be responsible for maintaining i-pads and computers.</p>	<p>Evaluation Plan</p> <p>Evaluate NAPLAN On-line results mid-year.</p>	<p>Train students in online skills required for NAPLAN on-line – focus on Yr 5 2018, Yr 3 and Yr 5 2019, 2010.</p>
<p>Students demonstrate progress in Quality Teaching Coding Scale in Higher-Order Thinking. Increase by one code level per semester..</p>	<p>Students</p> <p>Upskilling in touch-typing for Literacy.</p> <p>Follow school code of conduct for responsible use of i-pads including cyber-safety.</p> <p>Evidence of increased creative and critical thinking through use of integrated IT.</p> <p>Citizenship projects and competition entries enhanced by students' IT skills.</p>	<p>Termly evaluation of new digital technologies and associated pedagogies applied in teaching programs.</p> <p>Records of staff PD.</p>	<p>Incorporate Blooms Taxonomy, 8 Ways Pedagogy, Explicit Direct Instruction and Phases of Learning into Teaching Programs.</p> <p>Track student progress in Higher-Order Thinking through 5 weekly Instructional Rounds.</p>
	<p>Parents/Carers</p> <p>Parents/carers are invited to view their child's digital work on the collaboration drive.</p> <p>Informed of how IT is integrated into learning programs at Martin's Creek Public School.</p>	<p>Track progress in student outcomes Quality Teaching Instructional Rounds. Focus on Coding Scale for Quality Teaching Dimension 1 Intellectual Quality 1.4 Higher Order Thinking.</p> <p>SEF-SAS</p>	<p>Staff to research and undertake PD in suitable digital technologies and best practice pedagogies to implement them.</p> <p>Students engage in inter-school online educational events e.g. Rural and Remote project.</p>
			<p>Products</p> <p>Teaching programs show increased evidence of integrated digital technologies. Teaching and learning using 1 new application per term.</p> <p>Students demonstrate progress in Quality Teaching Coding Scale in Higher-Order Thinking by one code level per semester..</p>

Strategic Direction 3: Excellence in Personalised Learning

Purpose

To meet and exceed the individualised learning needs of our students.

Improvement Measures

SMART goals and student progress shared with parents/carers 5 weekly.

In Personalised Learning Plans 75% of students meet and embed their learning goals within 5 weeks.

People

Staff

Teaching staff are familiar with the Phases of Learning.

SLSOs focus on SMART goals when working with and communicating with students.

Students

Students know their SMART goals and steps to achieve.

Parents/Carers

Parents/carers understand and support SMART goals for their child.

Community Partners

APLAS provides expertise around positive management of students and productive collaborative meetings with parents/carers.

Processes

Apply professional learning on Personalised Learning Plans (2017) to enhance student learning across the curriculum.

Evaluation Plan

Use SMART goals as focus for LAST meetings.

5 weekly reflection on effectiveness of engaging students and parents/carers in SMART goals.

SEF-SAS

Practices and Products

Practices

Teaching staff to understand stage-appropriate Phases of Learning tracking activities for students in a K-6

Distil SMART goals for each student using DET template and track using LMBR.

Collect evidence relevant to SMART goals weekly.

Communicate SMART goals and progress to parents/carers 5 weekly. Engage students and parents/carers in reviewing SMART goal progress.

Use structured template for LAST meetings to focus on SMART goals.

Lessons include teachers having Success discussions with each child – "what does it look like?" to help them visualise them achieving their goal. We then plan the steps to get there using Phases of Learning.

Teachers engage students in the process of setting learning goals. Tracking occurs through use of Goals Journal.

Products

In Personalised Learning Plans 75% of students meet their learning goals within 5 weeks.

Parents/carers know and understand their child's current learning goals.