

School plan 2018-2020

Martins Gully Public School 2494



School background 2018–2020

School vision statement

At Martin's Gully Public School, we encourage all students to embrace every learning opportunity provided to them. Our ultimate goal is to prepare our students for a rapidly changing world by fostering creativity, collaboration, critical thinking and flexibility.

We believe our main purpose is LEARNINGFOR ALL so that:

- all students are engaged as learners in all areas of the curriculum
- all students develop as literate, numerate, well-informed and creative individuals
- all teachers are provided with quality professional learning and leadership opportunities.

The school's motto

Honour Before Honours

encapsulates the high expectation of students and staff.

School context

Situated on the southern outskirts of Armidale, with a school population of approximately 170 students, Martins Gully enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy, and where children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. Martins Gully is a member of the Armidale Community of Public Schools working together to provide the best possible education for all students through extension programs and activities in literacy, numeracy, science, creative arts and sport. Our primary–secondary transition programs promote important links with our neighbouring high school. Martins Gully is well resourced and provides students access to the latest technologies. Students have access to computers, iPads, tablets and other wireless devices both in their classroom and via a computer lab. All classrooms have interactive whiteboards and innovative software contributing to quality teaching in every classroom. The school promotes its positive, family ethos through parent participation in their children's education and an active Parents and Citizens Association. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

School planning process

In2017, a process was undertaken by the school to review current practices and collect evidence of student results, attendance and behaviour. The data was gained from students, staff, parents and the wider school community. The evidence was used to inform planning for this school plan as to develop achievable and workable targets for the school from 2015–2017. This process included a review of the strengths and perceptions of the school, and areas for development.

All stakeholders were consulted by:

- discussions based on strategic questioning
- feedback at P&C meetings
- anonymous whole school questionnaire
- anonymous student responses

As a result, three key strategic directions were identified as targets for our school.

These are:

- Consistent, outstanding, quality educational practice
- Students succeed as learners and are recognised as responsible and respected citizens
- The school leads innovative practice and connects with others

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Consistent, outstanding, quality educational practice.

Purpose:

To improve and build student learning through the development and delivery of consistent, high quality teaching practice.

STRATEGIC DIRECTION 2

Students succeed as learners and are recognised as responsible and respected citizens.

Purpose:

To develop an approach which builds the capabilities of all students so that they are involved in planning and monitoring their own learning, personal development and wellbeing.

STRATEGIC DIRECTION 3

The school demonstrates innovative practice and connects with others.

Purpose:

To strengthen our school culture where staff members are responsible for their own ongoing learning, strive for innovation and improvement, and who make strong connections within, and beyond, the school

Strategic Direction 1: Consistent, outstanding, quality educational practice.

Purpose

To improve and build student learning through the development and delivery of consistent, high quality teaching practice.

Improvement Measures

- All students will show growth in writing according to data gathered from in-school assessments.
- All staff engage in writing and implement improvement in their practice.
- All students in years 3 and 5 are achieving at or above expected growth.

People

Students

Students are enthusiastically engaged in their writing.

Staff

Willing to implement and reflect on their teaching to modify practice.

Parents/Carers

Engage in partnerships with the school to improve and support the quality of educational programs where possible.

Leaders

School executive to model changes in teaching practice according to the school writing guide.

Processes

To develop a whole school writing guide to the teaching of writing incorporating differentiation.

To implement the literacy and numeracy progressions in all classrooms K-6 and use PLAN2 software to track student achievement.

Parent sessions as appropriate with syllabus changes.

To strengthen and build on a whole school approach to assessment and reporting, moderating and development to the teaching of English and Maths.

Evaluation Plan

Teaching and learning programs will include units of work based on the English and Maths syllabus and they will reflect the professional learning the school has engaged in along with staff having opportunities to observe the teaching of writing in other classrooms.

Students are tracked using in school data using the literacy and numeracy progressions and uploading this data into PLAN2.

Practices and Products

Practices

Regular, quality professional learning at the school level in innovative pedagogy.

Whole school approach to the teaching of writing following the school writing guide.

Parents are provided with information sessions about current teaching practices and requirements of syllabus changes.

The school has implemented a system for analysing internal and external data to identify student and target areas.

Products

A whole school "Writing Guide" to the teaching of writing.

Common assessment tasks each semester to analyse whole school achievement in writing.

Stage meetings to design and implement common assessment tasks.

All staff are using the Literacy and Numeracy progressions across all classes K-6 to track student progress and enter this data into PLAN2.

Strategic Direction 2: Students succeed as learners and are recognised as responsible and respected citizens.

Purpose

To develop an approach which builds the capabilities of all students so that they are involved in planning and monitoring their own learning, personal development and wellbeing.

Improvement Measures

- EBS Central allows the school to analyse whole school wellbeing data to order to identify areas of strength and need and monitor behaviour and attendance improvement across year groups.
- Student profiles and referrals are easily accessed for accurate information.
- Reduction in negative incidents in EBS.
- Student confidence improves in being confident, resilient, being organised, being persistent and getting along.

People

Students

Students demonstrate the 5 You Can Do it! keys.

Staff

All staff have a thorough knowledge of current wellbeing policies and systems and promote You Can Do it! throughout the school.

Parents/Carers

Parents engage in partnerships with the school to provide transparent and targeted improvements for all students.

Leaders

Student leaders model the you Can Do it! keys.

Processes

School executive staff to monitor data obtained through EBS Central system to identify areas of strength and need.

Teachers are provided with professional learning to use EBS4 to monitor behaviour issues(both positive and negative) and to issue awards as achieved.

All staff are actively involved in a whole school approach to strengthening whole school wellbeing programs and procedures.

Students receive quality feedback and timely advice on how to achieve their personal best.

The school's Wellbeing guidelines are updated to reflect new processes with EBS Central monitoring system.

Evaluation Plan

Student behaviour (both positive and negative), achievement, attendance and relevant referrals will be monitored using EBS Central and Student Wellbeing systems.

Practices and Products

Practices

Student leaders have regular formal contact with executive staff to discuss school related matters and explicit leadership skills are discussed and modelled. Leaders report to and back from student representative council meetings to the Principal.

Students, teachers and community members have a shared understanding of the You Can Do It! program and rewards system.

Students demonstrate the 5 You Can Do it! keys.

Executive (or nominated team) monitor behaviour in EBS Central and analyse the data to monitor effectiveness of the You Can Do it! program.

Products

Bronze, silver, gold, platinum award, and behaviour and attendance is entered into EBS Central.

School referrals (such as counsellor referrals) are all entered and referred using the Student Wellbeing system.

Updated Martin's Gully School Wellbeing Guidelines to reflect using the use of EBS Central and Student Wellbeing systems

Strategic Direction 3: The school demonstrates innovative practice and connects with others.

Purpose

To strengthen our school culture where staff members are responsible for their own ongoing learning, strive for innovation and improvement, and who make strong connections within, and beyond, the school

Improvement Measures

- Programming, teaching and assessment tasks reflect the link between science, maths and English.
- Improved staff ability to make links between science, maths and English syllabus requirements and this is reflective in their programming.
- Improved results in writing.
- Students are able to collaborate and learn independently as evidenced through improvement in learning.

People

Students

Students demonstrate the mind-set of a scientist; researching, collaborating, investigating, recording, etc.

Staff

Staff are confident in making the links between science, maths and English and demonstrate growth mind set in times of change.

Parents/Carers

Parents to remain partners in their children's learning with teachers where clear communication is practiced to provide feedback and to acknowledge student achievement.

Leaders

School executive to model growth mindset.

Processes

To provide staff with futures based pedagogical approaches (such as collaborative approaches) and inquiry based skills in their classrooms.

To provide staff with information on how to effectively implement the Primary Connections units of work.

Staff will have the knowledge and capability to incorporate science and technology, maths and literacy to develop futures based skills.

Students are provided with collaborative approaches to inquiry based learning as part of futures based pedagogy. [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction

Professional learning for all teaching on implementing the new science and technology syllabus as it is released.

Staff professional learning on growth mind sets and supervisors to monitor this.

Evaluation Plan

Collaborative approaches to inquiry based learning as part of futures based pedagogy.

Ability to implement the Primary Connections units of work and linking these with persuasive writing texts.

Practices and Products

Practices

Student achievement improves through positive interaction with content and skills that develop futures based pedagogy.

Staff will actively develop a growth mind set around reflecting on teaching practice as required.

All teachers link the teaching of science with English and maths.

Supervisors will monitor the wellbeing of staff.

Products

Informative texts are taught as part of science and technology sessions in the English timeframe.

Every class will exhibit students working in collaborative teams, having roles and responsibilities and using the "5 E's" teaching and learning model.