School plan 2018-2020

Marks Point Public School 3898

School vision statement

At Marks Point Public School, our vision is to develop confident, respectful critical thinkers through quality, innovative teaching and learning, working in partnership with our community.

School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 152 students. Marks Point Public School services a wide variety of students and community members from a mixed socio–economic background with a Family Occupation and Education Index (FOEI) of 129. 15% of students are Aboriginal.

A number of programs and strategies have been implemented to target specific outcomes such as Literacy and Numeracy Progressions, Best Start, Language Learning and Literacy (L3),Focus on Reading (FoR), Powerful Learning Accountable Teaching (PLAT) and Positive Behaviour for Learning (PBL). The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs.

The school is a part of the Galgabba Community of Schools with cohesive links in partnership across the six primary schools and high school. These links connect to Minimbah, our local Aboriginal Educational Consultative Group (AECG).

The school works in close partnership with the Galgabba Community of Schools and the Marks Point Public School P&C to deliver;

- Quality literacy and numeracy programs;

- Innovative technologies to meet the needs of future focused learners;

- Personalised learning to cater for student's individual needs;

- Explicit teaching and modelling of the school's core values; and

Innovative programs that embed responsible attitudes and develop active and informed citizens.

School planning process

In2017, a comprehensive process was undertaken to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was evaluated by the School Self–Evaluation Committee and shared with the school community to review areas of strength and opportunities and areas for improvement. As a result, three key strategic directions were identified;

- Provide personalised learning and wellbeing processes to maximise potential

- Foster high performing, collaborative and dynamic teachers

- Provide quality systems and processes

The Marks Point Public School Plan 2018–2020 forms the basis for the school's improvement and development efforts for the next three years with clear improvement measures. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices(what) that are to be realised through implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Personalised Learning for All

STRATEGIC DIRECTION 2
Collaborative, dynamic teachers, great results.

STRATEGIC DIRECTION 3
Quality systems, quality school.

Purpose:

For every student at Marks Point Public School is challenged, engaged in meaningful learning experiences and is developing as a confident and creative lifelong learner, a leader and a responsible, resilient citizen.

Purpose:

To build teacher capacity through teachers utilising evidence based quality teaching strategies and reflective pedagogical practice.

Purpose:

Ensure quality systems and processes are utilised to improve and support the teaching, learning and administrative practices at Marks Point Public School.

Strategic Direction 1: Personalised Learning for All

Purpose

For every student at Marks Point Public School is challenged, engaged in meaningful learning experiences and is developing as a confident and creative lifelong learner, a leader and a responsible, resilient citizen.

Improvement Measures

- Student survey demonstrates an improvement in student engagement using February 2018 as a baseline.
- Student swill show an effect size growth of 0.4 over a year in literacy and numeracy.

People

Students

Build skills to self–assess utilising literacy and numeracy progressions and manage their own learning.

Staff

Develop the capacity and knowledge to implement quality pedagogy to achieve growth in outcomes.

Leaders

The school executive develops and adopts a coordinated approach to literacy and numeracy where there is an expectation of improvement in literacy and numeracy standards across the school.

Parents/Carers

Collaborate with staff to improve student outcomes.

Processes

- School based systems are developed to monitor and implement personalised learning outcomes of students.
- Teachers develop and implement programs to empower students to be confident, lifelong learners.
- Teachers engage in professional learning so that the 4c's skills of future focused learning can be seen in all practices.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

Student survey on engagement

Teaching programs

Regular gathering of data for analysis, reflection and reporting

Personalised learning plans

Pre–test, post–tests and effect size calculator

Practices and Products

Practices

- Every teacher uses data to inform and personalise their teaching and learning by tracking student progress on the learning progressions.
- Students develop personalised learning plans and leadership goals.

Products

- 100%of teaching / learning programs are data based, personalised for individualstudent learning needs and demonstrate syllabus content

  measured by program review and student work samples
- Quality student leadership program utilised K – 6.

All students have and use a personalised learning plan.

Strategic Direction 2: Collaborative, dynamic teachers, great results.

Purpose

To build teacher capacity through teachers utilising evidence based quality teaching strategies and reflective pedagogical practice.

Improvement Measures

- Increase the percentage of students demonstrating expected growth in literacy and numeracy for 2017 baseline in NAPLAN and internal data.
- PDP interviews demonstrate achievement of goals and impact of student learning using AITSL resources. (HSHS PDP page)
- Lesson observations demonstrate improved pedagogy and engagement in student learning using the TTFM pre– and post–data.

People

Staff

Develop the capacity and knowledge to implement quality pedagogy to achieve growth in outcomes.

Leaders

The school executive develops and adopts a coordinated approach to pedagogy where there is an expectation of improvement in literacy and numeracy standards across the school.

Processes

- Professional learning developed and implemented to improve pedagogical expertise.
- School wide systems are developed to support teachers to develop quality pedagogical practices.
- Teachers draw on research to develop and implement personalised learning and teaching and learning programs.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

Analysis of school based and external assessment data

Lesson studies

Teacher programs

Five weekly data cycle and analysis

Learning progression reviews

Guskey Thermometer

Practices and Products

Practices

- all teacher utilise feedback to improve their teaching and learning practice.
- Teachers engage in collaboration to improve pedagogical practice
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning
- Survey teachers using the Guskey Thermometer to determine effectiveness of professional learning

Products

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

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.

Strategic Direction 3: Quality systems, quality school.

Purpose

Ensure quality systems and processes are utilised to improve and support the teaching, learning and administrative practices at Marks Point Public School.

Improvement Measures

- Policies and practices are consistent across the school as demonstrated in the TTFM teacher survey.

- Community engagement matrix demonstrates an increase of one level from baseline data in February 2018.

- Student wellbeing processes are embedded as demonstrated through PBL monitoring.

People

Students

Build skills self–regulate their emotions manage their own behaviours.

Staff

Develop the capacity and knowledge to implement quality policies and procedures to improve wellbeing and school practices.

Leaders

The school executive develops and adopts a coordinated approach wellbeing and policy review where there is an expectation of improvement and high expectations across the school.

Parents/Carers

Parents develop an understanding of procedures and practices in the school.

Processes

- Teachers utilise data to implement quality wellbeing programs.

- School wide systems are developed and implemented to support student, staff and parent wellbeing.

- Professional learning will be developed and provided to support processes and practices of wellbeing for all stakeholders.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

Community Engagement Matrix

Teacher programs

Lesson Observations

TTFM teacher survey

Sentral data

PBL checklists and monitoring

Practices and Products

Practices

- Every teacher explicitly teaches and embeds PBL pedagogy into every day practices.

- The leadership team measures the school community (parent, student) satisfaction and shares its analysis and actions in response to the findings with its community.

Products

- The school has implemented evidence based change to whole school practices resulting in measureable improvements in wellbeing and engagement to support learning.

An Agreed Practices Handbook which demonstrates aspirational expectations of learning progress and achievement for all students

Effective partnerships in learning with parents and students.