

School plan 2018-2020

Marra Creek Public School 4454



School background 2018–2020

School vision statement

Our vision is to provide every child with high quality education through caring and collaborative partnerships with staff, students, parents and the community in a stimulating and safe environment. Students will develop skills to equip them to be life-long learners through evidence based practice, effective use of technology and opportunities within a network of partner schools and the wider community.

School context

MarraCreek Public School is an isolated Small School on the periphery of The Macquarie Marshes, is situated on the traditional lands of the Wailwan people in the Warren Shire. We belong to the NSW Western Plains Network of Schools. It is located 116 km North West of Warren and 100km from Nyngan. The school is well resourced with excellent facilities for its students; these include stimulating classrooms, a well-resourced library, covered playground equipment as well as large playground areas. The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of the school. We are fortunate to have a wonderful group of students who share an enthusiastic approach to learning, complemented by staff who are committed to providing quality education for all students. Our school is an active member and is supported within Leading and Learning Hubs with Hermidale and Girilambone and also Carinda and Quambone schools. We are supported by the AECG's Nyngan/Walgett and the school P&C. All students live in the outlying districts surrounding Marra Creek as there is no village, and travel to and from school by private vehicle. This year (2018) the school has an enrolment of 6 students. Marra Creek Public School benefits from Equity funding, which is used to support students in all key learning areas.

School planning process

In Term 3, Week 3, 2017, the school sought the opinions of the school community about the school in terms of Community Engagement.

All stakeholders were surveyed and results analysed.

By Term 4 Week 6 – All families and staff returned surveys, all indicating they are satisfied with community engagement. Responses were noted and included in evaluation of 2014–17 School plan.

Logic model used to evaluate current programs and evidence collected.

Analysis of SEF SAS to indicate where we are at now and future school improvement measures.

Coonamble and Nyngan AECG's approached and asked for consultation and thoughts about what is expected to be included in the School plan.

Assistance from PSL and participation in Adobe sessions regarding process of school planning.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Teaching and Learning

Purpose:

- To provide individualised learning and strategies for students to become life-long learners.
- To implement and evaluate professional learning activities and programs to optimise learning improvement for all students in Literacy and Numeracy.
- To create a culture of evidence based practice with a focus on assessment and feedback.



STRATEGIC DIRECTION 2

Learning partnerships

Purpose:

- To continue and establish effective partnerships within Leading and Learning Hubs to improve quality of teaching and learning opportunities for students.
- To enhance community partnerships through shared projects and use of technology.
- Students will be challenged in a collaborative dynamic and innovative culture focused on problem solving and critical and creative thinking within a future focussed learning environment.

Strategic Direction 1: Teaching and Learning

Purpose

To provide individualised learning and strategies for students to become life-long learners.

To implement and evaluate professional learning activities and programs to optimise learning improvement for all students in Literacy and Numeracy.

To create a culture of evidence based practice with a focus on assessment and feedback.

Improvement Measures

All students demonstrate active engagement with their learning.

Increase the number of personal learning goals achieved per term.

Increase proportion of students demonstrating expected growth in Literacy and numeracy.

People

Students

Develop knowledge and skills to understand and articulate their learning progress and strategies utilised to achieve goals.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust teaching and learning strategies to maximise impact on student learning.

Collaboratively plan with colleagues, students and parents.

Identify and actively engage in targeted professional learning and embed evidence based and reflective practices.

Parents/Carers

Build and articulate a shared partnership with staff to meet identified learning, engagement and well-being needs to achieve short and long term goals.

Leaders

Continue processes to support evaluation of programs based on best practice and student outcomes.

Model a culture of learning, inclusiveness and high expectation.

Processes

Visible learning

Develop student capacity as independent, self regulated learners through the implementation and evaluation of evidenced based practices.

Literacy and numeracy

Build staff capacity to explicitly teach literacy and numeracy using assessment data to inform teaching and learning programs that meet the needs of all students.

Assessment and feedback

Develop staff capacity to use a range of assessment strategies and effective feedback to students to monitor and target student learning progress effectively.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

Evaluation of teaching and learning programs

Classroom observations

Student work samples

Analysis of school based data.

Kids/People Matter surveys.

Syllabus Success data and PLAN.

NAPLAN data

School and student recognition of

Practices and Products

Practices

Teachers will systematically use assessment data and feedback to monitor student progress and reflect on teacher/program effectiveness.

Teachers undertake targeted professional learning and employ evidence based effective teaching strategies with a focus on Literacy and Numeracy.

Communication of explicit and high expectations through use of learning intentions, success criteria and quality assessment and feedback. Students use strategies to articulate and reflect on their own learning.

Products

Systems are in place to collect reliable assessment information and student feedback to evaluate student learning which in turn informs teaching practice leading to measurable improvement.

Professional learning will be targeted to student need and evidence based practice. Programs will be monitored and evaluated for effectiveness and measured by student improvement in Literacy and numeracy.

Teaching/Learning programs embed strategies to enable students to reflect on and articulate learning progress.

Strategic Direction 1: Teaching and Learning

Processes
achievement of learning goals.

Strategic Direction 2: Learning partnerships

Purpose

To continue and establish effective partnerships within Leading and Learning Hubs to improve quality of teaching and learning opportunities for students.

To enhance community partnerships through shared projects and use of technology.

Students will be challenged in a collaborative dynamic and innovative culture focused on problem solving and critical and creative thinking within a future focussed learning environment.

Improvement Measures

Increased collaboration and professional learning to improve student outcomes.

Increased communication with school community via regular newsletters, website and social media.

Increased use of school resources to access learning opportunities for students utilising technology and community partnerships, evidenced by student and community engagement and evaluation of programs.

People

Students

Engage students in programs and learning opportunities to develop resilience, confidence, social intelligence and creative and critical thinking.

Staff

Seek opportunities for learning for both students and staff. Be willing to implement new and varied programs.

Communicate expectations and information about student learning/well-being to parents.

Leaders

Communicate high expectations of students and staff. Foster a positive and visible learning culture. Evaluate community partnerships.

Parents/Carers

Encouraged to partner with school to strengthen student learning and engagement and well-being.

Community Partners

Strengthen learning alliances with our school to deliver and support programs and implement innovative initiatives.

Processes

Collaboration

To create jointly planned professional learning activities for staff and collaboration across networks and within hub schools focussing on student need.

School community partnerships

To source and implement a diverse range of learning opportunities utilising community partnerships to support student engagement, learning and well-being.

Learning culture

Consult and communicate with parents and wider community regarding high expectations, learning culture and changes in the learning environment.

Future focussed learning.

Collaboratively, investigate, identify and implement learning opportunities which will develop student capacity to think critically and creatively.

Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and evaluating impact of community partnerships and its effect on student engagement and learning. Progress will be evidenced by:

- Learning and leading hub minutes.
- data from student/parent surveys
- community involvement in school based projects.
- self assessment SEF SAS

Practices and Products

Practices

Professional dialogue and engagement within learning hubs to improve staff capacity and improve student outcomes.

Source learning opportunities for students by developing local and wider partnerships to support student engagement utilising technology and external expertise.

Responsive partnership with parents and wider community members to support student and staff learning and well-being.

Products

Collaborative partnerships within Leading and Learning hubs, Small Schools networks and other valuable learning communities with a focus on continuous improvement.

Students engage in a diverse range of learning experiences and utilise community resources and partnerships to overcome isolation.

Sustained high levels of satisfaction for all stakeholders for school learning culture, communication and environment.

Strategic Direction 2: Learning partnerships

Processes

- evaluation of co-curricular activities.
- Attendance at school events.
- P&C feedback
- data on engagement on social media.