

Strategic Improvement Plan 2021-2024

Martins Creek Public School 2493



School vision and context

School vision statement

Martins Creek Public School provides a dynamic, innovative and personal education that develops the whole child. Our inclusive teaching and learning programs are underpinned by professionalism, integrity and the principle of life-long learning.

Martins Creek PS is a small school with a big heart. We have high expectations of ourselves and our community. Our mission is to grow- academically, socially and physically- and transform Martins Creek PS into a local community hub and focal point for families in our district.

Every student is known, valued and cared for.

Attitude Determines Altitude.

School context

Martins Creek Public School is a picturesque small country school situated on Worimi land 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 teaching and learning program our students are given the opportunity to achieve their best in a rich educational environment.

Our school focuses on promoting student engagement through the effective use of modern pedagogy, engagement and technology to meet the needs of 21st Century learners in all aspects of the curriculum, particularly literacy and numeracy. Martins Creek PS attracts a high level of resources, both in support services and finances, that are directed to our teaching and learning programs and enable our pursuit of educational excellence.

We offer an outstanding education with highly skilled staff, including a range of specialists, support teachers and School Learning Support Officers. Our school provides a well-balanced curriculum that is engaging and motivating, with practical connections to allow children to thrive. We value educational sustainability, equity and diversity, fostering interconnections with all stakeholders, particularly our parents/carers, P&C, community groups and Youyoong AECG. All stakeholders are invested in our school and support a progressive educational approach with children invested and driving their learning pathways.

In our school, every student is known, valued and cared for. Martins Creek students develop a sense of citizenship within a rural community as a result of learning about, caring for and enhancing our beautiful natural surrounds. They experience positive interactions with community members, local service groups, the Hunter Principals Network and collaboration with other small schools in the area.

Our 2020 Situational Analysis sought information from all stakeholders and generated our three Strategic Directions of: Student Growth & Attainment; Curriculum & Pedagogy and Wellbeing. We tailor our teaching and learning programs at student point of need to maximise student achievement and consolidate individual learning, social and emotional goals. We are constantly evaluating, analysing and refining our pedagogical and assessment practices to ensure that our community's high expectations are met and that student opportunities are maximised.

We celebrate diversity, with our student population including a range of abilities and strong representation of Aboriginal students. We pride ourselves on providing opportunities for students to develop socially, emotionally, academically, physically, spiritually and creatively.

Attitude Determines Altitude

Strategic Direction 1: Student growth and attainment

Purpose

All stakeholders work collectively to ensure that every student accesses the curriculum to reach their potential.

Improvement measures

Target year: 2021

100% of students to be accessing the curriculum and actively engaged in their learning.

Target year: 2022

Aboriginal Student Achievement: Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system negotiated target.

Target year: 2023

There will be an upward trend from the lower-bound target in expected growth for Numeracy and Reading.

Initiatives

Assessment & Data

- Student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions
- Collection of appropriate data and analysis of internal and external assessments
- Implement effective Teacher Professional Learning
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence

Teaching and Learning Programs

- Develop inclusive, differentiated and effective teaching and learning programs for all students
- Refine processes for Personal Support Learning Plans
- Develop authentic Personal Learning Pathways
- Embed process and procedures for students with disabilities

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- Differentiation and Inclusion forming the basis of all teacher programs.
- Observe teachers and students using relevant formative assessment strategies consistently to inform their practice.
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data, using it collaboratively to inform planning, identify interventions and modify teaching practice.
- Teachers respond to trends in student achievement at individual, group and whole school levels.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- The school offers an inclusive curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

Evaluation plan for this strategic direction

Questions:

- Has every child shown improvement?
- Does our internal data show growth?
- Are Individual Education Plans used effectively to drive growth for identified children?

Data:

- Internal summative assessment
- Formative assessment data
- Student work samples
- Teacher Reflections and observations

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- School programming and assessments scheduled

Analysis:

Analyse the data to inform decisions based on DoE and school targets to determine whether we have achieved our purpose.

Implications:

What will our future directions and targets be to continue to drive student growth?

Strategic Direction 2: Curriculum and Pedagogy

Purpose

Implementation of consistent, inclusive K-6 teaching and learning programs, as well as appropriate Teacher Professional Learning to support student growth.

Improvement measures

Target year: 2021

Consistently and effectively use Inclusive Programs for all KLAs K-6.

Target year: 2021

Consistent staff implementation of *What Works Best* strategies, emphasising inclusion, differentiation and implementation of appropriate assessment strategies and explicit teaching.

Initiatives

School Planning

Development of Special Ed programs for all KLAs that maintain consistency across grades and a continuum of learning.

Facilitate, trial, implement and embed differentiated syllabuses that reflect NESA guidelines.

Staff analyse practice based on SEF measures to plan future activities.

Refinement of teaching practice to ensure we are meeting NESA Requirements

Teachers are providing students with appropriate modelled, guided and independent learning opportunities in all curriculum areas.

Success criteria for this strategic direction

Staff implementing Inclusive T&L consistently in classroom..

Staff able to utilise the SEF to form an accurate judgment on effective school processes and what to do to improve.

Review of whole school policies and procedures implementation to support day-to-day operation of the school and promote service delivery to the community.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

Evaluation plan for this strategic direction

The school community have high expectations and commitment that all students make learning progress.

The school's curriculum and teaching practices meet the changing needs of the students.

Teachers differentiate curriculum delivery to meet the needs of the students.

Teachers routinely use evidence of student learning, both formative and summative, to inform their teaching, adapt their practice and meet the learning needs of the students.

100% of teachers are skilled at using explicit teaching techniques.

The school will use the following data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic direction:

* NAPLAN data

* Scout data

Strategic Direction 2: Curriculum and Pedagogy

Evaluation plan for this strategic direction

- * student work samples
- * Literacy and numeracy PLAN2 data
- * PLPs
- * SEF SaS

The evaluation plan will involve:

- * regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- * regular professional discussion around the School Excellence Framework elements and themes
- * executive team and whole staff reflective sessions

Strategic Direction 3: Wellbeing

Purpose

Ensuring high expectations of student engagement is generated and maintained to support the wellbeing and growth of every student.

Improvement measures

Target year: 2021

100% of students engaged in learning and positive about their school environment.

Target year: 2022

There will be an upward trend from the lower bound targets for Attendance.

Initiatives

Wellbeing

- Establish and embed whole school policies, processes and procedures
 - Develop and maintain high expectations
 - Maintain Hunter Principal Network relationships to aid transition, cultural programs and sporting events
 - Increase parent and community input to drive student emotional and academic success
 - Collect and monitor consistent data for whole and partial day absences
 - Implementation of DoE attendance policies
 - Communicate with parents, community and learning partners
-

Success criteria for this strategic direction

- Development and implementation of MCPS Wellbeing policy, encompassing:
 - Effective analysis and use of data from all stakeholders to monitor and refine a whole school approach to wellbeing, attendance and engagement to improve learning.
 - Positive, respectful relationships are evident between students and staff across the school.
 - Expectations of behaviour are developed with all stakeholders to ensure an effective environment for learning.
- Martins Creek PS is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Questions:

- Are all stakeholders invested in improving the wellbeing of students? Has the school developed consistent procedures for an inclusive learning environment? Have we built a culture that promotes student wellbeing?

Data:

- TTFM Survey
- Anecdotal records and observations
- Teacher observations

Analysis:

Analysing the culture and measures within the school to determine improvements in wellbeing and maintenance of high attendance figures

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic direction:

- * NAPLAN data
- * Scout data
- * Student work samples
- * Literacy and numeracy PLAN2 data
- * PLPs
- * SEF SaS

Implications:

How do we continue to grow strong and positive wellbeing within the school environment?