School Plan 2015 – 2017

4454
School vision statement: (Created in consultation with school community October - November 2014)

Marra Creek Public School aims to provide every child with a high quality education through caring and collaborative partnerships with staff, students, parents and the community. Students will participate in engaging, enjoyable learning experiences, while endeavouring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide social, academic and professional learning opportunities for staff, parents and students.

School context:

Marra Creek Public School is on the periphery of the Macquarie Marshes, is in the Warren Shire and belongs 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. 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 (2015) the school has an enrolment of 5 students. Marra Creek Public School benefits from Equity funding, which is used to support students in all key learning areas.

School planning processes/diary
In Term 3, Week 3, 2014, the school sought the opinions of the school community about the school in terms of Community Engagement.

In Term 3 Week 4 - All families returned surveys, all indicating they are satisfied with community engagement. The survey results showed that the school community were satisfied with the school’s local community engagement.

Review of 2012-2014 School plan

School community indicated that even though MCPS engages well with the community, it was suggested that people in the community with specialised skills could be used more effectively. Eg. Students and scientists that are around studying the Macquarie Marshes. Engagement with the wider community was also discussed. The fact that our school is isolated and students don’t miss out because of our location.

14th November 2014 Nyngan meeting with Mr C Renneberg. Worked with other small school principals to edit current draft of SMP, found this quite tricky as many people with input and going around in circles at times with wording.

January – school vision added to SMP

12th - 14th January – worked on 5Ps and 2015 milestones for each SDD, aiming to have SMP draft ready to share with community early Term 1 to critique and edit appropriately.

**Principal approval:** Marnie Hibbins
NSW, Department of Education and Training
Strategic directions 2015-2017

Strategic direction 1
Student learning

Purpose of Strategic direction 1
To develop and implement a challenging and inclusive curriculum that enables students to be effective 21st Century global citizens.

To improve student learning experiences resulting in the students' increased ability to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

Strategic direction 2
Professional Practice

Purpose of Strategic direction 2
To ensure professional practice is constantly adapted and evaluated to meet the needs of all students through collaboration, targeted professional learning and school implementation.

To improve organisational practices to support improvement in students learning.

Strategic direction 3
School Community Engagement

Purpose of Strategic direction 3
To establish more effective partnerships with the local and wider community.

To ensure students have access to and participate in a diverse range of learning experiences, locally, nationally and globally.
Strategic Direction 1: Student Learning

**Purpose**
Why do we need this particular strategic direction and why is it important?

To develop and implement a challenging and inclusive curriculum that enables students to be effective 21st Century global citizens.

To improve student learning experiences resulting in the students’ increased ability to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

**People**
How do we develop the capabilities of our people to bring about transformation?

**Students:** Develop student understanding of learning and why it is important to be a lifelong learner.

**Staff:** Develop teaching capacity through professional learning to improve their knowledge, skills and understandings of assessment data to deliver programs for improved student outcomes.

**Parents:** Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in classroom/school parent information sessions.

**Community partners:** External organisations or agencies work collaboratively with the school to enrich and extend curriculum programs.

**Processes**
How do we do it and how will we know?

1. **Quality Teaching and Assessment**
   To develop staff capacity through professional learning of the literacy and numeracy continuums and implement quality assessment opportunities for all students through PLP, continuum meetings and relevant classroom assessment.

2. **Creating Passionate Learners**
   To sustain and develop programs in all Key Learning Areas with Literacy and Numeracy embedded in content.

3. **Providing Quality Curriculum**
   To ensure all students have the opportunity to participate in meaningful teaching and learning that meet current DEC and BOSTES requirements.

**Evaluation Plan:**
Student progression monitored each term through ongoing school based assessment and PLAN.

**Products and Practices**
What is achieved and how do we measure?

**Products**
Sustain or increase percentage of students reaching expected reading benchmarks in the K-2 at 90%.

Students to achieve at least one Personalised Learning Plan Goals. (PLP)

K-2 students to improve two cluster markers, Year 3-6 primary students one cluster marker on the literacy and numeracy continuums by the end of each year.

**Practices**
Staff usage of PLAN and benchmarking is embedded in planning and delivery.

Teaching programs reviewed through the Performance Development Framework.

Learning adjustments are reflected in modified teaching programs and support student progress in achieving outcomes.

**Improvement Measures**
90% of students reaching expected benchmark by the end of the year.

Students to achieve at least one PLP goal per term.

K-2 students improve 2 cluster markers. 3-6 improve 1 cluster marker on the Literacy and Numeracy continuums.
Strategic Direction 2: Professional Practice

Purpose

Why do we need this particular strategic direction and why is it important?

To ensure professional practice is constantly adapted and evaluated to meet the needs of all students through collaboration, targeted professional learning and school implementation.

To improve organisational practices to support improvement in students learning.

People

How do we develop capabilities of our people to bring about transformation?

Staff: Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students.

Parents: Build a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.

Processes

How do we do it and how will we know?

1. Effective Pedagogical Practices

Professional development for staff to: increase knowledge of the teaching standards; develop deep knowledge of assessment practices and all syllabus documents; and increase understanding of and skills in The Quality Teaching Framework.

2. Effective Assessment Practices

Ongoing staff PL for the use of Literacy and Numeracy continuums, the use of PLAN and Quality Teaching Framework.

3. Effective Management Practices

Ongoing Professional development to increase knowledge of and implement School Excellence Framework and Quality Teaching Framework.

Evaluation plan:

Regular meetings with staff to determine professional learning needs with formal and informal classroom observations.

Tracking of staff attendance at Professional Learning events and evidence of professional learning embedded in classroom practice, with regular collegial professional sharing sessions timetabled and evident.

Products and Practices

What is achieved and how do we know?

Product

A common understanding of all current new curriculum documents across the Western Plains Small Schools Network. Policies, procedures and practices reviewed annually or when necessary

Staff develop strategic personal professional learning plan using the Performance Development Framework including accreditation.

What are our newly embedded practices and how do they help achieve Strategic Direction 2?

Practices

Professional learning across the Western Plains Small Schools network supporting quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; and NSW syllabus for Australian curriculum.

Regular professional learning activities occurring which are aligned to school learning goals.

Collaboratively planned units of work incorporating shared assessment strategies.

Teaching staff use an evidence based approach to choosing teaching and learning strategies.

Improvement Measures

Staff develop a strategic personal learning plan using the Performance Development Framework.

Ongoing PL to develop effective use of PLAN.

PL development to increase staff knowledge and implementation of Australian Curriculum document.
Strategic Direction 3: School Community Engagement

**Purpose**

Why do we need this particular strategic direction and why is it important?

To establish more effective partnerships with the local and wider community.

To ensure students have access to and participate in a diverse range of learning experiences, locally, nationally and globally.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Engage students in student welfare programs, to improve and further develop emotional resilience, social intelligence, confidence and proactive leadership behaviours.

**Staff:** Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

**Parents:** Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

**Community partners:** Strengthen learning alliances within and beyond our school to support school programs including; Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.

**Improvement Measures**

Improved communication with community via School newsletters, and MCPS web page.

Engage and utilise community members and organisations with particular skills in teaching and learning activities.

Regular participation in NHS transition to High School Program.

**Processes**

How do we do it and how will we know?

1. **Student Engagement** To create opportunities for all students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promotes learning; engagement; and wellbeing in and out of their local community.

2. **Participation and Community Learning** - To maintain effective communication and participation while better utilising community based skills in learning opportunities.

3. **Western Plains Small Schools** - To create jointly planned professional learning activities for staff, students and parents across the network.

**Evaluation:**

Annual school survey measurement of school culture; environment; and satisfaction levels.

There is evidence that the school’s learning community partnerships are being successfully implemented, adequately resourced and are sustainable.

Participation in extra curricula activities.

**Products**

Sustained involvement of parents and community members at school events e.g. P&C meetings, PLP meetings, assemblies.

Utilise skills of community members in teaching and learning activities.

Increased student involvement in leadership opportunities.

**Products and Practices**

What is achieved and how will we know?

**What are our newly embedded practices and how do they help achieve Strategic Direction 3?**

**Practices**

The school collects evidence regularly to evaluate whether partnerships are having their intended impact in improving student achievement and/or wellbeing.

Regular combined Western Plains Small Schools Network professional learning and capacity building meetings and networks for leaders, students, teachers and parents.

Regular participation in the quality Year 6 middle school program with Nyngan High School.