### School vision statement

At Martins Creek Public School, our vision is to develop and encourage well balanced, 21st century learners. We aim to lay the foundation for our students to develop into conscientious and responsible citizens.

This takes place in a supportive and stimulating environment. Our students are guided and encouraged to reach their own potential.

We strive to provide a stable educational foundation where community values are encouraged and modelled.

We endeavour to foster an inclusive attitude in all students, encouraging acceptance and respect for all members of the school community. Students are encouraged to be confident and self-regulating and are guided in appropriate and empathetic interpersonal skills.

### School context

Martins Creek Public School is a picturesque small country school situated 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 program our students are given many opportunities to achieve their best in a stimulating and supportive environment.

The school focuses on promoting student engagement through the effective use of technology in meeting the needs of the 21st century learner in all aspects of the curriculum particularly in literacy and numeracy.

Students develop a sense of citizenship within a rural community as a result of interaction with community members, service groups and students from other small schools in the area.

### School planning process

Planning at Martins Creek Public School is a collaborative effort between Principal, staff, P&C, parents and community.

Analysis of 2012-2014 School Plan, 2014 Annual School Report and academic results, coupled with consideration of our current situation is the basis for planning for 2015. Data such as L3 assessment, NAPLAN and school based assessments informs our future education focus.

Team teaching, planning and programming facilitates evaluation where the expertise and skills of all members of staff ensure a cohesive educational direction.

Each strategic direction has been analysed using the SP planning process.

Input was sought from staff and community members and incorporated into the plan.
School strategic directions 2015-17

Purpose:
In accordance with the Public Schools NSW School Excellence Framework, we aim to facilitate the consistent improvement of student outcomes and the pursuit of excellence through innovative implementation of the latest pedagogies.

Purpose:
To provide teachers with ongoing professional, research-based learning and opportunities for collaborative skills development, in line with The Quality Teaching Framework with a focus on Dimension 1: Intellectual Quality.

Purpose:
To continue to build on and deepen our existing commitment to Every Student, Every School Learning and Engagement principles as a school strength.

STRATEGIC DIRECTION 1
Enhancing the quality of student learning and outcomes

STRATEGIC DIRECTION 2
Maintain high level of Professional practice and Quality Teaching

STRATEGIC DIRECTION 3
Consolidate and improve existing support of students with special needs
**Strategic Direction 1: Enhancing the quality of student learning and outcomes.**

### Purpose

In accordance with the Public Schools NSW School Excellence Framework, we aim to facilitate the consistent improvement of student outcomes and the pursuit of excellence through innovative implementation of the latest pedagogies.

### People

**Students:**
- Students enjoy quality teaching resources including specialist subject teachers.
- Articulating expectations to students and encouraging self-motivation.
- Stimulating our gifted and talented students with collaborative on-line learning experiences.

**Staff:**
- Ensuring staff have access to quality professional learning (continuum familiarisation, L3 and Focus on Reading training).
- Use of team teaching to ensure continuity of programs.

**Parents:**
- Embed and sustain participation of parents in classroom activities.
- Utilise the unique skills and experiences of new parents.
- Inform parents about new Literacy initiatives.

**Community:**
- Ensure our school community is kept informed and given opportunities to support our educational programs.

### Processes

**Focus on Student Literacy**
- Continue to embed L3 program for early childhood success.
- Develop and embed Focus on Reading 3-6.
- Apply the strategies from L3 and FOR in our shared learning intentions and student understanding of progressions.

**Assessment and Evaluation**
- Regular 5 weekly meetings to collaborate on student assessment and learning as well as strategic planning.

**Rural and Remote Education Network**
- Network via Rural and Remote Education Network GATS and systems leadership - Dungog and District Community of Schools, facilitating inter-school educational experiences for teachers and students, using online facilities where available.

### Products and Practices

**Products:**
- Continued student improvement in measurable results from internal and external sources. Target is for students to move up one step on Literacy continuum per year.
- Focused assessment and evaluation is happening every 5 weeks.
- Students to engage in each semester with Rural and Remote Education Network programs and improve online collaboration skills.

**Practices:**
- Ongoing assessment of students’ progress, including self-evaluation, informs future direction of learning practices.
- Student will consolidate collaborative learning habits and abilities and be able apply these to other areas of learning.
- Regular meaningful and purposeful liaison with Network Schools – staff and students.

### Improvement Measures

- Continued student improvement in measurable results from internal and external sources. At start of Term 1 2015 for focal area of Writing 100% Stage 3 students were working at Cluster 11 on the continuum, 100% Stage 2-Cluster 9, 50% Stage 1- Cluster 4, 25% Stage 1- Cluster 2, SEN student-Cluster 1. Target is for students to move up one step on Literacy continuum per year.
- Collaborative, focused assessment and evaluation to happen every 5 weeks. In 2014 learning reviews occurred termly.
- Students to engage in each semester with Rural and Remote Education Network programs and improve online collaboration skills, following the success of Stage 3 project in 2014.
**Strategic Direction 2: Maintain high level of Professional practice and Quality Teaching**

**Purpose**
To provide teachers with ongoing professional, research-based learning and opportunities for collaborative skills development, in line with The Quality Teaching Framework with a focus on Dimension 1: Intellectual Quality.

**People**
- **Students:**
  - Will provide a measure by which the effectiveness of Quality Teaching can be assessed.
  - Students need to be made aware of Quality Teaching elements.
- **Staff:**
  - All staff to become familiar with Quality Teaching Framework
  - Engage in peer lesson evaluations termly.
  - Allocated time for staff to gain familiarisation with new syllabi and curriculum initiatives.
- **Parents:**
  - Parents kept informed of QT emphasis in newsletters and conversations.
- **Community:**
  - Draw on the resources of our Local School Network for collaborative professional learning opportunities on QT.

**Processes**
- Through use of The Quality Teaching Framework for Teachers, facilitate self and peer evaluation to enhance teaching effectiveness.
- Instructional Rounds project to engage in collaborative learning process on latest pedagogies.

**Products and Practices**
- **Products:**
  - Teaching staff are conversant with Dimension 1 of Quality Teaching Framework.
  - Lesson plans and delivery include the elements of Deep Knowledge, Deep Understanding, Problematic Knowledge, Higher-Order Thinking, Meta-language and Substantive Communication.
  - Using the QT Coding Scale see progress in students' demonstration of Intellectual Quality.
- **Practices:**
  - At half-termly meetings, include a workshop on an element of Dimension 1.
  - Staff gather evidence or experience of teaching with emphasis on the chosen element and share with colleagues at half-termly meetings.
  - Assessments of learning include a review of evidence relating to Intellectual Quality e.g. evaluating work samples, presentations, self-evaluations and questioning.

**Improvement Measures**
- Teaching staff are conversant with Dimension 1 of Quality Teaching Framework. 50% staff had previous experience with QT at start of 2015.
- Lesson plans and delivery include the elements of Deep Knowledge, Deep Understanding, Problematic Knowledge, Higher-Order Thinking, Meta-language and Substantive Communication. At the start of 2015 Teaching Principal was using the concepts.
- Using the QT Coding Scale, see progress in students’ demonstration of Intellectual Quality. At start of 2015 our teachers were working between Code 2 and 3 for Intellectual Quality.
**Strategic Direction 3: Consolidate and improve existing support of students with special needs.**

**Purpose**

To continue to build on and deepen our existing commitment to Every Student, Every School Learning and Engagement principles as a school strength.

**People**

- **Students:**
  - Ensure each of our students is accessing high-quality education, regardless of disability, learning difficulties or behaviour issues.

- **Staff:**
  - Upskill and keep up-to-date with research-based strategies for teaching SEN students.
  - Involved in accurately identifying individual student’s strengths and needs.

- **Parents:**
  - Kept informed in order to maintain positive support for SEN programs and outlook.

- **Specialist Consultants:**
  - Arrange for consultants to provide professional advice on a regular basis – at least termly.
  - Facilitate feedback between carers/parents, staff and other involved professionals relating to IEPs.
  - Seek specialist resources and advice as required.

- **Community:**
  - Increase awareness of the inclusive nature of our school through newsletters and local media.
  - Provide opportunities for visitors to positively engage with all students.

**Processes**

- Regular planning and programming with SLSO that targets key component of SEN students IEPs.
- Research project on recent IEP adjustment effectiveness – all staff to gather data and evidence as the base for IEP review.
- Share IEP goals and monitoring system with all staff involved in teaching SEN students.

**Products and Practices**

- **Products:**
  - Implement advice from specialist consultants on new ways for SEN students to access all parts of the curriculum each day.
  - Ensure all lesson plans and delivery include adjustments and adaptations that are engaging and relevant to students’ IEPs

- **Practices:**
  - Organise resourcing of new materials advised by specialist consultants regarding SEN student
  - Build in best practice strategies to lesson plans to enable SEN students to consolidate academic and social skills
  - Effective systems in place for ongoing collection of data to inform future planning.
  - Ongoing evaluation of data to facilitate effective adjustments
  - Regular productive meetings to respond to identified needs.
  - A culture of understanding, support and empathy for SEN students is promoted.

**Improvement Measures**

- Implement advice from specialist consultants on new ways for SEN students to access all parts of the curriculum each day. At start of 2015 strategies included visual and tactile aids, visual diaries, social stories, modelling and buddy activities.
- Ensure all lesson plans and delivery include adjustments and adaptations that are engaging and relevant to students’ IEPs. At the start of 2015, all lessons contained SEN adjustments but we are working towards improving evaluation and impact-judgements through gathering evidence and regular monitoring and review meetings.