

School plan 2015 – 2017

Marulan Public School





School vision statement

Marulan Public School provides a stable environment that has high expectations of all individuals in our school community,
All students are supported emotionally, physically and academically to achieve their best in a safe and caring community environment.

School context

Marulan Public School is a small rural school with 100 students and 4-5 teaching staff including a teaching principal. Students come from the village of Marulan and surrounding properties. The school has a strong emphasis on community participation and shared values. There is a strong music and performing arts tradition and a reputation for significant success in sport. There are programs in place to support students with learning needs and to extend and challenge individuals who demonstrate particular interests and aptitudes.
Marulan Public School has strong relationships with the Goulburn Community of Public Schools and the Southern Tablelands Small Schools Group.

School planning process

The planning process began with a meeting of students, staff and parents early in 2015. At this meeting, the priorities and values of the community were established and the three Strategic Directions were written. A small committee of interested stakeholders was established to work on the detail of the 5Ps. The group consisted of
Marianne Powles – Principal
Elizabeth Davidson - Assistant Principal
Raelene Hage - Classroom Teacher and Parent
Leisha Cox-Barlow - P&C President
Matilda Berrell, Darcey Berrell, Bridget Latham – Students

After a draft plan was completed, it was shared with the whole community for feedback before being published.



STRATEGIC DIRECTION 1

Developing inclusive programs through which all students are engaged and motivated to enjoy learning in a safe, respectful and responsible environment.

Purpose:

To give all students a strong sense of belonging and opportunities to contribute in the school community. Students learn as individuals with their strengths and needs recognised, and the understanding that they and others have the right to learn.
To give all students opportunities to become:

- successful learners
- confident and creative individuals
- active and informed citizens,

according to the principles of the *Melbourne Declaration on Educational Goals for Young Australians*.

STRATEGIC DIRECTION 2

Valuing all staff and building a school culture that acknowledges contribution, builds capacity and promotes high expectations.

Purpose:

To enhance student outcomes by developing the skills, attitudes, motivation and practices of the staff. When the staff work together with high expectations and a shared understanding of goals we will all learn and prosper. In line with the *Great Teaching Inspired Learning* reform, teachers need to be 'developed, supported and rewarded to create the inspired learning that will develop lifelong capacities in students. Teachers need the capabilities to collaborate with and learn from others, assess their own practice and respond to feedback, and leverage technology to improve student learning.'

STRATEGIC DIRECTION 3

Building reciprocal relationships with the community by involving community members and incorporating community values in school programs.

Purpose:

To create a safe and supportive environment for students by building a strong and cohesive community, within and beyond the school gates. The community is invested in the school and the students care about the community and town.
As the *Local Schools, Local Decisions* reform states: 'Strong partnerships between the school, its teachers and the parent community make a positive contribution to student learning. With increased local decision making in schools, the significance of parent and community engagement will also increase.'

Strategic Direction 1: Developing inclusive programs through which all students are engaged and motivated to enjoy learning in a safe, respectful and responsible environment.

Purpose

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

To give all students a strong sense of belonging and opportunities to contribute in the school community. Students learn as individuals with their strengths and needs recognised, and the understanding that they themselves and others have the right to learn.

To give all students opportunities to become:

- successful learners
- confident and creative individuals
- active and informed citizens, according to the principles of the Melbourne Declaration.

Improvement Measures

- ❖ Improvements in literacy and numeracy attainment as demonstrated by PLAN data, SMART Data and school based assessment
- ❖ Increase in school enrolments and attendance
- ❖ Increased progress for students with high support needs as measured using PLAST data
- ❖ Increased progress towards individual learning goals informed by Personal Learning Plans for all Aboriginal Students

People

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

Students: Develop an awareness of learning needs and the ability to communicate with teachers. Work hard as independent and collaborative learners.

Staff: Differentiate programs and provide opportunities for a wide variety of learning styles, through continuous assessment and review.

Parents/Carers: Support the school, support the students in their learning and communicate openly and positively with the school about programs and opportunities.

Community Partners: Form partnerships with the school to improve opportunities for the students.

Leaders: Allocate resources with the needs of the children at the centre of all decisions. Ensure all programs are consistently and collaboratively implemented for student success.

Processes

How do we do it and how will we know?

- Positive Behaviour for Learning systems refined to maximise student engagement with learning and opportunities for all students.
- Implementation of Language, Learning and Literacy (L3) program in Early Stage 1 and Stage 1 to ensure literacy learning is consistent with research based best practice.
- Implementation of TEN program in Early Stage 1 and Stage 1 to ensure numeracy learning is consistent and provides opportunities for all learners.
- Focus on Reading implemented across 3-6 to build comprehension skills and develop critical thinking skills.
- Participation in CAPA programs at school and beyond including Wakakirri, Schools Spectacular, Choral Festival, GCOPS concert and Southern Stars.
- Participation in challenging sport and physical education opportunities at school and through the PSSA
- Gifted and Talented students provided with opportunities in

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Improvements in literacy attainment as demonstrated by PLAN data, SMART Data and school based assessment.

Product:

- ❖ Improvements in numeracy attainment as demonstrated by PLAN data, SMART Data and school based assessment.

Product:

- ❖ Raised expectations of and for middle achieving students in literacy and numeracy (moving the middle to the top).

Product:

- ❖ Increase in school enrolments and attendance.

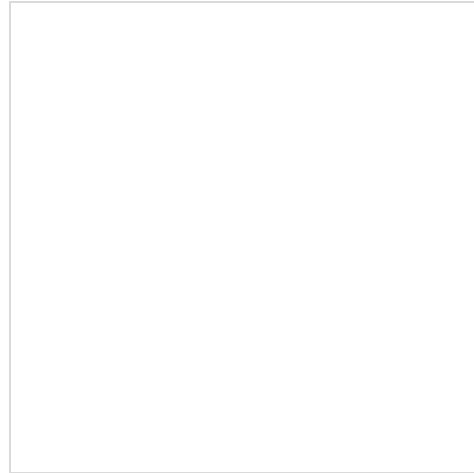
Product:

- ❖ Improvements in classroom and playground behaviour measured by whole school PBL data.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Consistent assessment and recording of progress in literacy and numeracy using PLAN software.



public speaking, debating, robotics, creative writing and mathematical problem solving through local and virtual school networks.

Evaluation Plan

Students are regularly asked to evaluate their own learning, formally and informally.

Staff regularly assess student learning and record progress using PLAN software.

Parents are asked to formally and informally evaluate the impact of school programs on student learning.

Practice:

- Systematic analysis of PLAN and SMART data to inform whole school planning.

Strategic Direction 2: Valuing all staff and building a school culture that acknowledges contribution, builds capacity and promotes high expectations.

Purpose

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

To enhance student outcomes by developing the skills, attitudes, motivation and practices of the staff. When the staff work together with high expectations and a shared understanding of goals we will all learn and prosper.

In line with the *Great Teaching Inspired Learning* reform, teachers need to be 'developed, supported and rewarded to create the inspired learning that will develop lifelong capacities in students. Teachers need the capabilities to collaborate with and learn from others, assess their own practice and respond to feedback, and leverage technology to improve student learning.'

Improvement Measures

- ❖ All teachers becoming accredited with a high proportion accredited at Highly Accomplished level
- ❖ Quality Teaching principles and research based best practice visibly embedded in all classrooms

People

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

Students: When teachers are providing engaging learning opportunities, students will maintain a positive attitude to learning.

Staff: Working collaboratively, staff identify student needs and build programs around individual learning.

Parents/Carers: In partnership with staff, keep lines of communication open and share information about things that may affect student wellbeing.

Leaders: Support staff through formal and informal professional learning and providing opportunities to learn from and with other teachers.

Processes

How do we do it and how will we know?

- Learning and Support Team strengthened to target individual student needs.
- Professional Learning in behaviour management, Autism Spectrum Disorders, Positive Behaviour for Learning, Dialogic Teaching, developing a kitchen garden program to focus teacher development on identified school needs.
- All teachers to work towards accreditation with AITSL with an emphasis on senior and experienced teachers seeking accreditation at accomplishment level.
- Regular staff visits to local schools and schools with very different contexts for professional learning and exchange of ideas.
- High level of support for beginning teachers through mentoring, team teaching, collaborative planning and programming and reciprocal visits.
- SASS staff professional learning focussed on providing support to maximise student engagement, learning and welfare.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ All teachers becoming accredited with with a high proportion accredited at Highly Accomplished level.

Product:

- ❖ Staff involved with professional networks (local and virtual) including GCOPS Teaching & Learning group, Beginning teacher network, Southern Tablelands Small Schools network.

Product:

- ❖ Formal relationship strengthened with universities for pre-service teacher training, action research and ongoing professional learning.

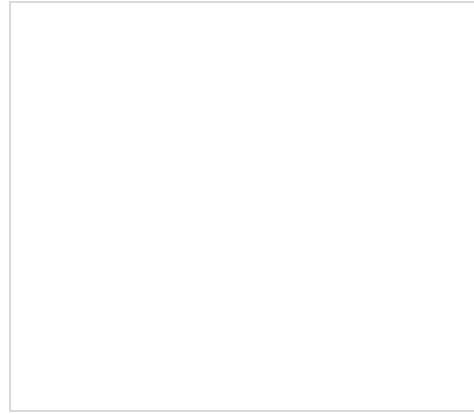
What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- ❖ Quality Teaching principles and research based best practice visibly embedded in all classrooms.

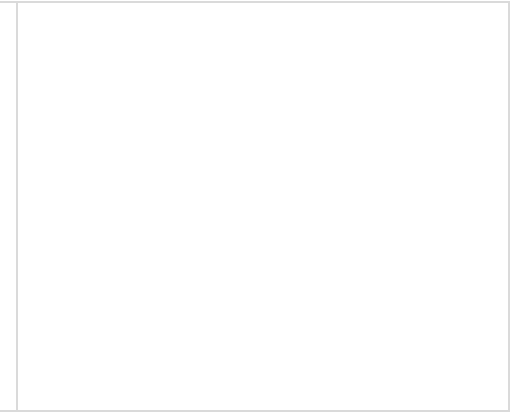
Practice:

- ❖ Collaboration and reciprocal teaching support evident across the school.



Evaluation Plan

Students are regularly asked to evaluate their own learning and school programs.
Staff regularly self-evaluate and share classroom practice with each other.
Parents are asked to formally and informally evaluate the impact of school programs on student learning.



Strategic Direction 3: Building reciprocal relationships with the community by involving community members and incorporating community values in school programs.

Purpose

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

To create a safe and supportive environment for students by building a strong and cohesive community, within and beyond the school gates. The community is invested in the school and the students care about the community and town.

As the *Local Schools, Local Decisions* reform states: 'Strong partnerships between the school, its teachers and the parent community make a positive contribution to student learning. With increased local decision making in schools, the significance of parent and community engagement will also increase.'

Improvement Measures

- ❖ Increased community participation in school events such as assemblies, grandparents' day, education week, mini fete.
- ❖ Increased student participation in community events such as Anzac Day, Australia Day, Christmas markets.
- ❖ Increase in positive community feedback about the school as measured through focus groups, surveys and informal discussion

People

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

Students: Represent the school with pride by being respectful, safe and responsible whenever our school emblem is displayed.

Staff: Actively build positive relationships with parents and the wider community. Have high expectations for themselves, the students and the school and work hard to meet them.

Parents/Carers: Remain informed and supportive of school initiatives and programs, actively promote the school in a positive light in the wider community.

Community Partners: Support school programs by sponsoring events and assisting the purchase of school resources and equipment and recognising student achievement within the school.

Leaders: Support and facilitate the communication and collaboration of all stakeholders.

Processes

How do we do it and how will we know?

- Open lines of communication between staff, students, leaders and the community.
- Systems in place to facilitate flexibility and provide opportunities for issues to be addressed and concerns to be heard quickly and transparently.
- Transparent policies and procedures open to scrutiny from members of the parent and wider community.
- Using a range of alternative communication strategies incorporating 21st Century technology.
- Active pursuit of parent and community input into school decisions. Regular parent morning teas and focus group meetings.
- Training and development of all staff and involvement of parents and community to become a *Stronger Smarter* school.

Evaluation Plan

Students are regularly asked to evaluate school culture, formally and informally.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Strengthened relationships between school and local preschools, youth group, and Lions club.

Product:

- ❖ Development of the Community Projects Room and establishment of after school care and supported playground.

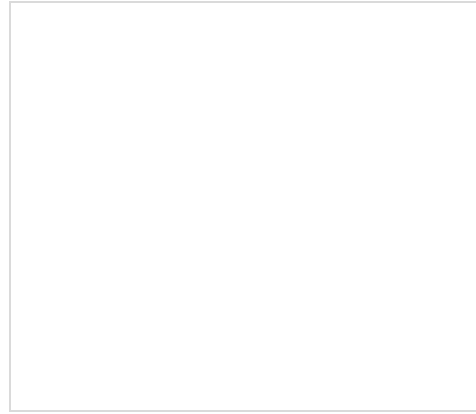
What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- ❖ Increased community participation in school events such as assemblies, grandparents' day, education week, mini fete.

Practice:

- ❖ Increased student participation in community events such as Anzac Day, Australia Day, Christmas markets.



Staff regularly seek feedback from parents.
Parents are asked to formally and informally evaluate the evolving school culture and community communication.

