School background 2015 - 2017

School vision statement

At Martin’s Gully Public School, we strive to provide our students with outstanding opportunities to learn in a caring, safe and stimulating environment. Our close partnership with parents and the school community provides clear channels of communication to support and provide optimal learning initiatives for students.

We believe our main purpose is LEARNING FOR ALL so that:

- all students are engaged as learners at their instructional level
- all students develop as literate, numerate, well informed and creative individuals
- all teachers are provided with quality professional learning and leadership opportunities.

The school’s motto Honour Before Honours encapsulates the high expectation of students and staff.

School context

Situated on the southern outskirts of Armidale, with a school population of approximately 170 students, Martins Gully enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy, and where children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. Martins Gully is a member of the Armidale Community of Public Schools working together to provide the best possible education for all students through extension programs and activities in literacy, numeracy, science, creative arts and sport. Our primary-secondary transition programs promote important links with our neighbouring high school. Martins Gully is well resourced and provides students access to the latest technologies. Students have access to computers, iPads, tablets and other wireless devices both in their classroom and via a computer lab. All classrooms have interactive whiteboards and innovative software contributing to quality teaching in every classroom. The school promotes its positive, family ethos through parent participation in their children's education and an active Parents and Citizens Association. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

School planning process

In 2014, a process was undertaken by the school to review current practices and collect evidence of student results, attendance and behaviour. The data was gained from students, staff, parents and the wider school community. The evidence was used to inform planning for this school plan as to develop achievable and workable targets for the school from 2015-2017. This process included a review of the strengths and perceptions of the school, and areas for development.

All stakeholders were consulted by:

- discussions based on strategic questioning
- feedback at P&C meetings
- anonymous whole school questionnaire
- anonymous student responses
- 1:1 questioning with parents.

As a result, three key strategic directions were identified as targets for our school. These are:

- Develop consistent, high quality educational practices
- Students succeed as learners and are recognised as responsible and respected citizens
- Staff leading innovative practice and connecting with others
Purpose:
To improve and build student learning through the development and delivery of consistent, high quality teaching practice.

Purpose:
To develop an approach which builds the capabilities of all students so that they are involved in planning and monitoring their own learning, personal development and social awareness.

Purpose:
To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement, and who make strong connections within and beyond the school.
**Strategic Direction 1: Consistent, outstanding quality educational practices**

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<td>To improve student learning and outcomes through the development and delivery of consistent, high quality teaching practice.</td>
<td><strong>Students:</strong> Levels of achievement will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals. <strong>Staff:</strong> Professional learning will build teacher capacity to improve student learning by differentiating the curriculum to meet the individual needs of students. Teachers to have an understanding of assessment and of learning. <strong>Parents:</strong> Engage in partnerships with the school to improve and support the quality of educational programs. <strong>Leaders:</strong> School executive are responsible for setting up structures for implementing curriculum change.</td>
<td><strong>Staff:</strong> Participate in a whole school approach to the implementation of the Maths, English, Science and History syllabuses with a focus on the teaching and learning cycle. This also incorporates a whole school approach to assessment and reporting. Teacher participate in combined professional learning as part of the CALLM alliance to share expertise and resources. <strong>Leaders:</strong> Provide all teachers with quality professional learning on the new Maths and English syllabuses. <strong>Evaluation plan:</strong> Teaching and learning programs will include units of work based on the Maths and English syllabuses and they will reflect the professional learning the school has engaged in. All teachers will be using a K-6 assessment schedule.</td>
<td><strong>Product</strong> Whole school scope and sequences for English and Maths implemented. Staged units of work written to meet new syllabus requirements in Maths, English, Science and History. All DEC assessment requirements completed – including a K-6 assessment schedule in Maths and English – linked to sound pedagogy and the teaching and learning cycle. <strong>Practices:</strong> Regular, quality professional learning with Drummond and Sandon Public Schools. Whole school approach to the teaching of Maths and English. Parents are provided with information sessions about current teaching practices and requirements in the Australian Curriculum. The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.</td>
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**Improvement Measures**
- All students in years 3 and 5 are achieving at or above state average in English and Maths in value added achievement in NAPLAN.
- Units of work have assessment informed pedagogical practice and this is evident throughout teaching and learning programs.
- Units of work demonstrate a thorough knowledge of curriculums.
### Strategic Direction 2: Students succeed as learners and are recognised as responsible and respected citizens

#### Purpose

To develop an approach which builds the capabilities of all students so that they are involved in planning and monitoring their own learning, personal development and social awareness. [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence]

#### People

| Students | Students are provided with high quality curriculum opportunities together with a strengthened welfare and discipline policy. Students understand the general capabilities as per the Australian Curriculum. |
| Staff | Assessment tasks developed to reflect new syllabus requirements and to keep grading consistent across stages. All staff have a thorough knowledge of current welfare and discipline policies and programs. |
| Parents | Parents engage in partnerships with the school to provide transparent and targeted improvements for all students. Parents/Carers understand the general capabilities as per the Australian Curriculum. |
| Community partners | Utilise expertise from other colleagues in schools and in the wider community where possible. |
| Leaders | School leaders to be a part of discussions, where appropriate, in implementing new resources, programs and discussions. |

#### Processes

| Students | Students receive quality feedback and timely advice on how to achieve their personal best. |
| Staff | All staff are involved in developing a whole school approach to assessment and strengthening whole school welfare programs. Teachers understand the general capabilities as per the Australian Curriculum through explicit and systematic professional learning. Teachers using EBS4 to monitor behaviour issues both positive and negative. |
| Leaders | Expand on school leaders’ roles and responsibilities. |

#### Products and Practices

| Product | Consistent teacher judgement used when grading common assessment tasks. The You Can Do It! program (or alternate program) is embedded throughout all aspects of the school. Units of work have the general capabilities framework embedded throughout. |
| Practices | Student leaders have regular formal contact with executive staff to discuss school related matters. Students teachers and community members have a shared understanding of the You Can Do It! program and rewards system. Common assessment tasks are moderated in stage teams. Students use general capabilities of 21st century learning in all lessons as articulated in syllabus documents. |

#### Improvement Measures

- Students success is measured through syllabus requirements in the general capabilities.
- 100% of students are placed on the school wellbeing framework indicating overall wellbeing, participation and engagement. School Wellbeing framework = TBA
- All students are at or above stage levels along the English and Maths continuums as per strategic direction number 2.
Strategic Direction 3: The school is leading innovative practice and connecting with others

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| To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school. | **Students**: Students are at the centre of all professional learning. Students communicating their learning needs to the school through their achievements of syllabus requirements.  
**Staff**: Teachers to identify student requirements through analysing assessment and achievements and seeking professional support and to satisfy these needs.  
**LMBR systems**: LMBR systems for finance and student management are embedded.  
**Parents**: Parents to remain partners in their children's learning with teachers where clear communication is practiced to provide feedback and to acknowledge student achievement.  
**Community partners**: Utilising the resources and skills within the community to allow for innovation and to make connections beyond the school.  
**Leaders**: School executive to source professional learning, provide hands on support and guidance to staff and to supervise teachers in innovative practice. | **Staff**: Staff will have the knowledge and capability to incorporate cross curriculum priorities and the general capabilities of syllabus documents.  
Teachers capably use LMBR systems such as finance and student management programs effectively and competently.  
Teachers use the Performance and Development framework to identify personal needs and aspirations and they work with their supervisors and colleagues to systematically achieve these.  
Using the National Standards to constantly improve teacher quality by guiding teachers to move to the next level of knowledge, practice and professional engagement expected in the next step of their career. The focus is on:  
- Using the Performance Development Framework  
- Accreditation at all levels  
- Beginning Teacher programs | **Product**: Scope and Sequences, units of work and assessment opportunities are all embedded with creative and critical thinking as part of 21st century learning for students.  
All teachers will meet the National Standards for teachers and will comply with registration processes.  
**Practices**  
Student achievement improves through positive interaction with content and skills that comply with current curriculums.  
Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.  
Staff will actively seek professional learning that links with the school plan as they demonstrate commitment to their ongoing development as members of the teaching profession. |

**Improvement Measures**

- All teachers are accredited with BOSTES and maintain this accreditation against the National Standards.
- 100% of school administration will be using the LMBR finance and student wellbeing systems and programs.