“To strive to do my best”  

Marton Public School
# School background 2015 - 2017

## SCHOOL VISION STATEMENT

Our school vision is that we are leaders in learning. Our aim is to prepare students for the future by providing a supportive learning community where all students are encouraged to be successful learners, taught by skilled teachers in a successful school environment. The school aims at promoting equity and excellence, that every student has the opportunity to be a successful learner, confident and creative individual, and active and informed citizen. Staff are encouraged to continuously reflect on their practices to achieve their goals and the school has a culture of working collaboratively with the community to achieve set targets from ongoing self-evaluations. The school’s values are: Teamwork, Respect, Honesty, Friendliness, Pride and Commitment.

## SCHOOL CONTEXT

Marton Public School is a K-6 primary school located in Engadine, in the Sutherland Shire, south of Sydney NSW. It is a medium sized primary school with a population of some 400 students. The school enjoys a strong reputation for high quality academic, sporting and cultural programs. The school community extensively supports the students through in-class assistance, working bees and a wide range of Parents and Citizens Association fund raising activities. The local community values education.

There is a strong focus on student wellbeing and differentiation to cater for individual needs. The community are passionate about sustainability and have an established ‘Eco Warriors’ team consisting of students, parents and teachers taking on various roles to help look after the school environment. The school has an ongoing commitment to developing skills in the area of technology and opportunities for students to think critically and creatively.

There are 5 double story brick buildings where classrooms are located, a large split level library that is well resourced, a connected classroom, film area and a school hall.

## SCHOOL PLANNING PROCESS

The school community agreed that we aimed at developing:

- Successful learners
- Skilled staff
- Successful school

Staff, students and parents participated in an online survey highlighting the strengths of the school and areas of improvement in order to evaluate the 2012-2014 school plan and to determine the school’s future strategic directions. From this information the school’s vision and strategic directions were developed by the staff after reflecting on The Melbourne Declaration. The input from the P&C was sought. The staff formed teams to consult on the purpose, people, processes, practices and products of each strategic direction to make the school move forward in these areas.

The school community, staff, students and parents, will be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to inform our future planning.
School strategic directions 2015 – 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
Successful learners

To develop students as successful learners with a capacity to become independent and critical thinkers who are literate, numerate, creative, technologically skilled and lifelong learners.

STRATEGIC DIRECTION 2
Skilled staff

To support staff to achieve their professional learning goals. Learning opportunities are engaging and teaching strategies are evidence based.

STRATEGIC DIRECTION 3
Successful school

The school reflects on its own practices, uses data to inform and collaborates with its community to support the highest levels of learning.
Strategic direction 1: Successful learners

To develop students as successful learners with a capacity to become independent and critical thinkers who are literate, numerate, creative, technologically skilled and lifelong learners.

**Purpose**

Students:
Students will demonstrate the skills needed to be able to transfer knowledge across Learning Areas.

Staff:
Staff will differentiate learning programs and student wellbeing programs and extra curricula programs.

Teaching staff will use formative assessment to inform programming, provide explicit feedback to students and parents.

Parents:
Parents/carers will engage with their children's learning through parent meetings designed to inform and develop skills on strategies to assist and support their child's learning.

**People**

**Processes**

- **Formative Assessment**
  Enhanced teachers' knowledge of formative assessment practices that are evident in teaching practices. Assesment to include rubrics that enable teachers and students to guide and evaluate their learning.

- **Differentiation**
  Utilising learning continuums to plan differentiated groupings for learning.

- **Critical and creative skills for modern learning**
  Evidence of opportunities being provided in teaching programs, practices and student work that require students to think critically and creatively.

**Evaluation Plan**

- Program feedback from team leaders.
- PLAN data student progression.
- Staff feedback.

**Products and Practices**

**Product:** Implementation of quality assessment strategies that indicate a comprehensive record of student growth.

**Practice:** Staff to build capacity to use formative assessment practices to inform their teaching and students use rubrics to guide their learning.

**Product:** Student learning programs are more individualised resulting in more engaged successful learners.

**Practice:** Pre-assessment and post assessment embedded in teaching and learning programs.

**Product:** Growth in student's literacy and numeracy skills and students' ability to apply these skills to their learning.

**Practice:** Teachers to deliver quality literacy and numeracy programs through differentiating the curriculum.

**Product:** Students give input into the critical and creative directions of their learning programs through the use of programs based on higher order thinking skills.

**Practice:** Teachers to be flexible and mindful of opportunities to integrate critical and creative thinking tasks in student learning.

**IMPROVEMENT MEASURE/S**

- 80% increase of formative assessment practices evident in teaching practices for literacy and numeracy.
- 100% of students progressing through the levels on the PLAN continuum.
- 90% increase in students' skills to think critically and creatively through tools such as information technologies.

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**Strategic direction 2: Skilled staff**

**Purpose**

To support staff to achieve their professional learning goals. Learning opportunities are engaging and teaching strategies are evidence based.

**People**

Students:
Students develop an understanding that we are all learners.

Staff:
Develop an understanding of the components of the Performance & Development framework, as well as the Australian Professional Standards for Teachers as a means of professional growth.

Parents:
Parents are informed to develop their understanding of the processes involved in the Performance & Development framework.

**Processes**

- **Performance and Development Framework**
  Staff develop a personal Performance and Development Plan supported by their executive as an ongoing cycle for their continuous growth in their profession.

- **Australian Professional Standards for Teachers**
  Teachers are familiar with the elements of the Australian Professional Standards for Teachers and set goals for their progress through the elements.

- **Professional Learning**
  All staff reflect on various professional learning sessions that support their professional growth.

**Products and Practices**

- **Product:** Increased capacity of teaching staff within the school.
- **Practice:** A culture of continuous reflection and self-improvement exists.

- **Product:** High quality and effective teaching practices implemented by teachers that improve educational outcomes for students.
- **Practice:** A common understanding and language for discourse between educators.

- **Product:** The delivery of engaging quality learning opportunities.
- **Practice:** Teachers reflect on and adapt their teaching programs and practices to reflect professional growth.

**IMPROVEMENT MEASURE/S**

- 100% of staff to achieve their professional learning goals.
- 100% of teachers work towards benchmarks that achieve their professional growth through the four stages of the Professional Standards.
- 100% of staff to participate in professional learning projects.
### Strategic direction 3: Successful school

#### Purpose
The school reflects on its own practices, uses data to inform and collaborates with its community to support the highest levels of learning.

#### People

**Students:**
To find joy in learning, and build their skills and understanding to contribute to this world.

**Staff:**
Develop a high level of professionalism and commitment. Individually and collaboratively teachers evaluate the effectiveness of their teaching practices.

**Parents:**
Parents support the school to foster a culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

#### Processes

- **School Excellence Framework**
  School progression within the 14 elements of the three domains of the framework.

- **Engaged School Community**
  Establish school teams to help drive the school plan and direction.

- **Community of Schools**
  Network of schools combine to maximise resources in building the leadership capacity across local schools.

#### Products and Practices

**Product:**
Increased performance of high quality practice across the domains of learning, teaching and leading.

**Practice:**
All members of the school community take shared responsibility for student improvement in a positive school environment that contributes to a transparent learning culture.

**Product:**
An active school community.

**Practice:**
Involvement of all members of the school community to take an active role in the planning, implementation and evaluation of the school plan.

**Product:**
Enhance professional learning communities sharing ‘best practice’.

**Practice:**
Improved system capabilities.

#### Improvement Measure/S

- School progression through each of the 14 elements of the framework.
- Increase of parents and community members who actively engage in and support the school’s educational priorities through learning opportunities.