

2021-2023

Strategic Plan

Marble Bar Primary School



Our Values: Care, Inspire, Thrive

Our Motto: Working Together *Warrkamu Yikamartala*



Acknowledgement of Country

We respectfully acknowledge the past and present traditional owners of the land on which we stand, the Nyamal people who are the custodians. We are honoured to be able to use this site with approval of the traditional owners.

Together we acknowledge what Aboriginal Australia and non-Aboriginal Australia have done towards the education of all children and people in this country we all live in and share together, Australia.

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Vision

Marble Bar Primary School inspires students to acquire, build confidence and value cultural identities that support them as life-long learners. Students confidently engage in the global world whilst practising the core values of their local Nyamal community: Care Inspire Thrive.

School Overview

Marble Bar Primary school caters for students from Kindergarten to Year 12. Our school supports students to reach their potential by providing high quality teaching and engaging students in a nurturing environment. We respectfully acknowledge the past and present traditional owners of the land on which the school is set — the Nyamal people, who are the custodians.

The Marble Bar town was officially gazetted in 1893 following the discovery of gold in the area in 1890 by a prospector named Francis Jenkins. The name of Marble Bar was derived from a nearby jasper bar mistaken for Marble and now known as Marble Bar, which runs across the bed of the Coongan River. Marble Bar is well known world-wide for its extremely hot weather.

Our school boasts terrific facilities including two active classrooms, five state of the art Epson Interactive Ultra Short Throw Projectors, one-on-one student to computer ratio including laptops and i-Pads, teacher resource room, home economics room, arts room, library, administration block, undercover area, shared East Pilbara Shire pool facility and expansive outdoor areas.

Teaching and Learning Beliefs

Children learn best when...

- Learning activities are relevant and appropriate to individual needs.
- Individual student differences are recognised, valued and built upon.
- Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background.
- The teacher and support staff is highly motivated and skilled.

- They are in a safe, caring and positive environment.
- Home and school have a common goal, interact positively and are mutually supportive.

As a staff we agree to:

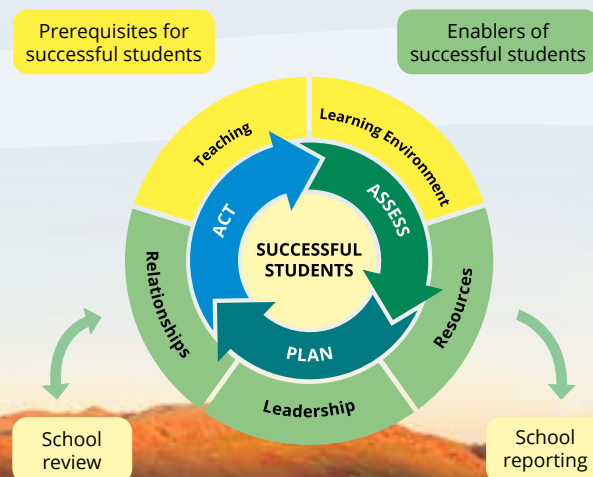
- Enjoy teaching, be positive, laugh and be motivated.
- Be prepared to grow, change and share.
- Be accountable to our students, colleagues and school community.
- Demonstrate mutual respect and common courtesy.
- Adhere to all staff policy and procedures.
- Embrace difference.
- Collaborate, be flexible and communicate.

Our school's improvement and accountability planning framework addresses the three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?

Successful students are at the core of our school improvement and accountability with all other components connected to and focused on the standards of student achievement.

The school improvement cycle, where Marble Bar Primary School assesses their performance, plan for improvement and act on their plans, is a continuous process that is central to our school improvement and accountability efforts. Marble Bar Primary School participated in a public school review in Term 4 of 2019 and planned to have its next review at the completion of this strategic planning cycle in 2023.



Focus Area 1: Achieving Student Success

- Plans demonstrate a commitment to improved student achievement and progress.
- Systemic and school-based data are used to assess student progress.
- Student achievement and progress aligns with contextually similar schools.
- Students attain their respective achievement standard in literacy and numeracy.
- Levels of student achievement and progress align with grade allocation.

TARGETS	CORE STRATEGIES	REVIEW PROCESSES
What do we want to achieve?	How will we achieve this?	How will we measure our success?
<p>By 2023, all Students at Educational Risk (Tier 2 and 3 Response to Intervention) have fully developed Individual Education Plans as a scaffold to their learning.</p> <p>For each year 2021-2023, there will be an increasing number of students achieving a C grade or better in Science and Maths for all year groups.</p>	<p>Create, implement, monitor and review literacy, numeracy and behaviour plans for individual students at educational risk, and EAL/D students.</p> <p>Develop literacy and numeracy operational plans for each phase of schooling.</p> <p>Participate in culturally responsive STEAM.</p>	<p>All IEPs are developed in SEN planning and regularly monitored by and shared with parents.</p> <p>Attainment of C grades or better in Science and Maths.</p>
<p>By 2023, NAPLAN means will be equal to or above like schools in reading, writing and numeracy.</p>	<p>Embed a whole of school instructional framework, including:</p> <ul style="list-style-type: none"> • K-6 teachers provide Letters and Sounds instruction. • K-2 teachers provide Cracking the Code instruction. • K-6 teachers provide Top Ten Maths. 	<p>NAPLAN means being equal to or above like schools in reading, writing and numeracy.</p>
<p>By 2023, all year levels will increase the numbers of children receiving a C grade or above in Reading and Writing.</p> <p>By 2023, Year 9 students achieve a Level 6 or above in NAPLAN Reading and Writing.</p>	<p>Use the EAL/D Progress Maps and PAT-R to monitor and report on student achievement.</p> <p>Implement Brightpath moderation in reading and writing.</p>	<p>The numbers of children receiving a C grade or above in Reading and Writing.</p> <p>On-Entry Data for PP-2 children will demonstrate improved progress in literacy and numeracy.</p> <p>Cracking the Code data demonstrate increased progress for K students.</p>



By 2023, there will be an increase in the number of Year 10 to 12 students attaining Category 3 in each of the OLNA tests.

Deliver SIDE literacy and numeracy programs for secondary students.

OLNA Data for Year 10-12 students will demonstrate increased levels of attainment of Category 3 (minimum standard through achieving Band 8 or higher in NAPLAN).

For each year 2021-2023, there will be an increasing number of students receiving consistently in setting goals and working towards them with perseverance.

Encourage student voice through regular goal setting in every classroom.

Explicit teaching of goal setting through the program, You Can Do It!

ABE reporting data demonstrates an increase in students consistently setting goals and working towards them with perseverance (SAIS).





Focus Area 2: Building Staff Capabilities

- Shared beliefs about teaching and learning support school-wide practices.
- Staff collaborate to plan for, act on, and assess student learning.
- Teaching practices align to content outlined in the WA Curriculum.
- Differentiated and culturally responsive teaching exists to cater for the learning needs of students.
- Analysis of systemic and school-based data informs teaching plans.
- Assessment and reporting on student achievement informs students and parents.

TARGETS	CORE STRATEGIES	REVIEW PROCESSES
What do we want to achieve?	How will we achieve this?	How will we measure our success?
<p>School wide beliefs about teaching and learning about effective teaching are understood, shared and accepted.</p> <p>All staff are able to articulate and embed MBPS Teaching and Learning Beliefs articulated in the Staff Information Booklet.</p> <p>General capabilities and cross-curriculum priorities from the WA Curriculum Outline and ACSF are embedded across the school.</p>	<p>Create indicators of high success and indicators for further improvement for each teaching and learning belief.</p> <p>Embed Scope and Sequence Charts for intercultural understandings in daily lessons.</p> <p>Regularly update and review the school's ACSF Plan.</p>	<p>Collegiate classroom observations and performance management demonstrate effective teaching as articulated in MBPS Teaching and Learning Beliefs.</p> <p>Annual staff reflections against the ACSF Standard indicate movement to and attainment of increased levels of cultural proficiency.</p>
<p>All teachers will be independently accessing and utilising the SEN tool for planning and reporting.</p> <p>Communication with Aboriginal parents and carers ensures student reports and progress are well communicated at numerous points through each school year.</p>	<p>Provide SEN reports for identified students.</p> <p>Participate in SEN professional learning.</p> <p>Upskill all staff in evidence-based whole of school programs (e.g. Letters and Sounds, Two-Way STEM, Top Ten Maths) by way of peer observations, self-reflection and professional learning.</p>	<p>Teachers independently use and access SEN tools.</p> <p>Parents and carers of children on IEPs are regularly informed (i.e. at least fortnightly by phone, home visits, text or other) and provided with case management meeting minutes.</p> <p>NSOS Surveys (Staff 2020 → 2022) indicates an increase in staff efficacy in whole of school programs.</p>

NSOS Surveys (Parents 2020 → 2022) indicates an increase in parent satisfaction with the quality of information about their child's progress.



Focus Area 3: Relationships and Partnerships

- Professional relationships between staff are enabled through respectful and purposeful collaboration.
- Staff, student and parent relationships are respectful and culturally responsive.
- Clear communications are evident, both within the school and with key stakeholders.
- Parent and carer satisfaction feedback is sought and acted on.
- The School Council fulfils its role in supporting school governance.
- Community partnerships are sustainable and culturally responsive.
- The local community values its school.

TARGETS	CORE STRATEGIES	REVIEW PROCESSES
What do we want to achieve?	How will we achieve this?	How will we measure our success?
Staff roles, responsibilities, agreements and Code of Conduct are fully understood and followed.	<p>Create staff agreements for Marble Bar Primary School.</p> <p>Introduce the new DoE Code of Conduct.</p> <p>Focus staff meetings on professional learning, school-wide pedagogy and strategic plan targets.</p> <p>Implement conflict resolution strategies; complaints policy; and staff working with health providers in seeking collegiate support.</p>	<p>Survey effectiveness of staff communication at MBPS based on staff agreements.</p> <p>NSOS (Staff) Survey results indicate Positive Behaviour, positive staff morale, Code of Conduct and Staff Agreements are embedded in daily practice.</p> <p>Annual reflections against the ACSF indicate improved progression to and attainment of cultural proficiency in each of the five ACSF standards.</p>
School staff have fostered a learning environment which is culturally inclusive and affirms the full diversity of students, staff and the community.	<p>Include Code of Conduct/ Positive Staff and Student Relations in Performance Management Meetings.</p> <p>Embed positive behaviour policies, processes and reward systems across the school using Zones of Regulation and You Can Do It!</p>	<p>Teaching and Learning adjustments are evident in each classroom and teacher's planning. EAL/D Progress Maps are used by staff to monitor progress and achievement.</p>



Interactions between staff, students and parents are mutually respectful.

Regularly involve families in their child's learning, purposeful case management meetings, focus group meetings and culturally responsive feedback processes both informally and formally.

NSOS (Parent) Survey data indicates an improvement in the area of seeking parent and community views; and effective communication strategies (2020 → 2022).

Quantitative and qualitative evidence indicates increasing numbers of family members participating in school activity, e.g. carnivals, NAIDOC, Two-Way activities and assemblies.

The School Council is an effective governing body.

Work in partnership with the School Council, other agencies, networks and schools from across WA and globally (e.g. World Virtual Reality Platform, Altspace).

Establish and maintain an active Website and Facebook or Instagram page.

Embed two-way teams in home visits.

Minutes are electronically stored for School Council meetings and community and agency meetings (e.g. principal network meetings, LEMC).

Yearly School Council effectiveness survey conducted and analysed.



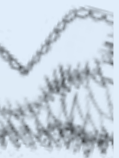
Focus Area 4: Learning Environment



- The learning environment is safe, caring, inclusive and culturally responsive.
- Student behaviour, attendance and engagement strategies enhance student learning.
- The health and wellbeing of students and staff is enhanced.
- Students at Educational Risk (SAER) are identified, supported and monitored for improvement.
- Student voice informs school decision-making.

TARGETS	CORE STRATEGIES	REVIEW PROCESSES
What do we want to achieve?	How will we achieve this?	How will we measure our success?
<p>By 2023, a positive behaviour program that embraces opportunities for students to have a voice is fully implemented at Marble Bar School.</p> <p>By 2023, all staff are proficient in following trauma-informed practices, Restorative Justice and IESCAPE practices in the classroom and playground.</p>	<p>Embed a range of pastoral care initiatives and programs including Foodbank meals, community garden, culturally responsive STEAM, uniforms, student check-ins, attendance bus runs, two-way excursions and camps.</p> <p>Enhance students' resilience, safety, organisational and communication skills through teachers' implementation and explicit teaching of whole of school programs including Protective Behaviours, Zones of Regulation and You Can Do It!</p> <p>Use the IESCAPE instructional framework for youth mental health first aid is being used as an additional support for students.</p> <p>Conduct regular worksafe representative assessments.</p>	<p>Staff regularly use Integris to record incidents.</p> <p>Staff demonstrate explicit teaching of the school's values of care, inspire and thrive. Evident in class walk-throughs, observations and Performance Development.</p> <p>All staff and students demonstrate their responsibilities detailed in the school's Behaviour Management Policy in peer observations and Performance Management meetings.</p> <p>Student Survey data provides students with a voice to inform planning.</p> <p>WorkSafe evaluation demonstrates that all areas of OSH are being monitored and evaluated for improvement.</p>





By 2023, 40 per cent or more of the student population will be attending above 90 per cent.

By 2023, the school is maintaining and improving on an 80 per cent rate of authorised absences (i.e. C, N, M and R codes).

By 2023, the percentage of students in the seriously at risk category (<60 per cent) reduces to less than 20 per cent of the student population.

Emphasise high expectations and relationships for student attendance.

Monitor and follow-up on daily attendance including AIEO liaison, positive engagement, inter-agency collaboration and case management.

Engage students, families and the community in the two-way learning program that displays and respects histories, culture and languages (Nyamal, SAE and Aboriginal English).

Understand and value the connection between attendance and outcomes by way of differentiated learning tasks and focused transitions (e.g. Playgroup to Kindergarten; and Year 6 to Secondary).

Align case management with the causes of student absences and provide support through the School Psychologist Service, educational programs and consistent application of rewards.

Weekly monitoring of Student Attendance Reporting and Integris data is used to identify trends and students at educational risk requiring follow-up.

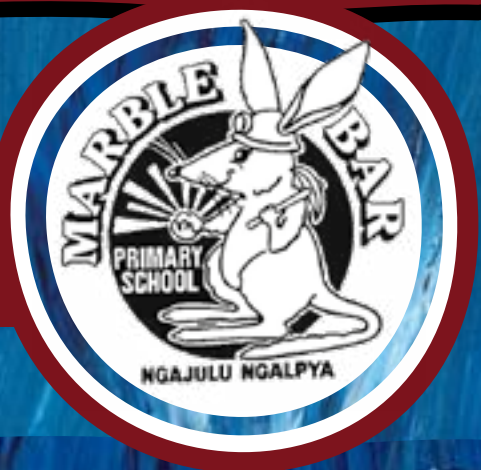
Documented case management meetings and individual education and SEN plans (through RTP) developed in collaboration with families and agencies are electronically stored and available for all students identified as being at educational risk.

Annual reporting of ABE and attendance data.



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Address:
Augusta Street
Marble Bar WA

Phone: 08 9176 1037
Fax: 08 9176 1194
Email: MarbleBar.PS@education.wa.edu.au