

Strategic Improvement Plan 2021-2024

Maraylya Public School 2472



School vision and context

School vision statement

Maraylya Public School is committed to providing an inclusive, supportive and engaging learning environment for all, affording each student access to varied educational opportunities aimed at building positive and sustainable approaches towards independent learning.

School context

Maraylya Public School has been providing quality education since 1868. Our school is situated on Darug Country in a what is a semi-rural setting in the Hawkesbury district, adjacent to Sydney's north-west growth corridor and Scheyville National Park. The current enrolment remains steady at 113 students. We have 6% of our students identifying as Aboriginal, 0% EALD students (as identified in SCOUT) and a FOEI of 67.

The students enjoy the support of an interested and aspirational community, who value high academic achievement, student wellbeing and personal integrity. Many students reside on large acreage, which allows them to be involved in various active outdoor pursuits outside of school, including horse riding, motorbike riding and waterskiing. Maraylya students are active, inquisitive, polite and responsible, showing great pride in their school and local area.

We have the benefit of an experienced and committed teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon. The school acknowledges the traditional custodians of the land our school is situated upon and recognises the future changes to this local area, on the cusp of changing demographics and school growth.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong and authentic partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students. The school uses the services of Maraylya Early Learning Centre to provide families with before and after school care. The school aims to foster stronger partnerships with our Aboriginal families and community members, as well as the AECG, to support teachers in delivering culturally relevant curriculum that reflects Aboriginal students' heritage, cultures and languages and support our Aboriginal students in being able to express confidently their knowledge of their culture and educational achievement.

Through our situational analysis, we have identified the need to **embed high impact teaching strategies and practice** based on the 'What Works Best' document in order to ensure students **achieve expected growth and attainment** in their learning. This will be achieved through continued and further commitment to the **highly effective practices of Visible Learning**, involving self-directed and collaborative learning opportunities, promoting **deep reflection on teaching and learning**. Responding to feedback in the TTFM surveys, there will be a stronger focus on whole school community knowledge, understanding and use of **effective practices and strategies to support student wellbeing and parents supporting learning outside of school**.

There exists the need to develop deeper reflective practices based on **quality data analysis**. We will look to further **embed reflective practices in all teaching and learning applications** through both individual teacher and **systems approaches**.

Strategic Direction 1: Student growth and attainment

Purpose

To **embed high impact teaching strategies** in order to **maximise student progress** towards identified, **negotiated goals**, ensuring learners achieve **expected growth and attainment**.

Improvement measures

Target year: 2022

NAPLAN top two bands

Meet or exceed the lower bound target for Year 3 and 5 students achieving the top two bands in NAPLAN **Reading** through an uplift of 6.5% by 2022.

Meet or exceed lower bound targets for Year 3 and 5 students achieving the top two bands in NAPLAN **Numeracy** through an uplift of 5.7% by 2022.

Target year: 2023

NAPLAN top two bands

Exceed the lower bound target for Year 3 and 5 students achieving the top two bands in NAPLAN **Reading** through an uplift of 8.5%.

Meet or exceed lower bound targets for Year 3 and 5 students achieving the top two bands in NAPLAN **Numeracy** through an uplift of 7.5%.

Value added (Internal and external Assessments)

Increase % of students achieving expected growth in reading by 5%

Increase % of students achieving expected growth in numeracy by maintaining results above the agreed upper bound target of 66.9 %

Target year: 2024

NAPLAN top two bands

Initiatives

Data informed practice - Literacy and Numeracy

Ensure that whole school **data informed practice** is further developed and sustained.

Build teacher capacity to collect and use data to identify, meet and track student progress against Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students.

Extensive use of formative assessment methods to **monitor learning**, help direct the ways and means of learning and help to create independence in learning.

Adoption and creation of **systematic practice/ programs** in analysing data, applying findings and tracking progress and growth.

Evidence informed quality teaching practice - Literacy numeracy

Enhanced teaching practice is a key driver of improved student growth through:

- the selection of **effective teaching strategies** in relation to student learning needs.
- 'teaching sprints' introduced to support movement towards sustained **differentiated programming** and delivery.
- teaching programs to reflect school's commitment to **differentiated learning**.
- use of **Quality Teaching Rounds** as a driver for improvement.
- **teacher professional learning** and school/ human resourcing used effectively to meet student need and heighten outcomes.

Success criteria for this strategic direction

All teaching programs will demonstrate clear and appropriate differentiation to meet student need, linked to thorough data analysis in literacy and numeracy.

Student goals will be set and reviewed at regular intervals and , along with student progress, be made available to families for the purpose of their edification and support.

All teachers review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Aboriginal students will demonstrate levels of achievement in line with every other student group for both Literacy and Numeracy, with the expectation they will exceed state average.

Students are able to articulate their learning goals in literacy and numeracy at regular intervals.

Evaluation plan for this strategic direction

Question: To what extent can we demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include:

- Internal assessment, eg. Essential Assessment, PLAN 2 data tracking and analysis, Quality Teaching Rounds
- External assessment, eg. NAPLAN
- Surveys
- Walkthroughs
- Lesson observation
- Student voice
- Goal tracking
- Interviews

Strategic Direction 1: Student growth and attainment

Improvement measures

Meet or exceed upper bound system negotiated targets of Year 3 and 5 students achieving the top two bands in NAPLAN **Reading** by 2024.

Aboriginal students will demonstrate levels of achievement in line with every other student group for both Literacy and Numeracy, with the expectation they will exceed state average.

Value added (Internal and external Assessments)

Value added Years 3-5 to reach or exceed upper bound target for Reading and Numeracy. Years 3-5 and K-3 maintained at SEF Excelling.

Evaluation plan for this strategic direction

- Student PLPs
- Student work samples
- PLAN2 data
- syllabus indicators
- 'Essential Assessment'

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Regular professional discussion around the School Excellence Framework elements and themes. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will:

- provide the basis for reporting to community via the Annual Report, newsletters and regular P&C meetings
- inform the school's next steps towards achieving desired results and renegotiated targets.

Strategic Direction 2: Enhanced teaching and learning

Purpose

To embed **self directed, reflective and differentiated** teaching and learning practices across the school fostering opportunities that are **goal focused**, informed by **quality data analysis** and **visible** to all.

To underpin our pedagogy with whole school understanding and use of effective practices and strategies to **support student wellbeing**.

Improvement measures

Target year: 2022

Wellbeing TTFM

Students who are **'interested and motivated' in their learning** to meet NSW Govt Norm, requiring a 9% uplift.

TTFM Wellbeing data (**advocacy, belonging**) to be at or above the system-negotiated target.

Attendance

Increase the percentage of **students attending** > 90% of the time requiring a 3% uplift to be achieving above lower bound system-negotiated target.

Target year: 2023

Wellbeing TTFM

Students who are **'interested and motivated' in their learning** to meet or exceed NSW Govt Norm.

TTFM Wellbeing data (**advocacy, belonging**) to be at or above the system-negotiated target.

Attendance

Increase the percentage of **students attending** > 90% of the time requiring a 7% uplift to be achieving above lower bound system-negotiated target.

Target year: 2024

Initiatives

Independent Learning

Ensuring that all students can be **independent, self reflective learners** with an understanding of how to acquire, apply and build upon new skills.

- Expert teacher use of **learning intentions, success criteria and targeted feedback** to empower and inform learners about the purpose of what is learnt, to what extent they have achieved and how they can improve in the future.
- Expert teacher understanding of **surface, deep and transfer learning** to design tailored learning experiences for students
- Maintain explicit teaching of the school's identified six **dispositions of learning** to become part of the shared language of the school when discussing progress and attainment in learning.

Wellbeing for Learning

A consistent approach towards **valuing and practising wellbeing** across the school for the purpose of ensuring that every staff member and student is equipped with the tools to monitor and improve their wellbeing now and in the future.

- **Professional learning opportunities** to embed wellbeing framework into school culture to further build knowledge of the five aspects of wellbeing to build a culture of inclusivity, support and belonging for all.
- Whole school inclusion within Smiling Minds program to ensure a **consistent approach towards wellbeing through mindfulness** and skill base from which to develop daily practice in valuing wellness for learning and life.

Success criteria for this strategic direction

Demonstrated use of Learning Intentions, Success Criteria, feedback and dispositions by all teachers.

Improved measurable sense of wellbeing via surveys including walkthroughs and TTFM opportunities.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Wellbeing self reflection tool and survey to show positive shift in wellbeing practices across the school.

Evaluation plan for this strategic direction

Question - How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data - Utilise data including the follow:

- Wellbeing Framework Self-assessment pre and post data.
- TFM - student wellbeing, Partners in Learning.
- Attendance Plans for particular students
- Incident reports
- Student surveys - smiling mind
- Professional Development Plans

Analysis. Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for this wellbeing focus? What are our future directions and next steps?

Strategic Direction 2: Enhanced teaching and learning

Improvement measures

Independent Learning

Embedded Practice of Visible Learning with Learning Intention Success Criteria exhibited in all teaching programs to create a school culture of independent learning.

All students engaging in **self reflective practice** through self-assessment and peer-assessment in relation to their progress towards learning goals. across all areas of learning.

Wellbeing TTFM

Embedded whole school practice of **wellbeing and mindfulness** for all students across the school.

TTFM Wellbeing data (**advocacy, belonging, expectations**) increases to be trending beyond NSW average.

SEF data to evidence a positive shift in wellbeing for every student.

Students who are '**interested and motivated**' in their **learning** to exceed NSW Govt Norm.

TTFM Wellbeing data (**advocacy, belonging**) to be at or above the system-negotiated target.

Attendance

Increase the percentage of **students attending** > 90% of the time requiring an 11% uplift to be achieving upper bound system-negotiated target.
