

# Strategic Improvement Plan 2021-2025

## Maroota Public School 2480



# School vision and context

## School vision statement

Maroota Public School engages students, parents and the community in a shared learning journey.

Our school is committed to delivering high quality educational opportunities that actively engage, guide, inspire and challenge all students to achieve and thrive as learners, leaders and responsible productive citizens.

At Maroota Public School, every student is known, valued and cared for. Students are treated fairly and respectfully in a learning environment that is safe, supportive and inclusive.

We provide 'Quality Education in a Caring Environment'.

## School context

Maroota Public School is a small semi-rural school situated on the lands of the Darug people in the Hawkesbury region. The school takes great pride in providing a safe and highly educational environment for each student to explore their learning potential.

Maroota Public School serves students from the surrounding areas of Maroota, South Maroota and Lower Portland and in 2023 has an enrolment of 31 students. The school has two classes and caters for a wide range of needs and learning abilities. The small school atmosphere and small class sizes enable genuine relationships to develop and quality time is given to each student, ensuring that individual academic, social and emotional needs are met.

Maroota ensures that successful, evidence based teaching programs are developed and implemented across all stages. Reading and numeracy are focus areas and all staff ensure visible learning, differentiation and innovative programs are implemented to enhance student learning and engagement in all Key Learning Areas.

Students have opportunities for extracurricular participation including representation across a range of sports, debating and public speaking competitions and academic competitions all made possible by a committed and passionate staff.

Maroota has an enthusiastic and dedicated parent community. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

The students of Maroota Public School enjoy the benefits of a small school whilst being provided with a range of opportunities similar to those available in larger schools. We have strong connections with the Hawkesbury region small schools and actively collaborate to provide opportunities for our students.

Maroota Public School has strong connections with the Da Murrytoola Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students and their families.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student outcomes in Reading and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in vocabulary development, over the course of a year, utilising the literacy progressions.

All students will achieve or exceed their expected end of year targets using the Progressions for *Understanding Texts*; *Creating Texts* and *Grammar* in Literacy.

### Numeracy growth

Achieve by year: 2023

All students will achieve or exceed their expected end of year targets using the Progressions for *Quantifying Numbers* and *Additive Strategies* in Numeracy.

Achieve by year: 2025

All students K-6 are achieving their differentiated and aspirational learning goals for Reading and Numeracy (Progressions).

### School Excellence Framework

Achieve by year: 2025

### Improvement as measured by the School Excellence Framework:

Student Performance Measures -Excelling in Value-add, NAPLAN, Student Growth, Internal & External Measures.

## Initiatives

### A culture of Differentiated Learning

Differentiated Learning ensures all students are working towards their individualised aspirational learning goals. We will:

- \* Amplify the use of Teaching Sprints and the Literacy and Numeracy Progressions to ensure explicit differentiated teaching, improve consistency in teacher judgement and align whole school teaching practice and staff professional growth.

- \* Expert use of Formative Assessment strategies such as Learning Intentions, Success Criteria provided through network of small schools using the What Works Best Document, PSL and Instructional Leader (Principal).

- \* Embed effective processes for data analysis and reflection to review and adapt practice, analyse student progress and evaluate growth over time.

### Data informed practices in Literacy and Numeracy

Data driven practices ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. We will:

- \* 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.

- \* Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

- \* Embed a whole school integrated approach to curriculum planning, delivery and assessment with a focus on developing sequential skills in decoding and comprehending text that is responsive to individual learning needs to improve student outcomes in Reading.

- \* Embed differentiated, whole school practices and pedagogies with curricular emphasis on the understanding of fundamental mathematical concepts, principles, logical thinking, problem solving and

## Success criteria for this strategic direction

A whole school integrated approach to evidence informed teaching of reading, comprehension and numeracy ensuring effective methods of teaching are embedded and meet the individualised needs of all students (Explicit Teaching - Excelling).

Data and feedback inform teaching practice and directs learners and learning. All students articulate, understand and achieve their individual Literacy and Numeracy learning goals (Feedback-Excelling).

Student assessment data K-6 is collected in Reading and Numeracy on a regular and planned basis, according to our Scope and Sequence, and used responsively as an integral part of classroom instruction and to inform future school directions in teaching and learning (Data use in Teaching- Excelling).

Instruction in Reading and Numeracy is differentiated to meet the learning needs of all students, ensuring students are challenged and all adjustments lead to improved learning (Differentiation- Excelling).

## Evaluation plan for this strategic direction

### Question

Are our data driven practices resulting in improved student learning outcomes in Reading and Numeracy (IPM expected growth Numeracy and expected growth Reading)?

### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions: \* NAPLAN data \* Scout - Value added data \* Learning Sprint data analysis \* Student work samples \* Literacy and numeracy PLAN2 data \* Student PLPs \*Check in assessment \*Anecdotal Observations.

# Strategic Direction 1: Student growth and attainment

## Initiatives

communication to improve student learning outcomes in mathematics.

## Evaluation plan for this strategic direction

### Analysis

0% of year 3 students are in the top 2 bands in Writing, Reading, Numeracy and Conventions of English

-50% of students are in band 4

-50% of students are in band 1

-0% of year 5 students are in the top 2 bands for writing

-0% of year 5 students are in the top 2 bands for numeracy

-50% of year 5 students were in the top 2 bands for grammar and punctuation

-50% of year 5 students are in the top 2 bands for reading

The evaluation plan will involve: \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. \* Regular professional discussion around the School Excellence Framework elements and themes \* Whole staff reflective sessions \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications

The school will join the CSUS project in an attempt to improve student outcomes through quality interrogation of quality data, utilising daily formative assessment and daily responsive programming.

## Strategic Direction 2: Positive Engagement and Wellbeing

### Purpose

To ensure that all students and staff are known, valued and cared for in an environment that supports high levels of wellbeing and engagement.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

- \* Increase the percentage of students attending > 70% of the time to be at or above the lower bound system negotiated target of 90%.

#### Wellbeing

Achieve by year: 2023

- \* TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above 90%.

Achieve by year: 2025

- \* Excelling in the theme of attendance within the learning culture domain.

Achieve by year: 2025

- \* Excelling in the theme of a planned approach to wellbeing within the learning domain

### Initiatives

#### Student, staff and Community Engagement and Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- \* Embedding Aboriginal culture and perspectives in all teaching and learning activities.
  - \* Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment to establish focus areas around whole-school wellbeing reform.
  - \* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs (Personalised Learning and Support Plans).
  - \* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
  - \* Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
- To improve attendance we will:
- \* Embed whole school processes for attendance monitoring, follow-up and data analysis and align individual student attendance data to existing reward systems.
  - \* Embed a learning culture where students are challenged in their learning, with shared measures for success leading to improved student engagement and participation.

### Success criteria for this strategic direction

Teaching and Learning programs are of a high quality and comply with DoE, NESA and school requirements as demonstrated through regular collection and supervision of programs by the Principal.

Aboriginal perspectives and histories embedded in all teaching programs.

Staff demonstrate a thorough understanding of the Performance and Development Framework and work with their Principal to develop authentic and meaningful professional goals for their PDP.

Professional Learning for whole school staff align with the School Improvement Measures and individualised professional learning opportunities provided for staff to achieve their personalised PDP goals.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families and student attendance is increased.

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

Regular and ongoing advocacy and promotion of school and student successes through online platforms.

### Evaluation plan for this strategic direction

#### Question

How can the school determine that its systems and

## Strategic Direction 2: Positive Engagement and Wellbeing

### Initiatives

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To improve community engagement we will:

- \* Develop and issue a site specific parent/carer survey on school culture, completed each year (Term 2).
  - \* Collaborate with the P&C and wider community to ensure ongoing positive relationships that foster community inclusion and involvement.
  - \* Advocate for and highlight student and school successes through a variety of platforms including School Social Media accounts, Maroota Public School website and Skoolbag.
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### Evaluation plan for this strategic direction

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processes for enhancing student, staff and community wellbeing and engagement have been successful?

#### Data

Wellbeing Framework Self assessment, pre and post data. Professional Development Plans. Personal Attendance Plans. Incident reports. Extra-curricular group data. TTFM - Student wellbeing, family satisfaction-school culture survey, SCOUT attendance data.

Data analysis and review of data sources will be embedded in monitoring and review processes.

Regular professional discussion on the impact of the initiatives on student achievement will provide clarity around whether we are on-track for achieving the intended improvement measures.

#### Analysis

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

#### Implications

Measures of progress against the School Excellence Framework will be regularly discussed and reviewed.