

Strategic Improvement Plan 2021-2025

Martindale Public School 2492



School vision and context

School vision statement

At Martindale Public School, we strive for excellence in an inclusive and supported environment where every student maximises their potential through high expectations and rich learning experiences. We provide contemporary and future focused learning to provide success for all our students with a commitment to using data informed practices to underpin individualised teaching and learning. Of paramount importance to us is the continuation of strong relationships with our community, where we work actively together to ensure their wellbeing and success, allowing our students to thrive in all future challenges.

School context

Proudly operating on Wonnarua lands, Martindale Public School, with a current enrolment of 8 students, is a rural school located in the Upper Hunter 32 kilometres from our nearest regional centre, although only 12km from our nearest small town. Nestled in the foothills of the Wollemi National Park ranges, Martindale PS was established in 1924 drawing students from the Bureen and Martindale valleys. Numbers have remained in the mid to high teens over the last decade with an average enrolment of 18.7 students. Our numbers are reduced this year, although we have always recovered our numbers in the past. Our Aboriginal student population has averaged 27.3% over the previous three years and currently sits at 25% this year. Our FOEI over the last six years has averaged at 115, currently being at 135 indicating a degree of disadvantage and authentically foster understanding of traditions and customs within our school culture.

Our students join with other local small schools for facilitated opportunities in inter-school sport, debating, excursions and CAPA activities. This allows for development of peer relationships in other schools and for staff to also engage collaboratively with other small school colleagues to develop future focused Professional Learning based on identified needs.

Through engaging with our situational analysis, we have identified that K-3 Value Add is greater than 3-5. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school and aim to improve the Value Add in the Yr 3-5 group as well as the K-3 group. By embedding high impact strategies identified in the Centre for Education Statistics and Evaluation (CESE) What Works Best in practice (WWB) document, we will continue to build on our academic foundation.

Collection and analysis of internal and external data, will guide the implementation and use of high impact teaching strategies allowing opportunities to improve teacher practice and ensure students achieve expected growth and attainment, specifically in the areas of Reading and Numeracy. This will be achieved through highly effective self-directed learning opportunities for all students, focused teaching and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. Teaching sprints will be a focused strategy to achieve movement in students growth in Reading and Numeracy with collaboration of achievements across three small schools.

Our commitment is to keep our strong relationship with our community and develop it further through ongoing connections to student learning. Nurturing the wellbeing of our students and having them learn in a safe environment where each student is deeply known, valued and cared for is of high importance to our families and will support continued high attendance.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student in reading and numeracy by increasing the number of students reaching or exceeding expected growth. Effective assessment and data analysis will be used to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

School Excellence Framework

Achieve by year: 2025

School Excellence Framework (SEF)

Whole school improvement moving to excelling in the following areas of the SEF.

- Assessment
- Data skill and use
- Reporting

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in vocabulary over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in additive strategies over the year using the learning progressions.

Initiatives

Use of data to inform practice

Expand data collection effectively across K-6 to inform teaching and learning decisions for each and every student, supporting ongoing improvements and modification of strategies when needed.

- Five weekly review of student performances on internal assessments to track through PLAN2 and allow differentiation and goal setting for all students.
- Collaboratively analyse and evaluate the effectiveness of explicit reading and numeracy practices on student outcomes and growth.
- Continual development of exemplary pedagogical practices that are underpinned by effective data analysis to inform future teaching and learning.

Differentiation

Reading and Numeracy

Differentiated learning groups embed pedagogically based quality teaching practices that ensure a high expectation for growth of all students in reading and numeracy that is further facilitated by personalised self-directed learning.

- Strengthen and support capacity to develop and teach differentiated reading through Professional Learning and use of evidence based programs.
- Quality teaching shows multiple strategies to present learning of Numeracy concepts to allow for differences in learning styles.
- Expert application of Visible Learning through learning intentions and success criteria, assisting students to identify 'where to next'.
- Teaching and learning sequences are developed and delivered to provide the appropriate challenge to each and every student.
- Students acknowledge where they are currently at and are supported to strive to their personal next

Success criteria for this strategic direction

Data Skills and Use

A cohesive plan for teachers to incorporate and analyse internal and external data to inform student progress and achievement, is to be developed. Progress towards goals is monitored through five weekly collection of quality, valid and reliable data with reflective feedback given to students to assist further progress.

Collected data will be collaboratively used to identify strategic priorities, and develop and implement plans for continuous improvement.

Staff collaboration within school, and across selected small schools, will ensure teachers develop and apply a full range of assessment strategies-*assessment for learning, assessment as learning and assessment of learning*- in determining future direction of learning tasks, and allowing for reflection on teacher practice.

Evaluation plan for this strategic direction

Q. What has been the effectiveness and impact of specific, targeted and measurable Reading and Numeracy initiatives on the ability of students to reach or exceed expected growth?

D. Internal Data including progressions data on PLAN2.

Student work samples demonstrating personalised success criteria and build on prior learning.

Teaching programs show evidence of data informing classroom practice with ongoing adjustments.

Learning Intentions, Success Criteria and Feedback are embedded practice in all learning spaces.

External data including NAPLAN results.

A. Cross referencing the collected internal and external data against progress measures, annual activities, What Works Best document and the School Excellence

Strategic Direction 1: Student growth and attainment

Initiatives

level goals.

Assessment

Effective use of assessment strategies allowing students and staff to work collaboratively when guiding future improvement.

Teaching Sprints to provide focused key learning for growth in Numeracy, with collaboration of strategies analysed for effectiveness.

Quality feedback integrated into everyday teaching practice of reading.

Utilising a variety of assessment strategies to better inform consistent teacher judgement.

Implementation of whole school assessment process including literacy and numeracy progressions to inform future classroom teaching practices.

Expert use of assessment as differentiated and personalised feedback, allowing strategies such as Learning Intentions and Success Criteria to assist students in setting their own goals of 'where to next' in their learning.

Evaluation plan for this strategic direction

Framework.

Collaboratively evaluating and reflecting on activity progress each term.

I. Consistent school-wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum.

Data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Students are partners in goal setting with knowledge of Learning Intentions and Success Criteria.

Positive increase in the percentage of students reaching or exceeding expected growth.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement through rich and engaging learning opportunities.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Increase the percentage of students attending more than 90% of the time to be trending towards the upper bound system-negotiated target.

Wellbeing

Achieve by year: 2025

- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.

Initiatives

Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement based on evidence, where there is a collective responsibility for students connecting, succeeding, thriving and learning. This will be achieved through:

- **Connecting** students to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students are provided opportunities to **succeed** and success is celebrated in ways meaningful to the student.
- Our school culture and environment fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. This will allow every student to have a strong sense of meaning and purpose and subsequently **thrive** in their learning environment.
- Students are supported to strive toward and achieve meaningful **learning** goals. Staff engage best practice to support growth in every students learning.

Collaborative partnerships within school, families, communities and other organisations support the ongoing development of our students and our school values statement, *"Where the school and its community work actively together preparing their children for the challenges of the future"*.

Our school will;

- Using the Wellbeing Framework Self-assessment, establish base line data for reference and future directions.
- Provide PL opportunities for any new staff in trauma informed practice.
- Ensure all class teachers are embedding Calmer Classroom practices.
- Provide consistent *'You Can Do It'* messages through class talk and award system, building on

Success criteria for this strategic direction

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. This will be supported through explicit teaching and reflection of schools values and expectations.

School culture will be one where students and staff are respected, valued, encouraged, supported and empowered to succeed.

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

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

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

Evaluation plan for this strategic direction

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

D. Wellbeing Framework Self-assessment pre and post data.

Attendance data

School based surveys on student wellbeing and family satisfaction

A. Analysis of data to determine success and achievement of purpose, and to guide further strategic development.

I. Have the strategies and programs lead to student growth and are they flourishing? What will be our next steps?

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Initiatives

VWB Pathways- Strengths, Attention and Awareness, Emotions, Relationships, Coping, Habits and Goals.

- Incorporate rich learning experiences that enhance each students engagement in their world and progress of learning for the future.
 - Student personal learning goals will be reflective of striving to connect, succeed, thrive and learn.
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