

# Strategic Improvement Plan 2021-2024

## Martins Gully Public School 2494



# School vision and context

## School vision statement

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Martin's Gully Public School is committed to providing **high quality systems, practice** and **care** that support and sustain a learning environment that is engaging, relevant, significant, challenging and meets the needs of the individual learner.

High expectations is at the centre of everything we do. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

## School context

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Situated on the southern outskirts of Armidale, with a school population of approximately 165 students, Martins Gully provides a well rounded education across all key learning areas, for all students

Martins Gully is a member of the Armidale Community of Schools (ACOS), working together to provide the best possible education for all students through collaborative learning experiences.

Martins Gully is well resourced and provides students access to the latest technologies. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

Through our situational analysis, we have identified a need to strengthen our use in data driven practices that ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality assessment practices for (formative), of (summative), and as (student self assessment) learning. A focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine student assessment data to inform teaching that is responsive to the learning of individual students.

## Improvement measures

### Target year: 2023

- A minimum of 59.8% of students achieve expected growth in NAPLAN **numeracy**. (Upper bound system-negotiated target).
- A minimum of 63.9% of students achieve expected growth in NAPLAN **reading**. (Upper bound system-negotiated target).

### Target year: 2022

- A minimum of 33.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN **numeracy**. (Upper bound system-negotiated target).
- A minimum of 42% of Year 3 and 5 students achieve in the top two bands in NAPLAN **Reading**. (Upper bound system-negotiated target).

### Target year: 2024

- 90% of students in Year 2 will meet expected benchmarked reading levels at the end of the year. In 2020, 72% of Year 2 students met the benchmark of reading at level 26+.

## Initiatives

### Build Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Design and deliver high quality for, of and as assessment tasks to analyse student progress, evaluate growth over time and report student achievement.
- Stage teachers collaboratively use data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Make student assessment a part of every day practice.

### Strengthen Effectiveness of Learning and Support

Ensure effective practices target the identified learning needs of all students.

- Strengthen the LST to target groups of students who are not achieving expected growth in reading and numeracy.
- Design and implement additional support to students identified at risk and under-performing.
- Instructional leadership in learning
- Incorporate data into decision making of the Learning and Support Team.
- Access quality resources and/or programs to meet the specific needs of students as identified through data analysis.

## Success criteria for this strategic direction

### Success criteria

- Explicit processes are in place for teachers to access tools, skills and training to help them interpret and use data effectively.
- Consistent schoolwide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- Students consistently perform at high levels on external and internal school performance measures.
- The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

## Evaluation plan for this strategic direction

In order to reflect the effectiveness and success of this strategic direction, an evaluative practice such as QDAI will be undertaken.

**Question:** To what extent have we maximised student learning outcomes in reading and numeracy? Is staff accountability in using data evident in their teaching practice?

**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:

## Evaluation plan for this strategic direction

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- NSW DoE Best Start Kindergarten
- NSW DoE Phonics Screening Check
- NSW DoE Phonological awareness diagnostic
- NSW DoE Interview for Student Reasoning (IfSR) for Number and place value
- Literacy Learning Progressions
- Numeracy Learning Progressions
- NAPLAN data
- SCOUT - Value added data
- NSW DoE Check-In Assessments
- Student work samples.
- Whole school tracking spreadsheet
- Student and staff focus groups.

**Analysis:** 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.

\* Executive team and whole staff reflective sessions.

\* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

**Interpretation:** After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

# Strategic Direction 2: Excellence in Teaching

## Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs of every student.

## Improvement measures

### Target year: 2024

The quality of teaching is improved in line with the Quality Teaching Model (QTM).

### Target year: 2024

Tell Them From Me (TTFM) teacher survey data (three-year averages) shows improvement in the following drivers of student learning: 'Collaboration' and 'Learning Culture'.

### Target year: 2024

All teachers embed QT elements into their planning and teaching.

## Initiatives

### Collaborative Teaching Practices

QTR is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

- Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
- Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).
- Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR
- professional learning communities (PLCs).
- Teachers actively engage with the QTM throughout the teaching and learning cycle.
- Share and develop ideas and resources across schools to plan, develop and refine teaching and learning
- Initiate and engage ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy
- Facilitate opportunities to observe high performing practices in other schools, sharing and gaining expertise in evidence-based teaching practices
- Actively participate in QTR within ACOS to focus on continuous student improvement and teacher quality through shared professional learning

### Building High Performing Teachers

Build a comprehensive and effective approach to high performance and development.

- Teaching and learning programs are dynamic and successfully respond to the new curriculum as it emerges. Programs show strong content knowledge,

## Success criteria for this strategic direction

- Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.
- Professional Learning Communities are established and effective across schools
- All teachers use Australian Professional Standards for Teachers and PDPs to identify and monitor specific areas for development and continual improvement.
- All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them, that are agreed with principal or delegate.
- All teachers are supported in working towards their goals, including access to high quality professional learning.

## Evaluation plan for this strategic direction

In order to reflect the effectiveness and success of this strategic direction, an evaluative practice such as QDAI will be undertaken.

### Question:

1.

Has the quality of teaching improved? How?

2. How many teachers have engaged with the QTM? How

## Strategic Direction 2: Excellence in Teaching

### Initiatives

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- strong foundation skills in literacy and numeracy and continuous tracking of student progress and achievement.
  - All teachers will engage in high impact professional learning on the Literacy and Numeracy Learning progressions so that they can effectively identify student learning needs and plan next steps.
  - Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
  - Leadership team participate in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers.
  - Create a culture of teacher quality, feedback and growth for all teachers within the school
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### Evaluation plan for this strategic direction

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do they feel it has improved their knowledge and practice?

**3.** How effective has QTR been in fostering professional dialogue about improving teaching and learning?

**4.** Have teachers embedded the QTM in the teaching and learning cycle? How?

#### Data:

1. De-identified lesson observations, TTFM survey data, student growth measures (NAPLAN, internal assessments).

2. QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR teacher surveys, focus groups.

3. Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

4. Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

5. Monitor of accreditation status of all staff.

6. Direct observation of teaching and the evidence of the teachers impact on colleagues and the school as a whole.

7. Peer feedback.

#### Analysis:

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

#### Implications:

\* Include QTR and QTM in allocation of roles and responsibilities.

\* Refine professional learning schedule to provide regular

## Strategic Direction 2: Excellence in Teaching

### Evaluation plan for this strategic direction

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opportunities for:

- Collaborative analysis of data

- Professional learning about QTR

- \* Include QT elements in program checklists/templates.

- \* Consider allocation of QT funding in School Improvement.

- \* Whole school analysis of the teaching staff to identify strengths and gaps to guide planning to build capabilities and performance.

After analysing the data, determinations will be made as to the future of the four years' work and 'Where to Next?'

# Strategic Direction 3: Wellbeing and Attendance

## Purpose

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In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed and thrive to learn.

## Improvement measures

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### Target year: 2024

The percentage of students that indicate that they are interested and motivated in their learning will increase from a base of 60% in 2020 to 80% by 2024.

### Target year: 2024

The school mean for Parents are Informed from the TTFM survey will increase from a score of 6.6 in 2020 to 8.0 by 2024.

### Target year: 2022

The attendance rate of students attending 90% of the time will increase from 81.7% in 2020 to 90% by 2023

## Initiatives

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### Implementing Evidence Based Wellbeing Programs

Review and implement evidence-based programs that:

- Increase time for teaching and learning
- Increase attention to and completion of academic tasks
- Engage learners
- Improve learning outcomes including reading scores
- Reduce off-task and disruptive behaviours.

### Strengthen Community Partnerships

Stronger partnerships with parents and carers through:

- Development of Individualised Learning Plans (ILPs)
- Regular formalised parent teacher meetings
- Support with accessing external health providers
- Voice in the review of the school's rewards system
- Workshops that introduce programs implemented in the school

## Success criteria for this strategic direction

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The school culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community.

There is a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Evaluation plan for this strategic direction

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In order to reflect the effectiveness and success of this strategic direction, an evaluative practice such as QDAI will be undertaken.

### Question:

1. Has the implementation of PAX improved student wellbeing and engagement? How?
2. How many teachers have engaged with PAX? How do they feel it has improved their student engagement?
3. How effective has PAX been in fostering professional dialogue about improving student behaviour and engagement?

### Data:

1. TTFM student, staff and parent survey data.
2. Staff rating of student engagement beginning, middle and end of year.
3. Behaviour incident notifications.
4. Student voice

### Analysis:

Analyse the data to determine the extent to which the purpose has been achieved to make determinations



## **Evaluation plan for this strategic direction**

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focused on 'Where to Next?'