Strategic Improvement Plan 2021-2025

Marks Point Public School 3898

School vision and context

School vision statement

At Marks Point Public School, we strive for excellence in an inclusive environment where every student maximises their potential through quality teaching and learning. Students, staff, families and community members work together as partners in learning to create a positive environment where every student is known, valued and cared for.

School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 142 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 127.

29% of our students identify as Aboriginal and 39% of students have a personalised plan or adjustments to cater for individual needs. The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. A small portion of funds is used to support other activities.

Extra-curricular opportunities in sport, Science and Technology and Creative and Performing Arts, enable our students to excel through a range of experiences. Our school has a combination of experienced and early career teachers. The school values its community and is focused on maintaining and building strong partnerships with students, staff, parents and community members.

The school community, including; students, staff and families are consulted, as well as links to our loacl AECG (Aboriginal Education Consultative Group) to inform planning. Through 'Walking Together and Working Together' we will celebrate the successes of our students.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use, which underpins our belief in individualised and differentiated learning for all.

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning outcomes in Reading and Numeracy by building strong foundations for academic success through data informed teaching and personalised learning.

Improvement measures

SEF - Data Skills and Use
Achieve by year: 2025

School self-assessment in the School Excellence Framework (SEF) element of 'Data skills and use' indicates improvement from *Delivering* to *Excelling*.

SEF - Differentiation
Achieve by year: 2025

School self-assessment in the School Excellence Framework (SEF) theme of 'Differentiation' indicates improvement from *Delivering* to *Excelling*.

Reading growth
Achieve by year: 2023

An increased proportion of students in Years 4, 5 and 6 demonstrate reading growth and achievement compared to 2022 check in data.

Numeracy growth
Achieve by year: 2023

An increased proportion of students in Years 4, 5 and 6 demonstrate numeracy growth and achievement compared to 2022 check in data.

Initiatives

Data informed teaching

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

- Embed quality data and effective analysis across K - 6 to inform teaching and learning programs, so that lessons can be adjusted or paced to students' skills and knowledge and effective differentiation put in place.
- 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.
- Develop and embed systems for the analysis of triangulated data to reflect on the effectiveness of teaching programs and use this to inform teacher programs.
- Establish and embed collaborative planning days focused on data analysis every 5 weeks to ensure all students achieve growth as a learner.

Personalised learning

Promoting and embedding a learning culture that empowers students to identify, create and achieve suitable learning goals.

- Deliver high impact professional learning in Learning Progressions for Literacy and Numeracy to ensure consistent student tracking of attainment, personalised support and learning opportunities for all students.
- Provide adjustments that lead to improved learning for all students at point of need by using data to inform teaching and learning cycles.
- Teaching and learning programs reflect evaluative practices, promoting responsive learning opportunities and increased differentiation for all students.
- Identifying, planning and consistently implementing, innovative teaching and learning practices that are

Success criteria for this strategic direction

Data informed teaching

All teachers will have a sound understanding of student assessment and data concepts. They will analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by the analysis of internal and external student progress and achievement data. This will be monitored through the collection of valid and reliable data.

Personalised learning

Teaching and learning programs show evidence of data informed practice, feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement.

There is school-wide, collective responsibility for student learning and success, which is shared by students, parents and community. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with key stakeholders.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can 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. PLAN2, Learning Progressions
- External assessment, eg. NAPLAN

Initiatives

relevant to different learning styles and engage all students including disability, socio-economic, Aboriginal and Torres Strait Islander background.

Evaluation plan for this strategic direction

- Surveys
- Observations
- Focus groups
- Student's ILPs, PLPs
- SCOUT data
- SEF SAS
- WWB
- Student work samples

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures through the annual report.

Strategic Direction 2: Quality Practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy.

Improvement measures

Achieve by year: 2025

Increase the proportion of teachers surveyed from the *What Works Best* self-refection tool about 'Collaboration' above 23%.

Achieve by year: 2025

Increase the proportion of teachers surveyed from the *What Works Best* self-refection tool about 'Explicit teaching' above 35%.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) theme of 'Collaborative practice and feedback' indicates improvement from *Delivering* to *Excelling*.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) theme of 'Explicit Teaching' indicates improvement from *Delivering* to *Excelling*.

Initiatives

Collaborative practice and feedback

Effective collaboration is key to sharing successful and innovative evidence informed practices across the teaching profession.

- Quality teaching observations facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Teachers analyse their own and others' teaching through lesson observations and are provided with specific feedback about their lessons.
- Collaboration within the school is enhanced by structured Professional Learning Communities (PLCs) within the school and the Galgabba Community of Schools.
- Embed collaborative planning days twice a term to ensure pedagogy, lesson planning, assessment and data analysis aligns with best practice to improve student outcomes.

Explicit teaching

Embed a whole school approach to ensure the most effective, evidence based teaching strategies optimise learning for all students.

- Lesson content and delivery is systematically planned and sequenced to create achievable steps for students to progress towards mastery.
- Formative and summative assessment is used to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.
- Concepts and skills are clearly explained to students to ensure they know why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Success criteria for this strategic direction

Collaborative practice and feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

Explicit teaching

A whole school approach demonstrating effective evidence-based teaching methods to optimise learning progress for all students.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through collaboration and explicit teaching?

Data:

We will use a combination of data sources. These will include internal assessment, data, (school data and PLAN2),external assessment (SCOUT and DoE Short Assessment), surveys, focus groups, student and community voice, interviews (students, staff and parents), school documents (teaching and learning programs, school scope and sequences and observations), What

Strategic Direction 2: Quality Practice

Evaluation plan for this strategic direction

Works Best Toolkit.

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

- Internal assessment, eg. PLAN2, Learning Progressions
- External assessment, eg. NAPLAN
- Surveys
- PDPs
- WWB
- SCOUT data
- SEF SAS
- Student work samples

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures through the annual report.

Strategic Direction 3: Connection and engagement

Purpose

Effective systems and processes are implemented to improve and support students, staff and the school community's connection and engagement with Marks Point Public School.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

An increase of 7% of students attending school > 90% of the time compared to baseline data.

Wellbeing
Achieve by year: 2023

An increase of 2% compared to the baseline data from the TTFM Wellbeing survey (for sense of belonging, expectations for success, student advocacy).

Achieve by year: 2022

An increase of 5% compared to the baseline data from the Family and Community Satisfaction survey.

Initiatives

A planned approach to wellbeing

Wellbeing is supported through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community. This will be achieved through:

- Updated whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data.

- Differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed and evaluated.

- Opportunities for the development of student voice to encourage students to feel connected to their learning and culture.

Community engagement

Positive, respectful relationships are established, evident and widespread among staff, students, families and community to ensure optimum learning conditions for student learning.

- Demonstrate responsiveness in all communications with parents and carers to provide support for students both at school and at home.

- Initiate and take responsibility for implementing '8 Aboriginal Ways of Learning', health, safety, child protection, and school and departmental wellbeing policies.

- Consult with other agencies as required in response to identified wellbeing needs of students.

Success criteria for this strategic direction

A planned approach to wellbeing

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Community engagement

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The school ensures effective partnerships in learning with students, families and community. Communication must work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through wellbeing and community engagement?

Strategic Direction 3: Connection and engagement

Evaluation plan for this strategic direction

Data:

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

- Internal assessment, eg. PLAN2, Learning Progressions
- External assessment, eg. NAPLAN
- PBL analysis
- Surveys
- TTFM
- school-based surveys
- WWB
- SCOUT data
- SEF SAS
- analysing PBL data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures through the annual report.