

# Strategic Improvement Plan 2021-2024

## Marayong Heights Public School 4282



# School vision and context

## School vision statement

Marayong Heights Public School is committed to working in partnership with the community to empower all students so they are equipped with the skills to become resilient, confident and responsible learners. Through inclusive practices, we aim to build a sense of belonging, ensuring that all students are known, valued and cared for. Our teachers aim for excellence, having high expectations of themselves and their students. We provide leadership opportunities for staff and students as we believe that through building capacity we can turn our vision into reality.

## School context

Marayong Heights Public School, is situated in Marayong which is located in the city of Blacktown in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 301 students includes 41% English as an Additional Language/Dialect (EAL/D) and 9% of the students identify as Aboriginal. There are 12 mainstream classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

We identified, through consultation with the whole school community, the need for consistent implementation of effective practices and strategies to increase engagement for our students and improve connections with our community.

Through our situational analysis, we determined that we will continue to refine teaching practice through explicit quality teaching in literacy and numeracy, allowing students to achieve expected growth and attainment in their learning. A focus will be on strengthening the use of data-driven practices for differentiated delivery of the curriculum. Staff will engage in high impact professional learning on gathering and analysing quality, valid and reliable data, to ensure data is being used to drive student learning and teacher decision making in the classroom. A continued focus on building a culture of collaborative practice where teachers have the opportunity to give and receive feedback about their lessons will be evident in their planning.

Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. To continue to embed consistency around the teaching and implementation of wellbeing practices and behaviour management strategies, ongoing professional learning will be embedded into our planning.

Marayong Heights Public School offers a range of co-curricular activities that are supported by the Parents and Citizen's (P&C) Association. The school works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school hours care service, run by Camp Australia.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to build strong foundations for academic success in all key learning areas we will improve student learning outcomes in reading and numeracy and further developing explicit teaching practices that are responsive to the learning needs of every child.

## Improvement measures

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading increases from 36.1% to at least 42.1%.

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy increases from 19.7% to at least 27.1%.

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN Reading increases to be above 55.10% , the lower bound system-negotiated target.

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy increases to be above 50.50%, the lower bound system-negotiated target.

### Target year: 2024

Uplift in School Excellence Framework (SEF):

Learning Domain: minimum of Sustaining and Growing in the theme of Curriculum.

Teaching Domain: minimum of Sustaining and Growing in the theme of Effective Classroom Practice.

### Target year: 2024

Increase in the number of students reading and

## Initiatives

### Explicit Quality Teaching of Reading

**Ensure the consistent delivery of explicit quality teaching practices are implemented in every classroom in reading.**

Provide high impact professional learning in explicit teaching practices and instructional strategies in reading and comprehending.

Implement 'Teach Meets' to increase teacher capabilities through effective feedback processes, with a focus on explicit teaching and differentiation of reading.

Embed the explicit teaching of phonological awareness, phonics, fluency, vocabulary and comprehension in teacher programs.

Provide support on planning for modelled, shared, guided and independent teaching and learning activities for reading ensuring all students learning needs are catered for.

### Explicit Quality Teaching of Numeracy

**Ensure the consistent delivery of explicit quality teaching practices are implemented in every classroom in numeracy.**

Provide high impact professional learning in explicit teaching practices and instructional strategies in numeracy.

Implement 'Teach Meets' to increase teacher capabilities through effective feedback processes, with a focus on explicit teaching and differentiation of numeracy.

Provide support on planning for modelled, guided and independent strategies using the explicit instructional model, ensuring all students learning needs are catered for.

Develop and implement explicit differentiation strategies in numeracy which are evident in student Individual Education Plans (IEP).

## Success criteria for this strategic direction

Teachers are skilled at explicit teaching techniques, and reading and numeracy teaching programs show evidence of explicit guided, shared, modelled and independent practice with ongoing adjustments.

All teachers understand and explicitly teach reading and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Develop and implement explicit differentiation strategies in reading and numeracy which are evident in student Individual Education Plans (IEP).

Annual progress is achieved against system-negotiated and school-determined targets in reading and numeracy.

## Evaluation plan for this strategic direction

### Question:

To what extent did we impact on and improve student outcomes in reading and numeracy?

To what extent has teaching practice improved in reading and numeracy?

### Data:

PLAN2- Learning Progressions

NAPLAN data

SCOUT data

Student work samples and CTJ

Student IEPs/PLPs

Learning Walks and Observations

Phonics screener

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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comprehending at grade level expectations.

### Target year: 2024

Increase in the number of students at grade level range expectations in Number Sense and Algebra.

## Evaluation plan for this strategic direction

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SENA

PM Benchmark data

SEF SaS

### Analysis:

Twice per term, review and analyse data to provide clarity around whether we are on track for achieving the intended improvement measures during committee meetings.

Discussion around the School Excellence Framework elements and themes occur, twice per term.

Executive team review data from an area of focus, weekly.

Stages teams review data from an area of focus, fortnightly.

Through 'Teach meets', teachers reflect on gap analysis data fortnightly, with their mentor.

Annual deep analysis of data guides future school planning to provide ongoing improvement to maximise student learning outcomes.

Progress monitoring and milestones are reviewed, twice per term.

### Implications:

Analysis of data will inform future actions and drive the 'where to next' with the School Improvement Plan, and inform the reporting of the school's progress in the Annual Report each year.

## Strategic Direction 2: Belonging and Engagement

### Purpose

In order to ensure all students are able to connect, succeed and thrive at school, we will implement a planned approach to inclusive wellbeing practices that support high levels of attendance, engagement and student wellbeing, ensuring all students are known, valued and cared for.

### Improvement measures

#### Target year: 2022

A minimum of 81.9% of students will have an attendance rate above 90%.

#### Target year: 2022

Tell Them From Me student wellbeing data (advocacy, belonging, expectations) increases to be at or above the target of 89.8%.

#### Target year: 2024

Uplift in School Excellence Framework (SEF)

Learning Domain: minimum of Sustaining and Growing in the themes Wellbeing and Behaviour.

Teaching Domain: minimum of Sustaining and Growing in the theme Classroom Management.

#### Target year: 2024

The 'Partners in Learning' parent Tell Them From Me data shows a year on year uplift in the areas of school supports positive behaviour, parents are informed, parents feel welcome and inclusive school.

#### Target year: 2024

Annual uplift in the attendance rates of Aboriginal students.

### Initiatives

#### Student Wellbeing

**Ensure consistent and effective strategies and processes are in place to support positive behaviour for learning and wellbeing through a holistic approach across all school settings.**

Review and refine the Positive Behaviour for Learning school-wide systems and processes.

Deliver high impact professional learning for all teachers in the following areas trauma-informed practice, behaviour management, the Australian Wellbeing Framework and The Zones of Regulation.

Embed holistic wellbeing practices school wide.

Engage with external agencies, parents and community to support all aspects of student learning and wellbeing.

#### Engagement and Partnerships Matter

**Ensure supportive structures are in place to monitor and improve student attendance, enhance transitions and increase engagement by establishing partnerships and maintaining connections with parents/carers and the broader community.**

Embed consistent whole school attendance processes and procedures.

Implement structures to support effective transitions.

Increase opportunities for engagement with parents/carers and the broader community within all aspects of school life.

### Success criteria for this strategic direction

#### Student Wellbeing

All classrooms and other learning environments are well managed within a consistent, school-wide approach allowing learning to take place.

Teachers model and share a flexible repertoire of strategies for behaviour management, promotion of student engagement and responsibility for learning.

Holistic wellbeing practices are evident across all school settings.

Teachers directly and regularly engage with parents, external agencies and community to improve understanding of student learning and strengthen student outcomes.

#### Engagement and Partnerships Matter

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

There is school-wide, collective responsibility for student learning and success, which allows for successful transitions and is shared by parents and students.

### Evaluation plan for this strategic direction

#### Question

How effectively did we collect evidence that demonstrates the impact on and improvement in student wellbeing and engagement?

#### Data

Sentral data

## Strategic Direction 2: Belonging and Engagement

### Evaluation plan for this strategic direction

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Student, staff and community surveys

TTFM data

Teach Meet records

SCOUT attendance data

Clear differentiation and adjustments in teacher programs to reflect IEPs and PLs are being shared and have input from parents.

Learning walks and observations data

SEF SaS Evaluation

#### Analysis

Monitor whole-school attendance data on a fortnightly basis (executive).

Track data of daily attendance and follow-up on non-attendance with parents (classroom teacher).

PBL committee review positive and negative behaviour data, including suspensions at fortnightly meetings.

Progress monitor initiatives twice per term.

Discuss the School Excellence Framework elements and themes twice per term in team meetings and executive meetings.

Stages review data, fortnightly, from an area of focus.

Individual reflective sessions on data, fortnightly, through teach meets.

Analyse data annually to guide future school planning

#### Implications:

Analysis of data will inform future actions and drive the 'where to next' with the School Improvement Plan, and

## Strategic Direction 2: Belonging and Engagement

### Evaluation plan for this strategic direction

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inform the reporting of the school's progress in the Annual Report each year.

## Strategic Direction 3: Excellence in teaching

### Purpose

To improve student learning outcomes and teacher capabilities we will establish a culture of collaborative practice in which teachers will have the opportunity to embed data driven teaching practices into their pedagogy.

### Improvement measures

#### Target year: 2024

Uplift in SEF elements Data Skills and Use and Learning and Development to a minimum of Sustaining and Growing.

#### Target year: 2024

An increase in school mean can be seen in the teacher Tell Them From Me data in the areas of Collaboration, Data Informs Practice and Teaching Strategies.

#### Target year: 2024

Tell Them From Me student survey data shows an increase in the area of High Expectations.

### Initiatives

#### Data Driven Practices

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

Deliver high impact professional learning in data literacy, data analysis and data use in teaching for all staff.

Embed data informed practices to monitor and assess student progress and design future learning.

Embed formative assessment and effective feedback practices as an integral part of daily instruction, in every classroom, that enable students to be challenged and informed as the drivers of their own learning.

Develop and embed processes that engage parents as partners in learning.

#### Collaborative Practice

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

Allow key staff to engage and collaborate in professional learning on Quality Teaching Rounds (QTR) through Newcastle University.

Engage in collaborative professional learning focusing on a shared understanding of quality teaching, feedback and the pedagogy behind QTR.

Engage in QTR, forming a Professional Learning Community to build connections and teacher capacity with colleagues, across a community of schools.

### Success criteria for this strategic direction

#### Data Driven Practices

Teachers expertly apply a range of formative assessment strategies to inform teaching and learning that lead to measurable improvements.

Teachers use valid and reliable assessment data, rubrics, marking guidelines and work samples to build on students prior learning, set appropriate goals and guide quality teaching programs.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

#### Collaborative Practice

The school uses QTR as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Strong collaboration within the school is enhanced by structuring Professional Learning Communities (PLCs) within and across stages and with neighbouring schools.

### Evaluation plan for this strategic direction

#### Question:

How effectively did we embed formative assessment and data driven practices into teacher practice?

To what extent has teaching practice improved as a result of engaging in Quality Teaching Rounds?

#### Data:

PLAN2- Learning Progressions

SCOUT school dashboard student performance data

Student work samples and CTJ



## Strategic Direction 3: Excellence in teaching

### Evaluation plan for this strategic direction

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Teacher programs - evidence of differentiation and lesson evaluations

TTFM - teacher and student survey data

Evidence of inclusion of quality teaching and what works best in teaching programs.

Teach Meets planning notes and evidence of impact in teacher programs.

Teacher Performance and Development Plans

#### **Analysis:**

Term by term review of data through implementation and progress monitoring.

Review progress towards improvement measures annually to guide planning.

#### **Implications:**

Analysis of data will inform

-future actions and drive the 'where to next' with the School Improvement Plan.

-reporting of the school's progress in the Annual Report each year.

-effective resourcing.