

Strategic Improvement Plan 2021-2025

Murray Farm Public School 4401



School vision and context

School vision statement

Every student achieves their personal best through challenging, engaging and empowered learning in a safe, respectful and supportive environment. Excellence and high expectations are embedded across all developmental domains. We prepare individuals to connect with others, succeed in their endeavours, adapt and thrive as active citizens who make positive contributions to our ever changing world.

School context

Murray Farm Public School was established in 1969 and over its 53 year history has earned a reputation for academic, sporting and cultural excellence. The school draws students from established areas in Carlingford, North Rocks and West Pennant Hills. The current enrolment of 931 has a Non-English Speaking Background (NESB) population of 88.6%. Less than 1% of students identify as Aboriginal or Torres Strait Islander.

The school delivers quality learning design, through conceptually planned curriculum, that is differentiated for the needs of all learners. This includes four 'Challenge' classes in grades 3-6, and consistently performs at levels of excellence in external performance measures. Murray Farm Public School is one of only four NSW Department of Education bilingual schools. Currently, 37% of students take part in the Japanese bilingual program. A wide range of extra-curricular activities is available to students, including valued strings, band and choral programs. We celebrate student leadership opportunities through a large leadership team, including an active Student Representative Council.

Teachers engage in collaborative High Impact Professional Learning to deliver innovative, evidence-based teaching and learning. A focus on reflective practices by students, staff and community leads to an improvement in learning outcomes. The school values three-way partnerships between students, teachers and parents.

Through the situational analysis the school has identified the need to focus on personalised student reports with next steps identified through individualised student learning goals. The involved parent body, led by a dedicated Parents and Citizens group, has high expectations and contributes to the inclusive culture that supports all students to achieve their potential. It is a place where students, teachers and parents are proud to belong.

Strategic Direction 1: Student growth and attainment

Purpose

All students can demonstrate reading growth and achievement from Semester 1 to Semester 2, using PAT as a key data point.

Improvement measures

Reading growth

Achieve by year: 2023

READING GROWTH

All students can demonstrate reading growth and achievement from Semester 1 to Semester 2, using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

NUMERACY GROWTH

All students can demonstrate numeracy growth and achievement from Semester 1 to Semester 2, using PAT as a key data point.

Initiatives

Curriculum

A whole school focus on collaborative curriculum design and delivery, caters for individual learning needs, provides challenge and engagement, as well as encompassing student voice and choice.

Learning intentions and success criteria improve effective feedback empowering students to drive their learning forward through goals, reflection, evaluation and next steps.

Assessment

Whole school assessment practices strengthen through high impact professional learning on flexible and responsive formative assessment and data use in teaching.

Systematic data and reliable collection and analysis of Reading and Numeracy data informs teacher practice and enables all students to progress and succeed.

All teachers share a collective responsibility for student learning and success across the school through Learning Communities and Case Management.

Success criteria for this strategic direction

Curriculum: Learning Domain- Learning Culture & Curriculum

The school culture is strongly focused on learning, building educational aspiration and ongoing improvement.

Teaching and learning programs are dynamic showing consistent and reliable student assessment and continuous tracking of student progress.

Teaching and learning programs show evidence of adjustment to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Assessment: Learning Domain- Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning. Formative assessment is integrated into teaching practice, confirming that students learn what is taught.

The school analyses student progress data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school uses systematic and reliable assessments to evaluate student learning over time and implements changes that lead to measurable improvement.

Evaluation plan for this strategic direction

Have all students increased their potential? Have improvement measures been realised?

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:

- NAPLAN and Check In Assessment
- PLAN2

Evaluation plan for this strategic direction

- Reading data
- Formative & Summative assessment data.

This data will be collected on a regular basis.

The analysis will occur through Strategic Direction teams and reported on by the school Executive term and through the Annual School Report.

Future directions will be determined through the analysis of data.

Strategic Direction 2: Innovative teaching and learning

Purpose

Our purpose is to build to build staff capacity through whole-school, high-impact professional learning with a shared vision. Teachers collaboratively plan and deliver future-focused, visible teaching and learning design that is flexible, relevant and responsive. Improving students' progress and achievement, as teachers continuously strive towards their own professional learning goals. This results in students who are empowered in their learning.

If teachers collaboratively engage in evidence-based practice, pedagogy, assessment-focused, sustained rigorous learning with time for them to apply and reflect, then they will be more responsive to the needs of their students.

Improvement measures

Educational Reflection

Achieve by year: 2025

Educational Reflection

100% of classroom teachers improve in their self-reflection of evidence-based practice through the survey of CESE's What Works Best themes.

Educational Leadership

Achieve by year: 2025

Educational Leadership

100% of all teachers have embedded evidence-based practice into teaching and learning programs.

Initiatives

Educational Leadership

High impact professional learning, based on the What Works Best themes, are integrated into the classroom through a supportive, high performance learning culture.

Instructional leadership (Learning Leaders) builds capacity for all class and bilingual teachers, through modeling, observation and feedback.

Effective, collaborative practice improves teacher quality and increases student learning progress through a shared responsibility and high expectations.

Learning Leaders actively participate in a professional learning community to collaborate with staff in other schools to share their expertise and increase their impact.

Evidence-based Teaching

School leaders and teachers seek to learn best practice, through professional learning and support.

Success criteria for this strategic direction

Educational Leadership & Evidence-based Teaching:
Leading Domain- Educational Leadership

With the focus of collective efficacy, staff evaluate planned, whole-school approaches to professional learning. They identify the approaches and strategies that work best to effectively improve classroom practice. Teachers engage in communities of practice both within the school and other schools to share and embed good practice.

Through distributed instructional leadership, the leadership team drives a professional learning community based on evidence-based research, focusing on continuous improvement of teaching and learning.

High performing teachers and the leadership team set realistic, professional and attainable goals for continual improvement with a clear focus on student progress and high expectations.

Evaluation plan for this strategic direction

Has staff capacity increased? Are staff being more responsive to the needs of their students? To what extent are teachers reflecting on their practice and how is this reflected in their classroom.

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:

- Learning Pods (action plans, agendas, reflection survey, collaborative discussions)
- Learning Leaders (LL action plans, What Works Best survey, reflection, look fors)
- Instructional Round Problem of Practice data (feedback, survey)
- Learning Walk data
- School Excellence Framework Self-assessment Survey

Evaluation plan for this strategic direction

This data will be collected on a regular basis.

The analysis will occur through Strategic Direction teams and reported on by the school Executive term and through the Annual School Report.

Future directions will be determined through the analysis of data.

Strategic Direction 3: Wellbeing and engagement

Purpose

Our purpose is to maximise how students connect, succeed and thrive in the learning partnership (students, staff, parents/ carers and professional networks), through a shared commitment to high expectations and collaboration, for continued wellbeing and engagement.

If we develop a school-based climate and culture that fosters a sense of inclusivity and connection between teachers, students and families then students' success will be visible, in learning, and through improved student outcomes.

Improvement measures

Wellbeing

Achieve by year: 2023

Wellbeing

Tell Them From Me survey (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 89.8%.

Wellbeing

Achieve by year: 2023

Attendance

Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 89.8%.

Reporting

Achieve by year: 2025

Reporting

100% of academic reports include student goal setting and future directions.

Initiatives

Collaborative Practices for Reporting

A whole school collaborative focus on consistent teacher judgement, involving assessments, marking rubrics and exemplars, will strengthen school reporting. This will enable the inclusion of goals and next steps, further involving families in the education partnership. This work will also underpin a focus on improving effective feedback to students.

- Student reports- student voice, goal setting, student journal (learning qualities)
- Parent engagement- 3 way interviews
- Data use in teaching- consistent and comparable judgement of student learning
- Collaborative and applied professional learning in reporting strengthens teaching practice.
- Work collaboratively with other schools to research and embed best practice in reporting.

Wellbeing

An effective whole school approach to wellbeing enables all students to connect, succeed and thrive. This supports both wellbeing in cognitive, social, physical and intellectual engagement thereby increasing student academic achievement. School systems to maintain or introduce to support student wellbeing include:

- Year Advisors (3-6)- focusing on belonging and genuine support for all students through the Wellbeing Framework.
- Service Projects through the General Capability of citizenship promoting student voice and choice.
- Transitions that have strong collaborations between staff, parents, students and the community that support continuity of learning.
- Professional learning is driven by identified student needs in wellbeing.

Success criteria for this strategic direction

Collaborative Practices for Reporting: Learning Domain- Reporting

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning growth, learning goals and supports further progress and achievement of students learning across the curriculum.

Collaborative Practices for Reporting: teaching Domain- Data Skills & Use

Teachers will contribute to gathering and analysing quality, valid and reliable data to inform collective decisions on student learning and progress towards student learning goals.

Wellbeing: Learning Domain- Wellbeing

The school has implemented evidence-based change to whole school practices to improve student wellbeing and engagement to support learning.

Wellbeing: Teaching Domain- learning & Development

Teachers collaborate with staff in other schools to learn from colleagues and embed good practice.

Evaluation plan for this strategic direction

Have wellbeing and engagement positively impacted student learning? To what extent has a strengthened partnership with families increased student's engagement in their learning? To what extent have transition partnerships supported continuity of learning? How has collaborative practice improved consistency in reporting to parents?

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:

- School Excellence Framework Self-assessment

Evaluation plan for this strategic direction

Survey

- Tell Them From Me
- Student, Staff and Parent surveys and forums
- Wellbeing Self-assessment tool for Schools
- SCOUT attendance data

This data will be collected on a regular basis.

The analysis will occur through Strategic Direction teams and reported on by the school Executive term and through the Annual School Report.

Future directions will be determined through the analysis of data.