

Strategic Improvement Plan 2021-2025

Marton Public School 4431



School vision and context

School vision statement

Students, staff and community create a school wide culture of continual improvement, high expectations, opportunities and engagement. Marton Public School is underpinned by our school's values of respect, honesty, kindness, teamwork and pride to strive for academic excellence from all students.

School context

Marton Public School is a K-6 primary school located in Engadine, in the Sutherland Shire, south of Sydney NSW. It is a medium-sized public primary school, within the Woronora River network, with a population of approximately 360 students and 25 staff. Marton PS caters to all students including students with special needs. The school enjoys a strong reputation for high-quality academic, sporting, and cultural programs. Our beautiful grounds include a nature trail, friendship garden, play equipment and a large capacity before and after school care.

There is a strong focus on student well-being and differentiation to cater to individual needs. The community is passionate about sustainability and has an established Eco Warriors team consisting of students, parents, and teachers taking on various roles to help look after the school environment. The school has an ongoing commitment to developing skills in the area of technology and provides opportunities for students to think critically and creatively. A well-resourced STEM room is used daily by students in K-6.

Students and staff utilise the 'strive for five' value system which are displayed around the school and our dedicated staff are highly skilled in providing learning opportunities for all students.

Through our situational analysis, we have identified a need to explicitly teach problem-solving and working mathematically and use data-driven practices to ensure student attainment across K to 6. Further work will need to occur around teachers using quality differentiated student instructions to move students in the middle band to the higher bands in year 5 and the bottom bands to the middle bands in year 3 in NAPLAN. Through the NAPLAN analysis, we have identified system negotiated targets in reading and Numeracy and therefore school services will be utilised to build understanding on how to do this successfully with the school leadership team through support in coaching and mentoring.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in Numeracy and reading. Explicit teaching of working mathematically and reading skills and strategies will be embedded.

Improvement measures

Reading growth

Achieve by year: 2023

Students in year 4 can demonstrate improved reading scores, using Check In Assessment, compared to 2021 and 2022,

Numeracy growth

Achieve by year: 2023

Students in year 4 can demonstrate improved number and algebra scores, using Check In Assessment, compared to 2021 and 2022.

Attendance (>90%)

Achieve by year: 2023

To increase the percentage of students attending school 90% of the time from 2019 to at or above our lower bound target .

Uplift = 9%

Targeted students

Achieve by year: 2025

To increase the percentage of targeted students (equity, ATSI, additional needs, EAL/D), who meet or exceed their individual learning goals/stage benchmarks so that equity gaps are closing.

Initiatives

Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus

* We will achieve this by:

Collaboration

Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices.

Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

Work in partnership with colleagues to achieve shared collaboration goals.

Curriculum expertise

In the classroom, teachers will promote high expectations of their students in numeracy as they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Engagement and partnership with Maths Consultant to work with staff in area of Working mathematically and problem solving.

Success criteria for this strategic direction

Learning and Development-Collaborative Practice and Feedback:

Professional learning in numeracy is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practices in Numeracy and reading.

Curriculum:

An integrated approach to quality teaching, curriculum planning and delivery, and assessment in numeracy and reading promotes learning excellence and responsiveness in meeting the needs of all students.

Evaluation plan for this strategic direction

Question -

1. What has the impact been of our collaborations using external and QTSS assistance in the explicit teaching of working mathematically? Are our students improving in numeracy?
2. Have student results in internal PAT data improved by expected growth in comparison to NAPLAN expected growth?
3. Has equity funds resulted in improvements in student results in targeted students?

Data -

1. Feedback from QTSS instructional leadership, professional learning from external support (DoE), student feedback in Numeracy.
2. Collect PAT Numeracy results, school check-in assessments and current NAPLAN cohort results.
3. Equity student database showing improvement growth and teacher summaries of student progress.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis-

Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication-

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Whole school Data collection and Analysis through quality teaching and differentiation

Purpose

To strive for excellence in Literacy and Numeracy using systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Improvement measures

Achieve by year: 2025

To move from sustaining and growing towards excelling in Data Skills and Use.

Achieve by year: 2025

To move towards excelling in Assessment.

Initiatives

Effective whole school data driven practice

We will achieve this by:

- Data-Informed Practice

Having processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments through collaboration around data to identify where students are at and develop consistent teacher judgement.

- Assessment

Assessment will be used flexibly and responsively as an integral part of daily classroom instruction. Teachers will analyse student progress and achievement data and respond to trends at the individual, group, and whole-school levels. K-6 scope and sequence developed. Teachers will use effective assessment, formative and summative assessment, anecdotal notes and data to drive teaching practices.

HPGE

We will achieve this by:

- Data Skills and Use, Differentiation

Teachers will use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension, revise goal setting processes to ensure they are effective and purposeful.

- High Potential Gifted Education Strategies

- strategies used to support students to achieve their best
- Collaborative planning for selected students

Success criteria for this strategic direction

Data Skills and Use

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.

Assessment

Consistent school-wide 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.

Evaluation plan for this strategic direction

Question 1 -

- What has been the impact of teachers using assessment and data to track student progress and inform learning?

- What has been the impact of teacher data talks and continuous monitoring of learning? (informing what to teach next)

Data -

Data tracking sheets, evidence of data in programs, teacher reflections, learning walks --> how you will find the impact of using data, Quality of assessment tasks, do these assess what is taught?

Analysis -

Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication -

Rigorous analysis of the data to determine impact to

Strategic Direction 2: Whole school Data collection and Analysis through quality teaching and differentiation

Initiatives

- including goal tracking
- Our commitment to high expectations for all students includes high potential and gifted students.
 - Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership.

In the classroom, teachers will promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions. Teachers will be aware of the challenges involved in ensuring they understand what high expectations is and they understand the structures in place across the school to challenge students and encourage continuous improvement.

Evaluation plan for this strategic direction

guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Learning Engagement and Wellbeing

Purpose

There is a strong focus on a whole school approach to wellbeing amongst staff, students and families. A strategic and planned approach is developed to ensure that whole school wellbeing processes support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Wellbeing

Achieve by year: 2025

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. 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.

Learning Culture

Achieve by year: 2025

To move towards excelling in Learning Culture - The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Achieve by year: 2025

To move towards excelling in learning culture - High Expectations

Initiatives

Wellbeing

We will achieve this by:

- Caring for Students and reviewing and monitoring expectations of student behaviour.
- Modelling respectful and positive relationships amongst students, staff and parents so this becomes widespread.
- Strategies
 - strategies used to support students to achieve their best.
 - Staff creating opportunities for students to build trusting relationships with staff and have someone they can turn to.
 - Support the community to understand that wellbeing and engagement are important conditions for learning.
 - Staff and parent surveys and feedback are used to refine and monitor a whole school approach to wellbeing and engagement including improved attendance.

Learning Culture

We will achieve this by:

-having a strong focus on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Strategies:

- There is demonstrated commitment within the school community that all students make learning progress.
- Partnerships with parents and students support clear improvement aims and planning for learning.
- Attendance data is analysed regularly and strategies are put in place and shared with the parent community.

Success criteria for this strategic direction

Wellbeing - A planned approach to Wellbeing.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Learning Culture - High Expectations.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Question -

- What has been the impact of improved attendance and wellbeing focus to student learning?
- What has been the impact of more parent involvement across the school?
- Do teachers feel expectations of student behaviour are consistent?

Data -

Student, staff and parent voice, number of students with behaviour incidents recorded on Sentral, attendance data and HSLO reports, consistent classroom and playground rules implemented across K-6.

Analysis -

Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication -

Rigorous analysis of the data to determine impact will

Strategic Direction 3: Learning Engagement and Wellbeing

Initiatives

- Create effective partnerships in learning with parents and students across the whole school so that students are motivated to deliver their best and continually improve.
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Evaluation plan for this strategic direction

guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.