

Strategic Improvement Plan 2022-2026

Marsden Park Public School 2489



School vision and context

School vision statement

At Marsden Park Public School we prepare young people to be capable, caring and courageous individuals who have the skills and confidence to pursue their dreams and achieve excellence. Committed and highly valued staff believe in their ability to make a difference, working in partnership with students, parents and the wider community to foster a vibrant, collaborative and supportive culture where all belong.

School context

Marsden Park Public School is a community minded primary school with high expectations for student success. The school was established in 1889 and is located in Sydney's North West Growth area. The student population has fluctuated significantly over the past three years with student numbers growing to 630 before returning to 170 in 2022 due to the opening of a new school. Anticipated growth will occur over the coming years as the surrounding area undergoes extensive development. Our school community is culturally and linguistically diverse with 70% of students from a non-English speaking background and 2% of students identifying as having an Aboriginal or Torres Strait Islander background. Marsden Park Public School has a proud history reflected in its agricultural and rural links. It provides opportunities in sport and the performing arts, enabling students to excel through a range of different experiences.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students. We will implement learning experiences that build the capacity of students to become increasingly self-motivated and confident learners.

Improvement measures

Achieve by year: 2026

School self-assessment against SEF indicates:

- Improvement from Sustaining and Growing to Excelling in the SEF element of 'Assessment'
- Improvement from Sustaining and Growing to Excelling in the SEF element of 'Data Skills and Use'.
- Improvement from Sustaining and Growing to Excelling in the SEF element 'Curriculum'.
- Improvement from Sustaining and Growing to Excelling in the SEF element 'Effective Classroom Practice'.

Reading growth

Achieve by year: 2023

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT and internal assessment data as key data points.

Numeracy growth

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT and internal assessment data as key data points.

Initiatives

Unlocking Learning

Develop and apply a deep understanding of highly effective evidence based practices that result in the implementation of quality English and mathematics programs across the school. Embed a learning culture that enables students to engage and take responsibility for their own learning through the creation and monitoring of learning goals.

This will include:

- Implementation of evidence based practices to address key focus areas in Reading and Numeracy.
- Embedding the provision of clear and concise learning intentions and success criteria along with effective feedback processes into classroom practice.
- Explicitly teaching students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Creating a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking.

Strength in Numbers

Development of data literacy skills to support evaluative thinking and inform the implementation and monitoring of evidence-based programs. Embed practices to ensure data is collected, analysed and effectively used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised.

This will include:

- Engaging with professional learning to develop teachers' data literacy skills and to facilitate the purposeful and relevant collection, analysis and use of data.
- Developing a deep understanding of assessment strategies and how data can be used to drive effective differentiation.

Success criteria for this strategic direction

- Teachers ensure the most effective evidence-based teaching methods are used to optimise learning progress for all students.
- Teachers are confident to provide scaffolding to support the creation of student learning goals.
- Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve.
- All teachers contribute to gathering and analysing data.
- Assessments are developed and used regularly to help promote consistent and comparable judgement of student learning and to identify skill gaps for improvement and areas for extension.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Evaluation plan for this strategic direction

Question:

- To what extent has the quality of teaching practice developed as a result of the implementation of evidence-based practices in Reading and Numeracy?
- To what extent have learning intentions, success criteria and feedback been embedded into classroom practice?
- To what extent have students become increasingly self-directed and confident learners?
- To what extent has data driven differentiation improved student growth and attainment?

Data:

Strategic Direction 1: Student growth and attainment

Initiatives

- Systematic analysis and use of literacy and numeracy progressions to personalise learning and differentiate teaching.
- Developing clear school expectations to guide the implementation of assessment schedules and teaching programs.

Evaluation plan for this strategic direction

- NAPLAN and Check in Assessment Data
- PLAN data
- Teaching and learning programs
- Pre and post teacher surveys focusing on strength of impact.
- Teacher feedback surveys and PL registers
- TTFM Teacher and Student data
- Learning Walks and Talks
- Evidence of LISC and learning goals in classroom programs

Analysis:

Data is analysed at strategic points determined by a school developed timeline from which improvement measures can be assessed.

Implications:

The findings of the analysis will inform:

- Ongoing refinement of processes
- Future directions
- Effective budget allocations to support resourcing
- Inclusion of findings in the School Report

Strategic Direction 2: Inspiring Excellence

Purpose

In order to build staff and student capacity we will develop high quality professional learning opportunities and explicit systems for collaboration and feedback to sustain quality teaching practice.

Improvement measures

Achieve by year: 2026

School self-assessment against the *High Impact Professional Learning school self-assessment tool* indicates improvement in the following elements:

- Professional learning is driven by identified student needs: Delivering to Excelling.
- Collaborative and Applied Professional learning strengthens teaching practice: Delivering to Excelling.
- Professional learning is continuous and coherent: Delivering to Sustaining and Growing.

Achieve by year: 2026

School self-assessment against the School Excellence Framework indicates improvement in the following elements:

- Learning and Development: Sustaining and Growing to Excelling
- Educational Leadership: Sustaining and Growing to Excelling

Initiatives

Capacity to achieve

Build teacher and leader capacity and collective efficacy through the implementation of high impact, relevant and purposeful professional learning programs.

This will include:

- Using the High Impact Professional Learning (HIPL) model to guide the development of professional learning that deepens teaching practice for ongoing growth in student progress and achievement.
- Developing explicit systems for teacher collaboration, observation and feedback that encourage innovation and sharing of expertise.
- Developing programs and opportunities for aspiring leaders, highly accomplished/lead teachers and beginning teachers.
- School leaders, teachers and specialist staff being engaged and supported through professional learning to build their skills and confidence.
- Participation in middle leadership 'Circle of Practice' groups within The Ponds network.

Success criteria for this strategic direction

- Teachers actively evaluate, share and discuss learning from professional learning with other staff in their school.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their stages.
- Staff expertise is identified to further develop professional learning.
- Formal mentoring or coaching processes are embedded to support the development of all staff.

Evaluation plan for this strategic direction

Question:

- To what extent has targeted Professional Learning impacted on teachers' ability to actively evaluate, share and discuss learning with their colleagues?
- To what extent has a collaborative culture across the school been embedded?
- To what extent has identification of staff expertise enhanced professional learning?
- To what extent has formal mentoring and coaching processes built the capacity of staff?

Data:

- TTFM Teacher data
- Pre and Post Teacher surveys focusing on impact of Professional Learning
- Evidence of collaboration from team meetings
- Learning Walks
- Coaching records and feedback surveys
- PDP's reflective of the Australian Teaching Standards with evidence of goal attainment
- High impact Professional Learning School self-assessment tool
- Teaching and Learning programs/student work

Evaluation plan for this strategic direction

samples

Analysis:

Data is analysed at strategic points determined by a school developed timeline from which improvement measures can be assessed.

Implications:

The findings of the analysis will inform:

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Strategic Direction 3: Finding the Heart of Marsden Park Public School

Purpose

In order to develop a collaborative culture that maximises engagement and sense of belonging, there will be a planned approach to establishing effective whole school programs and processes that support high levels of wellbeing and a strong sense of identity for the students, staff and parents at Marsden Park Public School.

Improvement measures

Achieve by year: 2026

TTFM wellbeing data (advocacy, belonging, expectations) stabilises at or above 90% of student reporting positive wellbeing.

Achieve by year: 2026

'Wellbeing' and 'Management Practices and Processes' indicates improvement from Delivering to Sustaining and Growing.

School self-assessment against the School Excellence Framework indicates improvement in the following elements:

- Wellbeing: Sustaining and Growing to Excelling
- Management Practices and Processes: Delivering to Sustaining and Growing

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending > 90% of time .

Initiatives

Watch us grow together

Embed wellbeing practices that promote the building of resilience, a sense of belonging and shared ownership across the school and provide opportunities for students to find their voice as unique and valued individuals.

This will include:

- Implementing a wellbeing program that explores character strengths, promoting positive and respectful relationships.
- Encouraging student voice and exploring effective ways to incorporate it into decision-making across the school.
- Embedding opportunities for students to develop leadership skills.
- Introducing innovative learning opportunities that allow students to explore shared interests.

Strong foundations

Establish strong whole-school processes and systems that support student wellbeing, attendance and engagement and promote shared responsibility and consistency that is sustained through operational excellence.

This will include:

- Embedding innovative communication processes that promote an inclusive school community.
- Integrating student behaviour within a broader approach to learning and wellbeing.
- Regularly and accurately monitoring attendance and taking prompt action to address concerns that arise.
- Evaluating administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community.

Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread among students, staff and parents.
- Formal opportunities exist to support the development of student leaders.
- Student voice is evident in the decision making processes of the school.
- The school provides a wide variety of innovative programs that cater for different student interests.
- Data from a variety of sources is used to monitor and refine the whole school approach to wellbeing, attendance and learning.
- The school makes informed choices about administrative practices and systems are in place to support school operations.

Evaluation plan for this strategic direction

Question:

- To what extent have wellbeing practices and programs built a sense of belonging for students, staff and parents?
- To what extent have processes enhanced student wellbeing, learning and attendance?
- To what extent have administrative practices and systems supported school operations?

Data:

- TTFM Parent, Teacher and Student data
- Evidence of collaboration from team meetings
- K-6 student feedback surveys
- Participation records for special interest groups and student leadership programs
- Sentral wellbeing data
- Wellbeing Self-assessment Tool
- PBL self-assessment tool

Strategic Direction 3: Finding the Heart of Marsden Park Public School

Evaluation plan for this strategic direction

- Attendance data in Sentral
- Attendance self-assessment

Analysis:

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Implications:

The findings of the analysis will inform:

- Ongoing refinement of processes
- Future directions
- Effective budget allocations to support resourcing
- Inclusion of findings in the School Report