

Strategic Improvement Plan 2022-2025

Martins Gully Public School 2494



School vision and context

School vision statement

Martin's Gully Public School is committed to providing **high quality systems, practice and care** that support and sustain a learning environment that is engaging, relevant, significant, challenging and meets the needs of the individual learner.

High expectations is at the centre of everything we do. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Situated on the southern outskirts of Armidale, with a school population of approximately 165 students, Martins Gully provides a well rounded education across all key learning areas, for all students

Martins Gully is a member of the Armidale Community of Schools (ACOS), working together to provide the best possible education for all students through collaborative learning experiences.

Martins Gully is well resourced and provides students access to the latest technologies. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

Through our situational analysis, we have identified a need to strengthen our use in data driven practices that ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality assessment practices for (formative), of (summative), and as (student self assessment) learning. A focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine student assessment data to inform teaching that is responsive to the learning of individual students.

Improvement measures

Target year: 2023

- A minimum of 60% of students achieve expected growth in NAPLAN **numeracy**.
- A minimum of 64% of students achieve expected growth in NAPLAN **reading**.

Target year: 2022

- A minimum of 34% of Year 3 and 5 students achieve in the top two bands in NAPLAN **numeracy**.
- A minimum of 42% of Year 3 and 5 students achieve in the top two bands in NAPLAN **Reading**.

Target year: 2024

- 96% of students in Year 2 will meet expected benchmarked reading levels at the end of the year.

Initiatives

Data skills and use

Initiative 1: Embed consistent whole school practice in collection and analysing evidence in Reading and Numeracy to differentiate curriculum and provide feedback to students so that learning is maximised for all. This triangulation of data will inform:

- Differentiated, evidenced informed teaching strategies.
- Measuring impact on student learning.
- Teacher Professional Learning and school resources.

A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy

Initiative 2: A whole school pedagogical focus and commitment to teaching and learning:

- Assistant Principal Curriculum & Instruction (APC&I), and leadership team, work to achieve system-negotiated clear teaching targets, enhance and align whole-school teaching practice and professional judgement.
- Expert use of Formative Assessment: Learning Intentions, success criteria utilising the "What Works Best in Practice 2020", APC&I, and Hattie's Visible Learning Intentions to promote the expert teaching and use of Formative Assessment techniques.
- Professional Learning for all staff in What Works Best themes, School Excellence Framework, Wellbeing Framework and the Australian Standards linked to Literacy and Numeracy pedagogical practice.

Success criteria for this strategic direction

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF. Curriculum)

The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF Assessment)

The school uses systematic and reliable triangulation of data to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Learning Intentions, success criteria, and Feedback are an embedded practice in all learning spaces across the school.

All students can articulate their learning goals in literacy and numeracy.

School wide successes are shared by staff, students parents and the wider community.

Embed consistent quality teaching and lesson delivery through targeted direction based on the framework from the Quality Teaching Model. This will inform:

1. Lesson content
2. Lesson delivery
3. Individual differentiation
4. Explicit, modelled, guided and independent teaching cycle.

Evaluation plan for this strategic direction

In order to reflect on the effectiveness or success of this strategic direction an evaluative process such as the QDAI model will be utilised

Q:

In what ways and to what extent has the collection and analysis of data in Reading and Numeracy improved student learning outcomes?

What is the extent to which students are self-directed learners who are aware of their own progress?

D:

Plan 2 data entry using Progressions;

Understanding Texts and Fluency LNLP

Additive Strategies and Quantifying Number

Phonics Assessment

Phonemic Awareness

Student and Teacher Reflections

Formal and informal observations such as SENA
Observation Grids and Reading Observation

Teaching and Learning Programs

EQUELLA Data

Reading Benchmark - Yearly analysis of all students K-5

IFSR

NCCD

NAPLAN

Check-In

Best start

Evaluation plan for this strategic direction

Individual Student Learning Plans

Staff feedback on Professional Learning

P&C minutes

Learning Intentions and Success Criteria feedback

Assessment data linked to revised Assessment Schedule

A: Facts

I: So what? Now what? Informs future directions and resourcing

How is the APC&I impacted implementation of quality pedagogical practice in Reading and Numeracy?

Focus on Understanding Texts PL

Broadening Literacy and Language in Mathematics PL

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs of every student.

Improvement measures

Target year: 2022

The quality teaching of writing is improved in line with the Quality Teaching Model (QTM). All teachers embed QT elements into their planning and teaching of writing using 7 Steps.

Target year: 2023

Implementation of the new NSW curriculum syllabus English and Mathematics, K-2 is evident in teaching and learning programs.

Target year: 2022

All students are plotted and data analysed against Literacy and Numeracy Learning progressions with a focus on Understanding Texts, Fluency, Creating Texts, Additive Strategies and Quantifying Number.

Initiatives

Collaborative Teaching Practices

Quality Teaching Rounds (QTR) is recognised by the Department of Education as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

- Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
- Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).
- Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR.
- Teachers actively engage with the QTM throughout the teaching and learning cycle.
- Share and develop ideas and resources across schools to plan, develop and refine teaching and learning.
- Initiate and engage ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Facilitate opportunities to observe high performing practices in other schools, sharing and gaining expertise in evidence-based teaching practices.
- Actively participate in QTR within ACOS to focus on continuous student improvement and teacher quality through shared professional learning.

Building High Performing Teachers

Build a comprehensive and effective approach to high performance and development.

- Teaching and learning programs are dynamic and successfully respond to the new K-2 English and Mathematics curriculum as it emerges and current 3-6 curriculum. Programs show strong content

Success criteria for this strategic direction

- Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.
- Professional Learning Communities are established and effective across schools
- All teachers use Australian Professional Standards for Teachers and PDPs to identify and monitor specific areas for development and continual improvement.
- All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them, that are agreed with principal or delegate.
- All teachers are supported in working towards their goals, including access to high quality professional learning.

Evaluation plan for this strategic direction

In order to reflect the effectiveness and success of this strategic direction, an evaluative practice such as QDAI will be undertaken.

Question:

1. Has the quality of teaching improved? How?
2. How many teachers have engaged with the QTM? How

Strategic Direction 2: Excellence in Teaching

Initiatives

- knowledge, strong foundation skills in literacy and numeracy and continuous tracking of student progress and achievement.
 - All teachers will engage in high impact professional learning on the Literacy and Numeracy Learning progressions with a focus on Understanding Texts, Fluency, Creating Texts, Additive Strategies and Quantifying Number, so that they can effectively identify student learning needs and plan next steps.
 - Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
 - Leadership team participate in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers.
 - Create a culture of teacher quality, feedback and growth for all teachers within the school
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Evaluation plan for this strategic direction

do they feel it has improved their knowledge and practice?

3. How effective has QTR been in fostering professional dialogue about improving teaching and learning?

4. Have teachers embedded the QTM in the teaching and learning cycle? How?

Data:

1. De-identified lesson observations, TTFM survey data, student growth measures (NAPLAN, internal assessments).

2. QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR teacher surveys, focus groups.

3. Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

4. Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

5. Monitor of accreditation status of all staff.

6. Direct observation of teaching and the evidence of the teachers impact on colleagues and the school as a whole.

7. Peer feedback.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

* Include QTR and QTM in allocation of roles and responsibilities.

* Refine professional learning schedule to provide regular

Strategic Direction 2: Excellence in Teaching

Evaluation plan for this strategic direction

opportunities for:

- Collaborative analysis of data

- Professional learning about QTR

- * Include QT elements in program checklists/templates.

- * Consider allocation of QT funding in School Improvement.

- * Whole school analysis of the teaching staff to identify strengths and gaps to guide planning to build capabilities and performance.

After analysing the data, determinations will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Wellbeing and Attendance

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed and thrive to learn.

Improvement measures

Target year: 2024

Using the Tell Them From me Survey for students, increase the percentage of students with a **Positive Sense of Belonging** from 65% to 80% using PAX and Creating Chances, students are confident and resilient learners. They have positive self esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.

Target year: 2024

The school mean for Parents are Informed from the TTFM survey will increase from a score of 6.6 in 2020 to 8.0 by 2024.

Target year: 2022

The attendance rate of students attending 90% of the time will increase from 81.7% in 2020 to 90% by 2023.

Initiatives

Implementing Evidence Based Wellbeing Programs

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences through:

- Implement Erica Frydenberg and ACER program called "Think Positively", and the *Creating Chances program*.
- Increase attention to and completion of academic tasks.
- Engage learners using PAX Vision and You Can Do It strategies.
- Improve learning outcomes through 8 themes of WWB with a focus on Explicit teaching and High Expectations.
- Reduce off-task and disruptive behaviours using PAX weekly focus lessons.

Strengthen Community Partnerships

Stronger partnerships with parents and carers through:

- Development of Individualised Learning Plans (ILPs).
- Regular formalised parent teacher meetings.
- Support with accessing external health providers.
- Workshops that introduce programs implemented in the school, including PAX, Creating Chances and Creating Safe Digital Citizens.

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community.

There is a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation plan for this strategic direction

In order to reflect the effectiveness and success of this strategic direction, an evaluative practice such as QDAI will be undertaken.

Question:

1. Has the implementation of targeted PAX lessons and integration of ICT improved student wellbeing and engagement? How?
2. How many teachers have engaged with targeted PAX lessons and integration of ICT ? How do they feel it has improved their student engagement?
3. How effective has targeted PAX lessons and integration of ICT been in fostering professional dialogue about improving student behaviour and engagement?

Data:

1. TTFM student, staff and parent survey data.
2. Staff rating of student engagement beginning, middle and end of year.
3. Behaviour incident notifications.
4. Student voice

Analysis:

Evaluation plan for this strategic direction

Analyse the data to determine the extent to which the purpose has been achieved to make determinations focused on 'Where to Next?'