

Strategic Improvement Plan 2022-2026

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 are 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, Martin's Gully provides a well rounded education across all key learning areas, for all students

Martin's 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.

Martin's 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate reading growth and achievement from Term 1 to Term 4 using Check-in Assessment and Phonological Diagnostic Assessment (K-2).

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth and achievement in numeracy; in particular number sense, place value and additive strategies from Term 1 to Term 4 using Check - in assessment (3-6) and IFSR (K-6 focus groups).

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

Achieve by 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.

Achieve by year: 2023

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

Achieve by 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

Continue to use the Curiosity and Powerful learning framework and Teaching Sprints to support our educators in developing a shared vision of quality teaching and learning using Prioritise High Expectations, Authentic Relationships and Consistent Teaching Protocols (CTP).

Teachers will consistently strive for excellence in classroom practice by embedding quality research driven pedagogy across 3 focus areas of; Effective Classroom Practice, Wellbeing and Learning Culture to improve the of teaching and student outcomes.

Building High Performing Teachers

Teachers will engage in collaborative professional learning and Teaching Sprints (TS) with a focus on 2 Theories of Action; Prioritise High Expectations and Authentic Relationships and Adopting Consistent Teaching Protocols.

Success criteria for this strategic direction

- Classrooms are quality learning environments with lessons that prioritise High Expectations, Authentic Relationships and Consistent Teaching Protocols
- 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 2 Theories of Action focus areas as a basis for discussion about pedagogy.
- Professional Learning Communities are established and effective across C&PL 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 by using Teaching Sprints(TS)? How?

Strategic Direction 2: Excellence in Teaching

Evaluation plan for this strategic direction

2. How many teachers have engaged with TS? How do they feel it has improved their knowledge and practice?
3. How effective has TS been in fostering professional dialogue about improving teaching and learning?
4. Have teachers embedded the Consistent Teaching Protocols (CTP) in the teaching and learning cycle? How?

Data:

1. De-identified lesson observations, TTFM survey data, student growth measures (NAPLAN, internal assessments).
2. TS participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR teacher surveys, focus groups.
3. Staff TS perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.
4. Evidence of inclusion of CTP 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 and student feedback feedback.

Analysis:

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

Implications:

- * Include TS and CTP 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 and links to focus areas
- Professional learning about TS

* Include CTP elements in program checklists/templates.

* Consider allocation of funding in School Improvement to include TS.

* 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 direction 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

Achieve by year: 2024

Using the Tell Them From me Survey for students, the percentage of students with a **Positive Sense of Belonging** will increase from 75% to 80% using PAX, the You Can Do It program, Zones of Regulation and Creating Chances.

Achieve by 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.

Attendance

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

Achieve by year: 2027

- Achieve an increase of 1.1% in the attendance rate, from 92.62% in 2023 to 93.72% in 2027

Initiatives

Implementing Evidence Based Wellbeing Programs

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

- Student voice in reports (3-6)
- Individual student goal setting
- Students co-constructing teaching resources
- Formal student-led leadership groups

Strengthen Community Partnerships

Stronger partnerships with parents and carers through:

- Development of Personalised Learning and Support Plans (PLaSPs).
- Regular formalised parent teacher meetings - 3 way interviews
- Support with accessing external health providers.
- Parent workshops that introduce programs implemented in the school, including PAX, You Can Do It, Creating Chances and the Zones of Regulation.
- Employment of SWIS - Social Workers in Schools to support parents

Success criteria for this strategic direction

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

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

Question:

1. Has the implementation of targeted PAX lessons, the YCDI program and Zones of Regulation improved student wellbeing and engagement? How?
2. How many teachers have engaged with targeted PAX lessons and used the PAX Good Behaviour Game for student-led self regulation ? How do they feel it has improved their student engagement?
3. How effective has targeted PAX lessons, YCDI and Zones of Regulation 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

Evaluation plan for this strategic direction

5. Diverse Learning Meeting minutes reflecting student attendance as an agenda item showing a collaborative approach with key stakeholders addressing the attendance needs of students

6. Attendance data

7. External agency referrals

8. Parent communication in school newsletter promoting school attendance

Analysis:

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

Implications:

Student absences do not impact on learning outcomes.

Resources are used to best meet individual and collective student need.

Parents and the broader community actively participate in supporting and reinforcing student learning.

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and our school community.

Our school is focused on building individual and collective well being through a climate of care and positivity.