

Strategic Improvement Plan 2023-2026

Maraylya Public School 2472



School vision and context

School vision statement

Maraylya Public School is committed to providing an inclusive, supportive and engaging learning environment for all, affording each student access to explicit teaching and learning opportunities aimed at building positive and sustainable approaches towards independent learning.

School context

Maraylya Public School has been providing quality education since 1868. Our school is situated on Dharug Country in what is a semi-rural setting in the Hawkesbury district, adjacent to Sydney's north-west growth corridor and Scheyville National Park. The current enrolment remains steady at 120 students. We have 8% of our students identifying as Aboriginal, 1% EALD students (as identified in SCOUT) and a FOEI of 75.

The students enjoy the support of an interested and aspirational community, who value high academic achievement, student wellbeing and personal integrity. Many students reside on large acreage, which allows them to be involved in various active outdoor pursuits outside of school, including horse riding, motorbike riding and waterskiing. Maraylya students are active, inquisitive, polite and responsible, showing great pride in their school and local area.

We have the benefit of an experienced and committed teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures upon which small schools rely. The school acknowledges the traditional custodians of the land upon which our school is situated and recognises the future changes to this local area, on the cusp of changing demographics and school growth.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong and authentic partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students. The school uses the services of Northwest Child Care services to provide families with before and after school care onsite. The school aims to foster stronger partnerships with our Aboriginal families and community members, as well as the AECG, to support teachers in delivering culturally relevant curriculum that reflects Aboriginal students' heritage, cultures and languages and support our Aboriginal students in being able to express confidently their knowledge of their culture and educational achievement.

Through our situational analysis, we have identified the need to **embed high impact teaching strategies and practice** based on the 'What Works Best' document in order to ensure students **achieve expected growth and attainment** in their learning. This will be achieved through a deep commitment to **cognitive load theory and explicit teaching practice** along with continued commitment to the highly effective practices of **Visible Learning**, to ultimately lead to more independent learning opportunities for students. The school aims to promote a culture of **deep reflection on teaching and learning** as one mechanism to help **continually improve practice**. Responding to feedback in the TTFM surveys, there will be a stronger focus on whole school community knowledge, understanding and use of **effective practices and strategies to support student learning, wellbeing and parents supporting learning outside of school**.

There exists the need to further develop deeper reflective practices based on **quality data**

School vision and context

School vision statement

School context

analysis. We will look to further **embed reflective practices in all teaching and learning** applications through both individual teacher and **systems approaches**.

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving **expected growth and proficiency** in Numeracy and Reading NAPLAN through the use of **data informed practices**.

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

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

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

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Data Informed Practice - Literacy

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Teachers will develop the skills to analyse their own impact and use this knowledge to provide continuous improvement for all students, across a full range of abilities.

Embed data informed formative assessment practices as an integral part of daily explicit instruction in every classroom.

Data informed practice - Numeracy

Ensure effective strategies and processes for data analysis and reflection in numeracy are used for responsive curriculum delivery.

High impact professional learning in data literacy, data analysis and data use in teaching for key staff.

Use Instructional Leader positions to continue to work with teachers using data to monitor and assess student numeracy progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse

Success criteria for this strategic direction

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

Data and feedback inform teaching practice and direct learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

All teaching programs will demonstrate clear and appropriate differentiation to meet student need, linked to thorough data analysis in literacy and numeracy.

All teachers review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Student goals will be informed by accurately collected data via SoLaR Collective assessment schedule set and reviewed at regular intervals and , along with student progress, be made available to families for the purpose of their edification and support.

Aboriginal students will demonstrate levels of achievement in line with every other student group for both Literacy and Numeracy, with the expectation they will exceed state average.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Strategic Direction 1: Student growth and attainment

Initiatives

student progress, evaluate growth over time and report student achievement.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Evaluation plan for this strategic direction

D: We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2, DIBELS
- External assessment, eg. Check-in + NAPLAN
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

A:

- Evidence of activity
- Evidence of process quality
- Evidence of impact

I:

- Next steps for future planning

Strategic Direction 2: Explicit teaching, engaged learners

Purpose

Teachers to seek, recognise, understand and adopt **proven research-based explicit teaching practices**, in order to maximise student learning rate, depth, breadth and retrieval in **meaningful, focused and engaging** ways.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 93% in 2023 to 94.1% by 2027.

Initiatives

Explicit Teaching Practice

Teachers will use explicit teaching practices that involve:

- acknowledgement of and authentic use of current, research based educational theories (cognitive load, schema, retrieval practice).
- explicit instruction through structured morning routine.
- recognition of essential agreements that outline the school's direction as an expectation for teachers to employ.

Attendance Matters

Staff will develop and implement whole school and personalised attendance initiatives to improve regular attendance rates for all students, including those at risk.

Staff will regularly monitor and analyse attendance data to inform planning.

Engagement and Wellbeing

Staff will self assess and review wellbeing policies and processes, making necessary modifications to systems and practice in line with current DoE policy mandates.

Close monitoring of student behaviour trends to inform future planning around educational engagement and wellbeing practices.

Success criteria for this strategic direction

Success will be achieved through evidence of the following:

Every teacher, student and family will be familiar with the school's structure of explicit teaching within morning routine.

Every class will operate under a shared essential agreement of what learning looks like at Maraylya PS in English and Mathematics.

Improved measurable sense of wellbeing via surveys including walkthroughs and TTFM opportunities.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school's values, learning dispositions and expectations.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Wellbeing self reflection tool and survey to show positive shift in wellbeing practices across the school.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. Wellbeing Framework Self-assessment pre and post data.

Incident reports.

TTFM - Student wellbeing, family satisfaction.

A. Analyse the data to determine the extent to which the purpose has been achieved. Which aspects have been most effective?

Strategic Direction 2: Explicit teaching, engaged learners

Evaluation plan for this strategic direction

I: How do the implications of our results affect future directions and next steps?