Strategic Improvement Plan 2021-2024

Hannam Vale Public School 2131

3MAPS

Three Mountains Alliance Public Schools

Johns River PUBLIC SCHOOL — Caring and Sharing

HANNAM VALE PS — BY LEARNING WE CONQUER

HERONS CREEK — excellence with enjoyment

MOORLAND PUBLIC SCHOOL

Four Schools, One Destination,

Quality Education

School vision and context

School vision statement

In partnership with our communities, 3MAPS staff and students are empowered by high expectations, a focus on personalised learning and a strong sense of belonging. Our schools remain committed to continuous improvement and delivering opportunities for every student to become a successful, self-directed learner and a confident, collaborative and compassionate citizen.

Three Mountains Alliance Public Schools (3MAPS) - Four schools, one destination; Quality education.

School context

The Three Mountains Alliance Public Schools (3MAPS) is a strategic collaboration between the small rural schools of Hannam Vale, Johns River and Herons Creek and Moorland, each located on the Mid North Coast of NSW between Taree and Port Macquarie. The alliance, initially established in 2016, has developed into a strong, practical and productive partnership that provides opportunities for staff, students and community to collaborate and expand their schooling experiences. There is a culture of trust and mutual respect within and across 3MAPS schools; a foundation that supports our motivation and capacity to work together.

In 2021, 77 students are known, valued and cared for across the four schools, with 20% identifying as Aboriginal. 3MAPS students come from a range of socio-economic backgrounds and contexts, but each of our schools has a common family orientated culture that values a personalised student-focused approach to learning. Our learning environments, comprised of multi-stage classes in each school are warm, inclusive and valued by our communities. 3MAPS has a practical focus on supporting health and wellbeing. Staff and students are committed to Positive Behaviour for Learning (PBL) and sustaining a nurturing, productive culture by modelling, teaching and reinforcing behaviours that align with our core values: Be Respectful, Be Responsible, Be a Learner and Work as a Team. Extra-curricular opportunities are provided in each school, including Kitchen Garden programs. Student access to sporting, cultural, STEM and social experiences are expanded via 3MAPS gatherings, excursions and camps. In this way, 3MAPS students and staff experience the duel benefits of a small, familiar setting and programs that are only possible with larger student numbers.

The 2021-2024 3MAPS School Improvement Plan (SIP) was collaboratively developed after each school completed a comprehensive data-driven situational analysis. Through rigorous analysis and in consultation with staff, our school communities and departmental expertise, we identified Strategic Directions that seek improvements in teaching, learning and leading. NAPLAN gap analysis, triangulated with internal school data informed the development of system-negotiated targets in reading and numeracy. There is a strong commitment to improving our use of data-driven practices to maximise literacy and numeracy outcomes for every student, understanding that this will support their success in all areas of schooling and beyond. Our strategic directions are informed by research and evidence-based best practice. 3MAPS maintains a strong focus on quality teaching and supporting our learners via personalised learning, explicit teaching and quality feedback.

3MAPS maintains high expectations and a commitment to continuous improvement. We pool physical, financial and human resources strategically and provide expanded opportunities for professional development that would be otherwise unattainable in an isolated small school setting. Collaborative professional learning and reflective practice remain our core mechanisms for achieving measurable and sustainable improvements in teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise reading and numeracy outcomes for every student, all staff will expertly use data to understand the learning needs of individual students, set aspirational learning goals and inform responsive teaching practice..

Improvement measures

Target year: 2022

Reading - achieve a minimum of 60% of students in Years 3 and 5 achieve in the *top two bands* in NAPLAN.

Target year: 2022

Numeracy - achieve a minimum of 60% of students in Years 3 and 5 achieve in the *top two bands* in NAPLAN.

Target year: 2023

All Year 5 students achieve or exceed *expected growth* in NAPLAN (Reading & Numeracy).

Target year: 2024

School self-assessment (SEFSaS) in the elements of *'Data skills and use,* and *Assessment'* improves to *Sustaining and Growing.*

Target year: 2024

School self-assessment (SEFSaS) in the element of *'Curriculum'* improves to *Sustaining and Growing.*

Initiatives

Data driven practice

Embed effective assessment practices and processes for data use in teaching.

- Embed data informed formative assessment practices in every classroom, every day.
- Prioritise high impact professional learning to build teacher capacity in data literacy, data analysis and data use in teaching.
- Strengthen 3MAPS processes for working with teachers to use data to monitor and assess student progress and design future learning.

Responsive teaching

Embed a learning culture that enables students to articulate and achieve meaningful learning goals.

- Ensure that every student's learning is monitored over time to support continual growth in reading and numeracy.
- Strengthen systems that support student/family/teacher collaboration and empower every student to set aspirational learning goals
- Verify that teaching and learning programs across the school show evidence of adjustments in response to individual needs.
- Strengthen 3MAPS collaborative practices in response to data, facilitate rich data conversations that deliver improvements in individual and collective practice.

Success criteria for this strategic direction

- All teachers demonstrate a sound understanding and use of quality assessment strategies (for, as, of).
- There are processes in place to support the regular collection and analysis of student data to monitor student progress, identify interventions and modify teaching programs and practice.
- Collection and use of data is a routine and regular part of teaching practice.
- All students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

The school will consider the following data sources to regularly analyse the effectiveness of these initiatives and guide future directions:

- Teacher acquisition of PDP evidence
- External data including NAPLAN
- Internal data including Check-in Assessments, Literacy and Numeracy Progressions (PLAN2), PAT, Reading Benchmarks, student work samples)
- Learning and Support Assessments (including MiniLit, MultiLit, MacqLit, phonic screening)
- Student PLPs
- Student, teacher and family surveys/focus groups (including TTFM)
- Teaching and Learning Programs, and observations of teaching practice.
- SEF SaS/EV

Strategic Direction 2: High Expectations Learning Culture

Purpose

To optimise learning progress for all students, we will promote a whole school community culture of high expectations and ensure that all students have access to the most effective evidence-based *explicit teaching* methods and feedback.

Improvement measures

Target year: 2022

- Increase the percentage of students attending more than 90% by 1% (2020-22).

Target year: 2024

Self-evaluation (SEF-SaS) indicates that the school is at *'Excelling'* in the elements of **'Learning Culture** and **Effective Classroom Practice.'**

Target year: 2024

Self-evaluation (SEF-SaS) indicates that the school is at *'Excelling'* in the element of **' Educational Leadership.'**

Initiatives

Visible Learning & Feedback

Strengthen classroom practice through a focus on evidence based explicit teaching and quality feedback practices

- Professional learning and development is informed by research such as What Works Best(WWB) and High Impact Professional Learning (HIPL)
- Teachers implement evidence-based effective teaching strategies including the inclusion of Learning Intentions (LI), Success Criteria (SC) and feedback
- Programs and observations of practice (QT Rounds) evidence the inclusion of Learning Intentions (LI), Success Criteria (SC) and effective feedback practices.

Effective Learning Partnerships

Promote school attendance within the whole-school community, contributing to a high expectations school culture and resulting in high attendance rates (>90%) for more students

- Embed systems for the regular collection and monitoring of accurate attendance data.
- Design, monitor and evaluate whole school programs, including Positive Behaviour for Learning (PBL) initiatives to promote and reinforce positive attendance patterns.
- Design, monitor and evaluate personalised interventions that support individual students and their families and deliver measurable improvements in their attendance.

Success criteria for this strategic direction

- The use of Learning Intentions (LI), Success Criteria (SC) and quality feedback strategies is embedded practice in all classrooms.
- Teachers routinely check student progress, review learning and ensure they have a clear understanding of how to support every student to improve.
- Students can identify what they are learning, why it matters, what is expected and how they can improve.

- The whole school community demonstrates aspirational expectations so that every student and every teacher is motived to improve every year.
- Staff, students, parents and the community demonstrate shared accountability for attendance and work together to ensure that student absences do not adversely impact learning and success.

Evaluation plan for this strategic direction

The school will consider the following data sources to regularly analyse the effectiveness of these initiatives and plan future directions:

- Teacher acquisition of PDP Evidence
- Teaching and learning programs
- Observations of practice and teacher reflections
- Feedback samples
- Scout attendance data
- PBL programs and evaluations based on student data
- Student, family & teacher surveys/focus groups (including TTFM data)