Strategic Improvement Plan 2021-2024

Mandurama Public School 2460

School vision and context

School vision statement

Every student at Mandurama Public School is known and supported through respectful relationships with staff in a high quality teaching environment, so that every student is a confident, resilient, responsible and successful learner.

School context

Who Are We?

Mandurama Public School is a rural school located on Wiradjuri land, in the Central West of New South Wales. It is located 28 kilometres from Blayney and 44 kilometres from Cowra. The larger regional centres of Orange and Bathurst are approximately 60 kilometres from our school. Currently, there are five students enrolled and no students identify as Aboriginal or Torres Strait Islander. Our FOEI has increased steadily over the past years to 148.

We have strong support structures in place for all students. Through our personalised learning approach, we accelerate learning for students within the K-6 classroom so that every child is challenged, regardless of their age and stage. We have developed positive relationships with our families and parents report high levels of satisfaction with school communication.

We are proud key contributors to our local community and engage in a wide range of activities including Agricultural Shows, MusicaViva, and Country Women's Association International Days.

We are members of the Heritage Country Schools' Network where we share in excursions, sporting carnivals, fun runs, sporting days and cultural events including NAIDOC Day. We are a small school with big connections that enable excellent opportunities.

Previous School Plans

The two strong threads in our previous school plan focused on knowing every student so that teaching staff can plan for every student's learning success. Through tracking student growth, understanding our syllabuses and literacy and numeracy learning progressions, we now deliver explicit teaching so that nearly every child achieved expected growth at or above expectations.

Our second thread has resulted in our school being more inclusive and knowledgeable so that every child connects, engages and succeeds at our school. We successfully reached out to a wide range of agencies to professionally upskill ourselves in learning how to be better teachers for students with a variety of learning needs. Student surveys indicate that our families are very satisfied with the school and feel connected, supported and challenged.

Moving Forward

Through our recent situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students continue to achieve at or above expected growth in their learning. This will be achieved through teachers planning and delivering explicit teaching together in reading and numeracy. The collection, evaluation and use of student learning data will form a strong foundation for our school improvement.

School vision and context

School vision statement

School context

Our school culture is underpinned by high expectations for every child in a positive and supportive school environment. We are committed to every student being a confident, resilient, responsible and successful learner. This will be achieved through strong and respectful partnerships with parents, students and the school community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will collect, evaluate and use data to understand student learning needs. This will inform differentiated teaching so that students will become self-directed learners who are aware of their own progress and confidently work with teachers to direct future learning.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands in reading by 8.3%, to be above the Cowra Network's lower bound target.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands in numeracy by 8%, to be above the Cowra Network's lower bound target.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading by 60-100%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy by 60-100%.

Initiatives

Use of Data to Inform Practice

Reading

Key Initiatives to improve the reading of all students includes:

- Analysis of student assessment data is used to inform the teaching of reading
- Teachers use reading data to develop personalised learning goals for each student
- Teachers work together to improve their skills in reading data collection, use and analysis

Numeracy

Key Initiatives to improve the numeracy skills of all students includes:

- Analysis of student assessment data is used to inform the teaching of numeracy
- Teachers use numeracy data to develop personalised learning goals for each student
- Teachers work together to improve their skills in numeracy data collection, use and analysis

Explicit Teaching

Key Initiative to improve the reading of all students includes:

- Preparing for explicit teaching through careful planning and understanding of syllabus expectations and staff knowing every child and how to teach them.
- Making learning about reading explicit so that every student understands their progress in reading.
- Providing students with feedback on their achievements and developing them as independent and reflective learners.
- Professional Learning around the latest and most

Success criteria for this strategic direction

Initiative 1: Data Skills and Use

- All teaching and learning programs are explicit and responsive to the needs of every student by name, showing evidence of revisions and adaptations based on formative assessment and feedback
- All student data is updated and tracked regularly using the Literacy and Numeracy Progressions
- Teaching Team uses regular and reliable assessment information to continually improve every student's learning
- The school has processes in place to support teachers in using consistent judgement in relation to assessment

Initiative 2: Explicit Teaching

- All lessons are systematically planned as part of a coherent program that has been designed together
- Whole school approach ensures the most effective teaching methods that optimise learning progress for every student
- Evidence of student collaboration in setting learning goals in reading and numeracy, and commitment to achieving success through student surveys and minutes of conferences between students and teachers
- Minutes of teachers meeting to analyse and use assessment data to plan new units of work
- Evidence of professional learning that improves teacher practice in explicit teaching of literacy and numeracy

Evaluation plan for this strategic direction

Evaluation Strategic Direction 1 will occur by:

- evidence of systematic school processes that ensure student learning data is collected, evaluated and

Initiatives

effective teaching strategies to teach reading

Key Initiative to improve the numeracy of all students includes:

- Preparing for explicit teaching through careful planning and understanding of syllabus expectations and staff knowing every child and how to teach them.

- Making learning about numeracy explicit so that every student understands their progress in numeracy

- Providing students with feedback on their achievements and developing them as independent and reflective learners.

- Professional Learning around the latest and most effective teaching strategies to teach numeracy

Evaluation plan for this strategic direction

used to inform teaching and learning

- evidence of explicit teaching in the development and evaluation of teaching programs

- improved student learning outcomes in reading and numeracy as evidenced through the achievement of progress measures and targets.

- evidence of high quality professional learning to improve teacher capacity

- evidence of parent and student engagement in goal-setting and achievement

Data Sources:

- PLAN2 and data wall

- Teaching programs

- Student voice evident to develop learning goals

- Professional learning evaluations

- Evidence of engagement with families

Analysis

Analysis will be embedded through the progress and implementation monitoring. The analysis will determine how effective the initiatives have been in improving student reading and numeracy growth.

Implication

The findings of the analysis will inform future actions and reporting on the schools improvement measures.

Strategic Direction 2: High Expectations Learning Culture

Purpose

We will maximise the learning growth of students through a culture of high expectations, where students are connected, engaged and challenged. A collaborative, strategic and planned approach will ensure optimum conditions for student learning and wellbeing.

Improvement measures

Target year: 2024

Increased percentage of students attending school more than 97% of the time trending above the baseline towards the school-level target.

Target year: 2024

Self Assessment against the School Excellence Framework, demonstrates the school is performing at Excelling in Learning Culture domain.

Target year: 2024

Self Assessment against the School Excellence Framework demonstrates the school is performing at Excelling in Wellbeing domain.

Initiatives

High Expectations

- Establish clear and consistent expectations for learning, behaviour and attendnace
- Guide and support students towards meeting expectations of learning

Wellbeing

- Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Target support for different phases of student development and for students who may be at risk

Success criteria for this strategic direction

- Teachers, parents and the community regularly work together together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.
- A school-wide, collective responsibility for student learning and success , is shared by parents and students towards the pursuit of excellence for every student.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Evaluation plan for this strategic direction

Evaluation of Strategic Direction 2 will occur by:

- School families reporting increased engagement in their child's learning and have confidence in the teacher's ability to provide challenging learning for their child to excel
- Students report they find their learning to be challenging and that they know they are successful learners
- Evidence of whole school development and competence to implement Mandurama Public School wellbeing and behaviour processes to provide optimum conditions for student learning

Data Sources:

- Attendance data
- internal student wellbeing data
- School wellbeing policies and procedures
- Tell Them From Me data (student, staff and parents)

Strategic Direction 2: High Expectations Learning Culture

Evaluation plan for this strategic direction

Analysis
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Implication

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