

# Strategic Improvement Plan 2021-2024

## Manifold Public School 2464



# School vision and context

## School vision statement

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At Manifold Public School, we strive for high levels of student engagement and success in an inclusive school environment. Students maximise their potential through high expectations and future focused learning experiences. Our vision is to be partners in learning and collaboratively empower all students to grow in confidence and resilience and become self-directed and successful learners.

## School context

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Manifold Public School, with a current enrolment of 22 students, is a rural and remote school located in the Richmond Valley area, 20 kilometres from Lismore, Casino and Kyogle. School numbers have fluctuated over the past ten years, with student numbers ranging from 14 to 42. Our **FOEI is 110 and ICSEA 944**. The strong theme outlined in the previous two school plans involved a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school. As part of the writing of this plan we consulted with students, staff and the school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student outcomes all staff will use formative and summative assessment data to identify the student learning needs of and inform differentiated teaching. High expectations with student learning in Literacy and Numeracy experiences will lead to student growth and attainment.

## Improvement measures

### Target year: 2022

Raising student results in the Top 2 bands in NAPLAN for Literacy and Numeracy by 5% from the baseline data (system negotiated small schools target)

### Target year: 2023

60% of students will achieve or exceed expected growth in NAPLAN Reading and Numeracy(system negotiated small schools target).

### Target year: 2024

#### NAPLAN Value-Add

- SCOUT Value Add reports will move Sustaining and Growing to Excelling for K-3, 3-5 and 5-7.

### Target year: 2024

#### SEF

\*The school will move from Delivering to Sustaining and Growing in the element of Data Skills and Use.

## Initiatives

### Effective K-6 multistage programs

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Whole school curriculum plans to show:

- implement evidence based teaching and learning strategies using the What Works Best document.
- continue to have evidence of a strong synthetic phonics approach.
- integration of KLA's utilising high interest real learning experiences where possible
- planned IT experiences promoting the development of student independent use of identified online programs and applications

### Using data for quality teaching and learning

Student assessment data is regularly used across the school to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

School practices to include:

- Whole school systems and structures in place to record data and provide opportunities to analyse and inform teaching practice.
- Collect a variety of information about each student's learning.
- Make connections between different data sources.
- Use data to evaluate individual learning programs to inform new goals of student learning.
- Prioritise professional learning in effective and efficient use of data.

## Success criteria for this strategic direction

A whole school approach implementing the most effective evidence-based teaching methods to optimise learning progress for all students, across a range of abilities.

Teachers clearly understanding, developing and applying a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

NAPLAN data

Check-in assessment

Scout - Value added data

Student work samples

PDPs - staff to have a goal related to evidence-based practices or differentiation

Teaching and learning programs show evidence of differentiation.

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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conclusions.

After analysing the data a determination will be made as to the future directions.

# Strategic Direction 2: Engagement and Success

## Purpose

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

## Improvement measures

### Target year: 2022

Increase the percentage of students attending > 90% of the time to be trending towards the upper bound system-negotiated target.

### Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be trending towards the upper bound system-negotiated target.

## Initiatives

### Student Engagement

- Embed a school culture to student engagement and wellbeing where there is a collective responsibility for learning and success.
- Review staff members knowledge and experience with students with complex needs.
- Investigate professional learning opportunities to up-skill staff with knowledge and management strategies for student with complex need.
- Review the "Wellbeing for School Excellence Framework" to establish focus areas around student engagement and wellbeing.
- Update wellbeing processes and whole school programs to ensure monitoring, analysis and evaluation of learning and engagement data show improvement.
- Review whole school systems and processes with student non attendance.

### Self Regulation

- Embed a school culture that is strongly focussed on self-regulated learning.
- Review the MPS Learning Together Wellbeing Policy with enhancements implemented. Communicate and develop understanding with parent community.
- Ongoing reviews of the Zones of Regulation Platform to inform learning and improve wellbeing.
- Embed all changed practices and programs across the school as a result of on-going evaluation, reflection and improvement

## Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- Positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Attendance data
- Student feedback and surveys
- Parent feedback and surveys

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as

## Strategic Direction 2: Engagement and Success

### Evaluation plan for this strategic direction

to the future directions.

# Strategic Direction 3: SD 3

## Purpose

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## Improvement measures

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Target year: 2024

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Target year: 2024

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## Initiatives

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## Success criteria for this strategic direction

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## Evaluation plan for this strategic direction

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