

Strategic Improvement Plan 2021-2024

Mayrung Public School 2508



School vision and context

School vision statement

At Mayrung Public School we equip students with the tools to be successful, confident, creative, self directed learners. This is achieved through explicit, high quality teaching and the development of a shared language of learning across the whole school community. Students' needs are catered for in a nurturing environment, allowing them to connect, succeed, thrive and learn in an enabling school environment.

School context

Mayrung Public School is a dynamic kindergarten to year six primary school located in a vibrant and productive rural setting, 42 kms north-east of Deniliquin, that has been educating students for over 125 years. It has an enrolment of 26 students and is dedicated to maximising learning outcomes through quality teaching across all key learning areas.

The school has an enrolment of 26 students, of which 7% are Aboriginal. The Wamba Wamba / Barapa Barapa people are the traditional custodians of the land and Mayrung Primary School promotes the culture of the custodians.

Mayrung Primary School is a member of the Deniliquin Small Schools Community which consists of two other local public schools: Conargo Public School and Blighty Public School, and our partnership secondary school, Deniliquin High School. Our school has a partnership with Charles Sturt and Latrobe University's education faculties which involves mentoring practicum students and two-way learning between the school and university.

Mayrung Public School enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students. Current priorities across the school include literacy, numeracy, curriculum differentiation and formative assessment with an emphasis on engaging students using future focused learning methods and tools. The classrooms are state of the art, equipped with interactive panels and a variety of learning environments. Modern technologies are embraced and staff take advantage of our wireless computer network, iPads and individual student laptops to provide every opportunity to access new learnings and opportunities for the implementation of learning technologies.

Community engagement that builds on the strong foundations of Literacy and Numeracy are a priority for our school. The school provides a range of extracurricular programs including, music, debating and sport. Our core values of respect, responsibility, kindness, fairness and personal best are embedded across the school. The parents are valued partners and are actively involved in the school with high expectations of teaching and learning. There is a strong ethos of inclusion, student wellbeing and teamwork.

Our recent Situational Analysis has provided an insight into the needs of Mayrung Public School to allow for further growth in all facets of our students learning. Our future two strategic directions will focus on student attainment and growth and creating sustainable systems and practices to build teaching capacity. The overarching goal being to embed explicit systems that facilitate professional dialogue, collaboration and succinct data collection and analysis to drive ongoing school wide improvement in teaching practice and student results.

The school is committed to developing global citizens with a strong sense of international mindedness and intercultural understanding, through inquiry learning. Students are encouraged to become active, compassionate lifelong learners who understand difference, value diversity and make a difference in their world. Mayrung Public School is placed in a positive position to ensure that this commitment is upheld.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

Improvement in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Reading by 12%

Target year: 2022

Improvement in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Numeracy by 8%

Initiatives

Personalised Learning

We will embed a learning culture that is strongly focused on learning, the building of aspiration and ongoing performance improvement throughout the school community. Teachers will expertly use individual student data to develop individualised, explicit, differentiated and responsive learning opportunities and will use this data to reflect upon and develop their own teaching practice.

Data Driven Practices

Teachers will engage in high quality professional learning in how to identify, analyse and use data to inform their teaching and to address the individual literacy and numeracy needs of their students.

Systems and structures will be put into place for teachers to collect, record and use a variety of data and to engage in collaborative analysis of the data with colleagues.

Success criteria for this strategic direction

Initiative 1:

Personalised Learning:

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Initiative 2:

Data Driven Practices:

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Systems are embedded that support teachers to regularly and collectively reflect on their data (every 5 weeks) to inform point of need learning around learning intentions/success criteria in literacy and numeracy.

Evaluation plan for this strategic direction

Evaluation plan

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 data
- Phonic and Phonemic Awareness data
- Scout - Value added data
- Learning sprint data analysis/QTR
- Clarity walls demonstrating student achievement
- Lesson observation feedback
- Student work samples
- Literacy and numeracy PLAN2 data
- Student Personal Learning Plans
- Student focus groups, eg; Check In Wellbeing sessions.

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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Creating a collaborative culture to embed sustainable systems and processes

Purpose

In order to maximise student learning and wellbeing, strong, sustainable tools and processes will be utilised, that enhance the effectiveness of the management of school resources of time, space and personnel for maximum effect on student learning and wellbeing.

Improvement measures

Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN Reading.

Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN Numeracy.

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 19% or above.

Initiatives

Collaboratively create effective and sustainable systems

We will collaborate to create effective and sustainable systems for the evaluation and improvement of whole school teaching and learning practices. Effective systems of collaboration will ensure consistency in best practice across the school in the delivery and monitoring of improvement of literacy and numeracy, assessment, student wellbeing, attendance and engagement.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements 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.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Evaluation plan for this strategic direction

Evaluation plan

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:

- Assessment data
- Surveys (Wellbeing / Student engagement)
- Clarity walls demonstrating student achievement
- Lesson observation feedback
- Student work samples

Strategic Direction 2: Creating a collaborative culture to embed sustainable systems and processes

Evaluation plan for this strategic direction

- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups, eg; Check In Wellbeing sessions.
- Teaching and learning programs
- Meeting minutes
- Attendance data

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. Along with regular professional discussion around the School Excellence Framework elements and themes.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'