

Strategic Improvement Plan 2021-2024

Medlow Public School 2511



School vision and context

School vision statement

We believe Medlow Public School should be a fun and creative place to learn where students, teachers and the community have positive and respectful relationships with each other. Staff enable individual and personal growth by ensuring that students are succeeding in their learning. The school has high expectations for every student, teacher and leader. Student voice is valued and their accomplishments and aspirations are nurtured and celebrated.

School context

Medlow Public School is a small rural school (16 enrolments) that has provided continuous public education in the Upper Nambucca Valley for 117 years. The distinctive attributes of Medlow are team teaching, the explicit instructional peer and collaborative learning groups and experiential education. Parents and the broader school community actively participate in supporting and reinforcing student learning.

As a result of rigorous self-assessment, this school will continue our focus on reading, writing and number. Improvement in these three areas will be targeted by the collection of quality assessment data, teacher professional development and instructional leadership.

Medlow Public School has a resource allocation model that supports a full time Teaching Principal, Classroom Teacher for 4 days per week, a Student Learning Support Officer for 2 days per week and a School Chaplain for 1 day a week. The Family Operation Index (FOEI) reflects the parental level of education and employment which is drawn from student enrolment data. It currently sits at 116 which places the present cohort at around average on socio- economic indicators. Wellbeing, sustainability and learning about healthy lifestyles are integral to the culture of Medlow Public School.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes in reading and numeracy for every student, all staff will use data to understand the learning needs and inform differentiated teaching for each student.

Improvement measures

Target year: 2022

- Attendance - at least 80% of students attending at least 90% of the time.
- At least two students will achieve in the top two bands in reading.
- At least two students will achieve in the top two bands in numeracy.

Target year: 2023

- **Reading** -

The number of students achieving expected growth will be at least 65% in Reading.

- **Numeracy** -

The number of students achieving expected growth will be at least 70% in Numeracy.

Target year: 2024

- All Teaching Programs indicate evidence of explicit teaching and differentiation.

Initiatives

High Impact Strategies for Reading Success

There is a whole school systematic and reliable assessment process to evaluate student learning over time and implement changes in teaching that lead to measurable improvement in reading through effective classroom practice .

- Effective Reading Strategies
- Explicit comprehension and fluency building
- Teacher use of reliable internal data
- External measures NAPLAN , Check In Assessment - item error analysis
- Detailed analysis of internal and external data
- Staff professional learning on the use of Effective Reading Strategies
- Allocated time to track and analyse reading data
- Review and development of programming to ensure the use of assessment to inform learning.

High Impact Strategies for Numeracy Success

There is a whole school systematic and reliable assessment process to evaluate student learning over time and implement changes in teaching that lead to measurable improvement in mathematics through effective classroom practice.

- Developing foundational number sense to provide students with the fundamental building blocks for future mathematical learning.
- Full implementation of Essential Assessment in Mathematics for differentiation and school wide data collection.
- Build staff capacity to use external and internal data measures
- Professional Learning from Instructional Leader and Department Courses that focus on Number Sense, formative and summative assessment

Success criteria for this strategic direction

- Consistent school wide practices for assessment are used to monitor, plan and report on student learning in reading and numeracy. (School Excellence Framework)
- Teaching and learning programs are dynamic showing evidence of the consistent and reliable use of assessment and continuous tracking of student achievement in reading and numeracy. (School Excellence Framework)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (School Excellence Framework)

Evaluation plan for this strategic direction

Question: Has the improved teaching practice in Reading and Numeracy resulted in improved learning outcomes for students?

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

- Internal assessment eg PLAN 2, Running Records
- External Assessment, eg NAPLAN
- Observations
- Document Analysis - student work samples
- Surveys - student voice
- Recorded visual interviews/ activities responses
- Photos of collaborative learning of students and staff
- SCOUT data
- SEF Sas School wide processes for addressing improvement in student performance

Analysis

Analysis will be embedded within the initiatives through

Strategic Direction 1: Student growth and attainment

Initiatives

- Allocated time to track and analyse numeracy data
- Review of the Scope and Sequence and classroom programs to ensure that all students are meeting expected outcomes in mathematics.

Attendance

- Students are actively supported to attend school every day.
- Staff members and parents are aware of their responsibilities in regards to student attendance.
- Network, school and individual student strategies are used to improve attendance.

Evaluation plan for this strategic direction

progress and implementation monitoring. Annually the school will review progress toward improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: SD 2 Excellence in Teaching

Purpose

To enhance specific systems for collaboration and feedback to sustain and grow quality teaching practice.

Improvement measures

Target year: 2022

All staff PDP's are aligned to the goals of the school Strategic Improvement Plan, Teaching and Principal Standards.

All staff engage in observational practice with measurable improvement noted over time, using the Australian Professional Teaching Standards.

Target year: 2023

- All staff collaborate within and outside the school to improve teaching practice.

Target year: 2024

- Teachers are able to demonstrate strong evidence of improvement from the base line using the AITSL Teacher Self Assessment Tool.

Initiatives

Teacher Goal Setting

- Teachers self reflect on their capacity to impact on student learning.
- Classroom teacher , Instructional Leader and Teaching Principal conduct peer teaching observations.
- Teaching Standards drive the feedback conversation.
- Targeted Professional Learning through the setting of the Professional Development Plan (PDP) goals.

Small School Collaboration

- Instructional Leader facilitates a network for teachers to share, collaborate and build knowledge in evidence based practices.
- Learning Sprints provide classroom teachers with a focus for strategic improvement.

Success criteria for this strategic direction

- Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (School Excellence Framework)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.(School Excellence Framework)

Evaluation plan for this strategic direction

Question: Has a process of teacher self-reflection and professional learning led to enhanced teacher practice, evidenced by improved student learning outcomes?

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

- AITSL Teacher Self Assessment Tool
- Professional Development Plans
- Lesson observation feedback
- What Works Best Reflection guide
- Student surveys
- Charting and self-assessment against the SEF and High Impact Professional Learning (HIPL) School Assessment Tool
- School Plan milestones
- Regular Benchmarking - observable achievements entered into PLAN @data and Progressions
- Observations
- Achievement and maintenance of all staff at proficient.

Analysis

Evaluation plan for this strategic direction

Using QDAI, analysis will be embedded within the initiatives through implementing and monitoring progress. Review progress toward the improvement measures will be a semester process.

Implication

Findings from the analysis will inform the school of:

- future actions
- Regular review of the research and data sources during staff meetings to evaluate how effective they were
- Annual reporting on school progress measures

Strategic Direction 3: SD 3 A community of Collaborative, Critical and Creative Learners.

Purpose

To build the capacity in learners in collaboration, creativity, critical thinking and communication.

Improvement measures

Target year: 2022

- 90% of students will be able to demonstrate collaborative learning and participation skills across all KLA's.
- 90% of students will be able to articulate their understanding of critical thinking processes.

Target year: 2023

- Project based learning tasks will allow students to demonstrate collaboration, creativity and critical thinking skills.

Initiatives

Critical and Creative Thinking Skills

- All staff to complete Professional Learning in incorporating Critical and Creative Thinking
- All staff to be implementing Critical and Creative Thinking skills into teaching and learning programs.
- Improvement in questioning techniques to support critical thinking skills.
- Staff explore effective ways to assess critical and creative thinking.

Effective Student Collaboration and Communication

- Student collaboration and communication skills and techniques are explicitly taught through all Key Learning Areas
- Outdoor Education and experiential educational opportunities with incursions and excursions.
- Social and Emotional Learning through the delivery of the GOT IT program.

Success criteria for this strategic direction

- Students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- Students are able to draw on Higher Order Thinking techniques in all aspects of their learning
- Teachers collaborate with staff in other schools to share and embed good practice. (School Excellence Framework)

Evaluation plan for this strategic direction

Question: Has creative and critical thinking strategies developed a community of learners who are flexible and open to engaging in learning in a different way?

Data: The following data sets will be collected:

Parent, Student, Teacher data will be used to evaluate school, home, community relationships and engagement.

Analysis

Implication