

# Strategic Improvement Plan 2021-2024

## Medowie Public School 2512



# School vision and context

## School vision statement

Medowie Public School is an inclusive learning community that upholds high expectations and fosters student voice to allow every student, every teacher and every leader to continually improve in a collaborative environment where everyone is respectful, responsible and resilient. Our goal is to ignite the spark to prepare students to become life-long learners to successfully meet all future challenges and endeavours.

## School context

Medowie Public School is located in an attractive semi-rural setting. It is a school where students, parents, staff and members of the community value and support each other. The school's expectations of respectful, responsible and resilient learners underpin our school culture. There are currently 349 students who attend the school. 11% of the school's student population identify as being Aboriginal. The school has one multicategorical special education class catering for 7 students with diverse learning needs. The school's FOEI is 94 with 100 being the average for New South Wales schools. FOEI's greater than 100 are representative of schools in locations with greater disadvantage.

While focusing on improving students' literacy and numeracy skills, Medowie Public School also provides a range of extracurricular activities, catering to the wide and varied interests of our students. In the area of performing arts, the school has a concert band where staff teach children how to play a variety of instruments. In addition, the Music Bus (an external service provider) provides guitar, drum and keyboard lessons to interested families. The school always enjoys performances from dance groups and has enjoyed a long history of having dance groups participate annually in Star Struck. The school has a range of sporting endeavours - from gala teams to student representation in zone teams and zone and regional carnivals. Senior students participate in debating competitions with schools in the wider Hunter area and students K-6 participate in public speaking competitions.

The school has a variety of leadership opportunities for students to become active members in. The students have a parliament consisting of 8 councillors and 4 school captains. In addition, the school has a Junior AECG which is raising the profile and leadership opportunities for young Aboriginal leaders, providing a platform for student voice to be heard and acted upon.

The school is fortunate to have the support of the community and an active P&C. The P&C operate the school canteen, uniform shop, school banking and coordinate a variety of fundraising initiatives. There are a number of parents who regularly volunteer their time to these projects and as a result, the P&C is able to provide financial support to the school.

Medowie Public School is a member of the Lakeside Learning Community consisting of Irrawang High School and its partner primary schools of Irrawang, Grahamstown and Wirreanda Public Schools. In addition, the school is part of Raymond Terrace Community PBL and works with 10 other schools to promote the STARS acronym of safety, trust and honesty, acting responsibly, respect and success.

Through our situational analysis, our school has identified areas of focus for this Strategic Improvement Plan. Some of these focus areas build upon existing work in Aboriginal education, differentiation and 4C teaching practices. Collaborative planning and instructional leadership will be new practices employed during this planning cycle.

Instructional leadership will be carried out by the school's executive team. Working alongside their colleagues and spending time planning collaboratively, students will be identified and tracked on the numeracy and literacy progressions. This will ensure the teaching and learning cycle is followed, allowing targeted differentiated learning to occur.

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All classes in our school will incorporate 4C strategies. Most notable to outside observers will be the 'no hands up' strategy employed by all staff and recognisable in every classroom. The learning disposition wheel will be used to assist students identify personal areas of strength and weaknesses within their own learning styles and personal wellbeing.

Continual monitoring of student performance against reading and numeracy targets will be analysed and regularly evaluated. The involvement of the whole school community will be essential for our programs and initiatives to be successful.

# Strategic Direction 1: Student growth and attainment

## Purpose

The school's situational analysis identified the need for improved data informed practices and the use of effective feedback to drive student learning. In order to maximise the learning outcomes for every student in reading and numeracy, all staff will use data and high impact teaching strategies to inform differentiated teaching. This will ensure students become engaged and self-regulated learners who feel confident working with teachers to help direct future learning.

## Improvement measures

### Target year: 2022

Year 3 and 5 students achieving in the top two numeracy NAPLAN bands will have a minimum uplift of 7%.

### Target year: 2022

Year 3 and 5 students achieving in the top two reading NAPLAN bands will have a minimum uplift of 6.6%.

### Target year: 2024

Improvement as measured in school evaluation against the *School Excellence Framework*

### Learning:

Assessment (Sustaining and Growing)

### Teaching:

Data Skills and Use (Sustaining and Growing)

## Initiatives

### Data Driven Numeracy and Reading Practices

*Strengthen and build teacher understanding of the role of data in classroom practice to ensure teaching and learning programs are responsive to the academic needs of students. The teaching and learning cycle will underpin practices to ensure learning is differentiated to meet the needs of all learners.*

- Establish an IL position to work side by side with teachers to ensure all teaching practices respond to data by assisting teachers to effectively use data in the planning of their teaching and learning programs and lesson delivery.

- Data walls will be established in all K-6 classrooms to assist teachers to differentiate lessons, form student groups and provide feedback to students of what they can do and what they are working towards on the literacy and numeracy progressions.

- Systematic analysis of formative and summative assessments to routinely monitor students progress against the literacy and numeracy progressions.

- Stage teams collaboratively construct common assessment tasks in literacy and numeracy. Tasks designed to provide opportunities for students to demonstrate they are working above grade expectation.

### High Impact Teaching Strategies

*High impact teaching strategies will improve effective classroom practice through a focus on explicit teaching, feedback and collaborative learning.*

- PL provided to staff regarding feedback, explicit teaching and collaborative learning.

- Formal and informal feedback provided from students to students; from teachers to students; and from teachers to teachers through the following mediums - written, oral, formative and summative.

- Transparency of student learning through explicit

## Success criteria for this strategic direction

The school promotes and demonstrate professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. (SEF: Data skills and Use: Data literacy)

The leadership team comprehensively analyse student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. (SEF - Data Skills and Use: Data Analysis)

Assessments are developed and used regularly across stages to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension. (SEF - Data Skills and Use: Data Use in Teaching)

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

Assessment is a tool that supports learning across the school and teachers routinely use evidence of learning including a range of formative and summative assessment to inform their teaching. (SEF - Assessment: Formative and summative assessment)

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. (SEF: Assessment - Student engagement)

## Evaluation plan for this strategic direction

How has data driven practices and high impact teaching strategies influenced student growth and attainment?

The following data sources will include PLAN 2 - Numeracy and Literacy Progressions, NAPLAN, lesson

# Strategic Direction 1: Student growth and attainment

## Initiatives

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teaching strategy of teachers modelling learning intentions and success criteria.

- Collaborative opportunities provided for students and staff to work in small groups where each member contributes to the completion of a learning task.

## Evaluation plan for this strategic direction

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observations, stage meeting minutes, teaching and learning programs, SMARTER Maths, Literacy Pro

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Analysis of data will determine the future of the initiative and 'Where to next?'

## Strategic Direction 2: Engagement Through Collaboration

### Purpose

The situational analysis identified the need for authentic teacher collaboration and teacher's being alert to student messaging in order to increase student engagement and their sense of belonging.

### Improvement measures

#### Target year: 2022

Year 5 students achieving their expected growth in NAPLAN numeracy will have a minimum uplift of 7.2%

#### Target year: 2022

Year 5 students achieving their expected growth in NAPLAN reading will have a minimum uplift of 6.9%.

#### Target year: 2022

Students in Years 4-6 who identify as having positive wellbeing in the TTFM survey will increase by 4.5%.

### Initiatives

#### Student Engagement and Sense of Belonging

*Research was conducted into enhancing primary students' sense of belonging and learning engagement. This was undertaken to address the decreased levels of these two attributes as found in TTFM and internal school data.*

- Teachers identify personal strengths and draw on this expertise, sharing and teaching other stage groups.
- Feedback to students will be conducted routinely and areas for improvement identified in student learning goals. Staff to provide feedback to one another regarding student performance so all teachers are aware of specific student strengths and weaknesses across all KLAs.
- Additional targeted student support will be provided to students who will continue receiving support until tangible improvement is identified on either the numeracy or literacy progressions.
- Strengthen and develop new interest groups for students to participate in a wide range of extra-curricular activities.
- Junior AECG work side by side with the school council to provide a platform for increasing student voice and leadership.

#### Collaborative Practice

*Authentic collaboration will be embedded into school practices and processes by using a coherence maker for collaboration - offering; yielding; challenging, evaluating and extending; advancing co-constructions and connections.*

- Planning days scheduled for stage teams to work collaboratively together for half a day - 2 to 3 times a term. The collaboration day will include the team participating in critical reflection on lessons previously taught, incorporate student voice and plan for next 3/4 weeks of learning.

### Success criteria for this strategic direction

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. (SEF: Curriculum: teaching and learning programs)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs at 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. (SEF: Effective Classroom Practice: Lesson Planning)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstanding are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice: Feedback)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teacher employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice: Explicit Teaching)

### Evaluation plan for this strategic direction

How has student's sense of belonging and whole school collaborative planning refined teacher practices to improve student engagement?

A combination of data sources will be used including, teaching and learning programs, TTFM - parent, student and teacher surveys, NAPLAN, Committee meeting

## Strategic Direction 2: Engagement Through Collaboration

### Initiatives

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- Executive staff to lead collaborative classroom visits with three teachers. All participants to take away an action - DNA (Deep noticing in action).
  - Teaching and Learning programs are collaboratively written by stage teams. Student voice underpins teaching and learning programs and regular feedback is provided to students and evidenced in data walls.
  - Develop and build upon existing relationships by forming an Aboriginal parent committee to increase parent voice and collaborative practices in Aboriginal education.
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### Evaluation plan for this strategic direction

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agenda, Observations from CCVs, Wellbeing data (internal Sentral school data), Attendance rates

The data will be analysed to determine the extent to which the purpose has been achieved.

Where do we go from here? Future directions and next steps.

## Strategic Direction 3: Leading and Transforming

### Purpose

The situational analysis identified the need for increased staff support in order for all teachers to achieve optimal student improvement and growth. School identified leaders will operate as coaches and mentors to drive a culture of continuous improvement by working collegially with staff and assist their teaching practices and in the implementation of transformative principles.

### Improvement measures

#### Target year: 2022

80% of the total student population attend school 90% of the time or more.

#### Target year: 2024

Improvement as measured by the School Excellence Framework;

#### Learning:

Learning Culture (Excelling)

#### Teaching:

Learning and Development (Excelling)

### Initiatives

#### Continuous Improvement through Coaching and Mentoring

*Utilising staff expertise will allow for an authentic school culture to be established that is built on coaching and mentoring.*

- Student Support will be provided by Special Education teacher and LaST through a referral system. Referred students will be supported and strategies provided to the teacher to increase student engagement.

- Reading and numeracy support will be available for teachers through a self nomination and/or from stage supervisor. Mentoring in evidence-based practices will occur to embed reading and numeracy strategies into teaching and learning practices.

- Formalisation of attendance team to monitor student attendance. Staff mentors will be utilised by the team to target students whose attendance drops below 85%.

- Professional learning communities formed to analyse reading and numeracy data, ensuring plateaued student improvement is addressed and high levels of student improvement is celebrated.

#### Transformative Learning Principles

*To prepare students for the future 4C skills will be crucial for their ability to be productive citizens.*

- Regular PL sessions to support all staff in embedding 4C practices into their teaching and learning

- All staff will implement a 'No Hands Up' Policy in their room to foster more authentic communication which promotes self regulation and shared student voice.

- Critical reflection to be employed by staff to evaluate their teaching and learning programs - Identify assumptions; Why this? Why so?; Contesting, Elaborating and Adapting; Re-solving.

### Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture: Attendance)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture; High Expectations)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead (SEF: Learning and Development: Coaching and mentoring)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF - Educational Leadership: High Expectations Culture)

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. (SEF - Learning and Development: Collaborative Practice and Feedback)

### Evaluation plan for this strategic direction

How has coaching and mentoring impacted teacher efficacy, leadership and embedded transformative principles?

The school will use the following data sources - PDPs, Lesson observations, Sentral wellbeing data (internal), TTFM teacher surveys, Goal Hub, Attendance rates, Planning session templates, Student surveys,



## Strategic Direction 3: Leading and Transforming

### Initiatives

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- Classroom teachers will identify students who demonstrate high potential and conference with the student and their parents to develop personalised learning plans that will help extend, challenge and inspire these students using the differentiation adjustment tools.

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### Evaluation plan for this strategic direction

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Coaching/Mentoring planning templates

Data analysis will determine the extent to which the purpose has been achieved.

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