

Strategic Improvement Plan 2021-2025

Megalong Public School 2515



School vision and context

School vision statement

Megalong Public School, in partnership with the local community, is dedicated to developing open-minded, confident learners. Our inclusive programs share cultural knowledge and strive to develop empathy, respect, curiosity and resourcefulness. Through critical thinking, collaboration and imagination, our students develop the skills required to look forward towards the future with optimism and hope.

School context

Megalong Public School is nestled in the beautiful Megalong Valley. The small rural school has traditionally provided public education for over 127 years to the local farming families of the valley. The school is set on two acres of pristine eucalypts with an abundance of wildlife. It is situated in a protected setting surrounded by the spectacular scenery of the Blue Mountains Escarpment.

The school has implemented a broad K-6 primary curriculum which has expanded to include recognition in Film by the Eucalypts, NSW Landcare, Green Flag, The Lithgow Show, Waste2Art and partnership connections with local AECG, Blue Mountains City Council, Landcare NSW, NSW RFS, Megalong Community Centre and NSW National Parks and Wildlife Services. Our student-centred, individual programs have continued to provide learning opportunities that enrich every student.

'Each student is known, valued and cared for'. Every student gains a sense of recognition, a sense of leadership, positive and improved literacy and numeracy, enhanced wellbeing and close community friendships.

Areas and future development and community consultation

The school undertook an extensive situational analysis, in consultation with the community. The future directions for literacy and numeracy are to enhance learning outcomes across the K-6 setting. The direction for literacy will be lifted student progress in reading fluency and comprehension. The direction for numeracy will focus on the strand of whole number and working mathematically to increase student's ability to apply metacognitive strategies in problem solving and conceptual knowledge in rich mathematical tasks.

Through collaboration and close partnerships with the community, students will learn about sustainability, indigenous perspectives and target an ecological future. Over the next four years collaboration with neighbouring small schools and organisations will enrich the learning experiences for all students.

Strategic Direction 1: Student growth and attainment

Purpose

Megalong Public School will enhance student performance by embedding a culture of high expectations. Teachers will draw upon evidence-based assessments and strategic teaching strategies to make the greatest impact on student's performance in literacy and numeracy. Lifting progress, specifically in reading fluency and mathematical problem solving will be a focus across the school over the four years.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth in reading as mapped on the national literacy progressions.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth in numeracy with a focus on working mathematically as mapped on the national numeracy progressions.

Initiatives

Literacy - 2021-2024

Data Skills and Use

- To establish a whole school process on assessment of individual learning that is integral to increase student achievement. Reviewing formative and summative assessment for the greatest impact on student learning.
- Build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised.

Effective Classroom Practice

- Teachers will participate in professional development to deliver high quality programs, assessment and feedback to students to achieve learning goals. Classroom assessment and evidence-based teaching pedagogy within learning programs show effective feedback for student achievement.
- Evidence of research-based reading, comprehension and fluency resources for students are selected to make the greatest impact on student results.

Numeracy - 2021-2024

Data Skills and Use

- Effective assessment is to be embedded within the teaching and learning cycle. It will support teachers' response to the following questions:
- What do I want my students to learn?
- How will my students get there?
- How do I know when my students get there?
- Where are my students now?

Effective Classroom Practice

- Staff will undertake professional learning to provide deep knowledge of new maths curriculum.
- Teaching and learning programs will embed visible learning with feedback and instruction that moves

Success criteria for this strategic direction

- a shift in our school learning culture
- high expectations
- stronger home-school partnerships
- enhanced teacher capability
- improved student outcomes.

Evaluation plan for this strategic direction

Driving Question: How has explicit teaching of reading and numeracy improved student progress?

Data:

- Literacy and Numeracy Progressions
- Check-in assessment
- NAPLAN
- Student work samples
- Reading Fluency Tool
- Short Stage Assessments (DoE)

Analysis:

- Evidence of Activity
- Evidence of Process Quality
- Evidence of Impact

Implications:

- Future planning

Strategic Direction 1: Student growth and attainment

Initiatives

student outcomes forward in mathematical concepts and working mathematical for problem solving.

Strategic Direction 2: Community partnerships & Wellbeing

Purpose

Megalong Public School will build strong partnerships with neighbouring schools, local organisations and the Aboriginal community to enhance student engagement and wellbeing. These collaborations will foster open-minded, confident learners that connect with the community, achieving a sense of pride and belonging and who are passionate about local issues like farming, environmental impacts and sustainability.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 85.81% in 2023 to 93% by 2027.

Community partnerships and Wellbeing

Achieve by year: 2025

Initiatives

Strategic Community partnerships 2020-2024

Community Partnerships

'Walking Together, Working Together' Partnership Agreement with the AECG.

- Staff and students at Megalong Public School will have various opportunities to learn and collaborate with community organisations and neighbouring schools to share and demonstrate their learning of Indigenous culture, histories, connection to the land and Gundungurra language.
- Staff will collaborate and consult with members of the AECG and the local Aboriginal community.
- Staff share and develop ideas and resources and enhance learning for students by seeking out connections with partner schools.

Learning and Development

- Staff professional learning and research.
- Staff and students at Megalong Public School will have various opportunities to learn and collaborate with neighbouring schools to share and demonstrate their learning in wellbeing and enhance students' social opportunities.
- Staff and students at Megalong Public School will have various opportunities to learn and collaborate with community farms and businesses to share and demonstrate their learning and understanding in sustainability and caring for our environment, land and waterways.

Planned Approached to Wellbeing 2020-2024

Wellbeing

- Partnerships with local small schools will enable increased opportunities such as participation in swimming and athletics carnivals and public speaking and debating competitions.
- School partnerships and local projects will improve

Success criteria for this strategic direction

Wellbeing

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.

The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

Community Partnerships

Collaborative opportunities for sharing ideas, resources and teaching practices to enhance learning. Community and key stakeholders participate in planned school processes. Sharing and planning school priorities and values.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed best practice.

Educational Leadership

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Progress towards improvement measures will be evaluated through:

- Ongoing monitoring and meetings identifying effectiveness of community engagement.
- School assessment measured against the 5 domains of the Wellbeing Framework for Schools.
- Evidence showcasing student progress and achievements through work samples, wellbeing check ins, photos, videos and observations.

Strategic Direction 2: Community partnerships & Wellbeing

Initiatives

- attendance, engagement and wellbeing.
 - School attendance and enrolments increase each year.
 - Students develop cultural knowledge, inclusivity and respect for others building confidence and connection with community.
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Evaluation plan for this strategic direction

- Attendance data collection
- Tell Them From Me
- External and internal assessments