

# Strategic Improvement Plan 2021-2024

## Menai Public School 2520



# School vision and context

## School vision statement

At Menai Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. We take immense pride in our school motto, *Together We Learn and Grow*, and value its place at the heart of everything we do. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Menai Public School is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement embedded in a culture of high expectations and active support of improvement in other schools.

## School context

Menai Public School is a close-knit, inclusive environment where every student is encouraged to learn and grow in a beautiful bush land setting. Enrolment numbers have fluctuated over the past seven years, with current enrolments sitting stable at 104. This number is expected to rise over the coming years and the school is planning strategically to facilitate this anticipated growth. Our school has a dedicated, stable team of professionals with classroom teachers, support staff and administrative staff working collaboratively to take shared responsibility for student improvement.

Menai Public School works cohesively with local primary and secondary schools through the Community of Schools Between the Rivers (COSBTR) and enjoys wonderful partnerships with the P&C, local preschools and community organisations to support student learning and wellbeing across the school.

The two strong threads through the previous school plan focussed on continual whole school improvement and the school community working collaboratively to support the wellbeing of all, were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified two areas of focus for this Strategic Improvement Plan: the need for an emphasis on embedding quality teaching practices in order to facilitate student growth and attainment in literacy and numeracy and the need to move towards deeper reflective practices based on quality data analysis, collaborative practice and feedback to sustain quality teaching practice.

### 1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update and Lyn Sharrat's *Clarity*. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

We will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- teachers' beliefs about their students
- the selection of explicit teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- feedback which provides students with relevant, explicit, ongoing, constructive and actionable information about their performance
- teacher professional learning and school resourcing

### 2. Educational Leadership

# School vision and context

## School vision statement

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## School context

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Our second whole school focus is underpinned by the evidence base provided by What works best: 2020 update, Lyn Sharrat's *Clarity: what matters most in learning, teaching and leading* and *Towards a Moving School* by John Fleming and Elizabeth Kleinhenz.

In order to drive ongoing, school wide improvement in teaching practice and student results, we will embed explicit systems that facilitate the development of a high expectations, professional learning and performance culture. These systems will be informed by an explicit and sustained focus on:

- instructional leadership
- collaborative practice and feedback

Instructional Leaders work with teachers to identify students who may require additional literacy and numeracy support and tailor interventions to address these needs. Professional learning opportunities are facilitated by instructional leaders for both school executive and classroom teachers through a wide range of approaches including peer observation, structured feedback on lesson observation, and one-on-one mentoring and coaching in specific aspects of pedagogy. Maintaining a focus on distributed instructional leadership can sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

Effective collaborative practice improves teacher quality. Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Collaboration is most successful when it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others. This drives ongoing school-wide improvement in teaching practice and student results.

# Strategic Direction 1: Student growth and attainment

## Purpose

The school recognises the importance of a sharp, deep focus on strategic areas to address improvement in order to meet system-negotiated and school-determined targets in reading and numeracy.

## Improvement measures

### Target year: 2022

Achievement of 2022 system-negotiated targets:

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 7%.
- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 8.5%.

### Target year: 2023

Achievement of 2023 system-negotiated targets:

- Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 15%.
- Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 20.2%.
- Increased (uplift) percentage of students attendance levels by 7.25%.

### Target year: 2024

**2024 Progress measure Improvement as measured by the School Excellence Framework:**

SEF Element: Assessment - excelling

SEF Element: Effective Classroom Practice- excelling

SEF Element: Data Skills and Use - excelling

## Initiatives

### Reading

***Due to our small school status, our 2021 focus will be on reading however numeracy will be incorporated into our program of improvement this year wherever possible.***

In reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of evidence-based teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

### Numeracy

***Due to our small school status, our 2022 focus will be on numeracy however reading will be incorporated into our program of improvement this year wherever possible.***

In numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of evidence-based teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. **(Curriculum - SEF2)**

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. **(Assessment - SEF2)**

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. **(Effective classroom practice - SEF2)**

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. **(Data skills and use - SEF2)**

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. **(Learning and Development - SEF2)**

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. **(Educational Leadership - SEF2)**

## Evaluation plan for this strategic direction

**Question:** To what extent can we demonstrate the impact of effective classroom practice on student outcomes in reading and numeracy?

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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Internal assessment, e.g. PLAN2, PAT
- External assessment, e.g. NAPLAN, Check in
- Survey
- Observation
- Focus group
- Student voice
- Scout data

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

**Implications** The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year)
- Ongoing implementation and progress monitoring.

## Strategic Direction 2: Educational leadership

### Purpose

The school uses embedded and explicit systems that facilitate collaborative practice in order to drive ongoing, sustained and measureable whole school improvement.

### Improvement measures

#### Target year: 2022

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

#### Target year: 2023

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

#### Target year: 2024

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

### Initiatives

#### Collaborative practice and feedback

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

Collaboration is most successful when it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others.

To facilitate success in this area we will focus on the following strategies:

- Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices
- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs
- Work in partnership with colleagues to achieve shared collaboration goals
- High Impact Professional Learning (HIPL) processes are utilised

### Success criteria for this strategic direction

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. **(Collaborative practice and feedback - SEF2)**

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. **(Coaching and mentoring - SEF2)**

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 good practice. **(Professional learning - SEF2)**

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. **(Instructional leadership - SEF2)**

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **(High expectations culture - SEF2)**

### Evaluation plan for this strategic direction

#### Question

To what extent has the quality of teaching practice improved as a result of teachers having engaged with collaborative practice?

To what extent has the collaborative culture across the

## Strategic Direction 2: Educational leadership

### Evaluation plan for this strategic direction

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school improved?

To what extent has collaborative practice improved student growth and attainment?

To what extent has high impact professional learning been implemented with fidelity?

#### Data

Pre and post teacher surveys focusing on strength and impact of PLCs and HIPL on collaboration, explicit teaching and high expectations

TTFM teacher and student SCOUT data

Teacher professional development plans

Evidence of inclusion of collaboration, feedback and WWB in teaching programs.

SCOUT school dashboard student performance data

PLAN2 data

#### Analysis

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

#### Implications

The findings of the analysis will inform:

- future actions
- effective resourcing
- annual reporting on annual progress measures
- ongoing implementation and progress monitoring