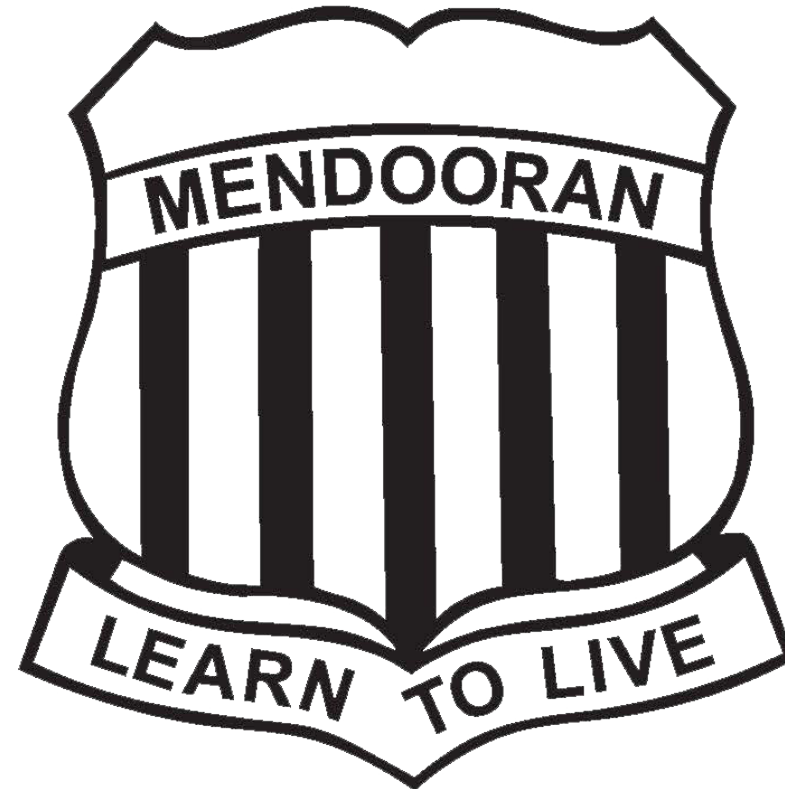


Strategic Improvement Plan 2021-2024

Mendooran Central School 2522



School vision and context

School vision statement

The whole school community will foster a learning environment that enables students to engage in their education in an inclusive and motivated manner. Our students will have the opportunity to grow and develop into resilient, critical thinkers and problem solvers. Students will also use effective and collaborative practice to support learning and become productive global citizens.

School context

Mendooran Central School is an innovative, small rural school serving a diverse community with enrolments of 125 students (of which 35% identify as Aboriginal) from Kindergarten to Year 12. The school draws its primary and secondary students from the immediate township and the surrounding area. We provide a quality K-12 education in an inclusive and supportive environment.

Consultation on decision making with the students, staff, parents and community is through collaborative practice, surveys, interviews and workshops. We strive to provide our staff and students with updated technology to ensure a collaborative, dynamic and an up-to-date learning environment. Staff members focus on developing an individual commitment to learning with each and every student striving for excellence. We are continually striving to ensure that every student is known, valued and cared for in our school. We ensure students have access to outside training providers to ensure a broader curriculum. The school is well supported by a School P&C and we are partners with the local preschool and wider community.

At the end of 2020 we conducted a deep analysis of our school data to identify areas of strength and need. The consultation process included feedback through meetings, workshops and online surveys with all key stakeholders.

Our Situational Analysis indicated that areas of strength were growth in enrolments, wellbeing and human resources. Focus areas for the 2021-2024 Strategic Improvement Plan include student performance measures, particularly in Literacy and Numeracy, personalised learning and high quality teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

The percentage of Year 3 and 5 students achieving in the top 2 bands of NAPLAN Numeracy will increase by 7.7%.

The percentage of Year 9 students achieving in the top 2 bands of NAPLAN Numeracy will increase by 6.6%.

Target year: 2022

The percentage of Year 3 and 5 students achieving in the top 2 bands of NAPLAN Reading will increase by 8.1%.

The percentage of Year 9 students achieving in the top 2 bands of NAPLAN Reading will increase by 6.5%.

Target year: 2023

A minimum of 60% of Year 5 students will achieve expected growth in NAPLAN Reading and Numeracy.

Target year: 2023

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound Mudgee Network target.

Target year: 2022

The proportion of primary students attending 90% of the time or more, will increase by 9.1%.

Initiatives

Personalised Learning

A personalised learning culture is embedded across the school, and supports individual growth and attainment;

- Strengthen the focus on effective teaching and learning experiences by ensuring there is a clear foundation of literacy and numeracy learning in all lessons.
- Provide individualised support for Aboriginal students to meet HSC requirements.
- High expectations of individual student growth and achievement are fostered within the school and the broader community.
- Student engagement and increased attendance are supported through strengthened whole school attendance processes.

Data Driven Practices

Teachers will expertly use data to plan for and respond to student needs;

- Collect and analyse a range of data to track individual cohort and whole school growth and attainment in reading and numeracy.
- All teachers will engage with a wide range of assessment tools to assess student knowledge to inform future planning.
- Embed clear collaborative practices for the collection, analysis and use of data across the school.
- Teachers will develop a deep understanding of data literacy, analysis, use in teaching and use in planning.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Aboriginal students are supported academically and culturally to achieve their potential.

Evaluation plan for this strategic direction

We will regularly use a range of data sources to analyse the effectiveness of the initiatives in achieving the improvement measures reflected in the purpose statement.

This will include external data e.g. NAPLAN data, Scout value added data, as well as Best Start Kindergarten and Year 7 and HSC data. It may also include internal data e.g. Student work samples, PAT, Checkin Data, QuickSmart, South Australian and Waddington tests, PLAN data, VALID assessment, attendance data, MacqLit and MiniLit.

These data sources will be used to determine success in the Mudgee Network Aboriginal HSC attainment target: PLPs, termly network audits of student performance, HSC minimum standard, Faculty assessment tasks and student work samples.

An analysis of this evidence base will guide the future directions, and inform us as to whether we are achieving

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

the intended improvements.

Strategic Direction 2: Instructional leadership and high quality teaching

Purpose

Embed effective teaching strategies that are supported by high impact professional learning, leading to improved student outcomes.

Improvement measures

Target year: 2024

Teachers expertly embed effective Literacy and Numeracy learning strategies, informed by quality data and differentiated for individual needs.

Target year: 2024

A high performing teaching culture is evidenced against the Australian Professional Teaching Standards, employing the principles of evaluative thinking.

Target year: 2024

All teachers will embed explicit, high impact teaching strategies that lead to student growth and improvement.

Target year: 2024

High quality professional learning underpins continuous improvement, which includes ongoing reflection and evaluation.

Initiatives

Building Capacity

All staff will utilise best practice within their roles and as a team, will embed a culture of lifelong learning.

- The Australian Professional Teaching Standards provide a framework for teacher professional growth, to align with Performance Development Plans.
- Collaborative processes will be embedded to enable increased evaluative practices which lead to improvement.
- Expertise within the school will be utilised, and strong coaching and mentoring practices will be embedded.
- Teaching and learning programs are dynamic, showing evidence of improvement based on feedback, consistent and reliable student assessment and continuous tracking of student progress.
- All teachers effectively demonstrate adjustments to address student needs ensuring that all students are challenged, and all adjustments lead to improved learning.
- Teaching staff demonstrating best practice by delivering programs which demonstrate learning intentions and success criteria for all students.

Collaboration

Collaborative relationships between all stakeholders will enhance learning outcomes for all students.

- Parent and community members will be supported to actively engage in their child's learning, including the co-development of individual learning plans.
- Learning alliances are initiated, enhanced and sustained with partner organisations to further enhance curriculum provision.
- Strong connections with other schools and external agencies will be strengthened to support student learning and wellbeing.

Success criteria for this strategic direction

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 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.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

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

The school will use a range of data sources to regularly analyse the effectiveness of the initiatives that may include the following;

MyPL register, Highly Accomplished and Lead Teachers (HALT) applications and certifications, Performance and Development Plans (PDP), feedback surveys (teachers and students), teaching and learning programs and registers.

An analysis of this evidence base will guide the future directions and inform us to whether we are achieving the intended improvements.

Strategic Direction 2: Instructional leadership and high quality teaching

Initiatives

- The school will utilise internal and external resources to support Aboriginal cultural awareness and academic achievement.
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