

Strategic Improvement Plan 2021-2025

Michelago Public School 2540



MICHELAGO PUBLIC SCHOOL

School vision and context

School vision statement

At Michelago Public School we work with our families and community to create positive learning environments in which all students and teachers are supported to achieve excellence.

School context

Michelago Public School has a positive and future focused learning environment in which all students and teachers are supported to achieve excellence. We support student learning and wellbeing by providing a supportive learning environment, highly engaging learning programs and opportunities to expand knowledge, skills and experiences. We foster a collaborative approach to school improvement by working in partnership with the community, our families, neighbouring schools and our students. The school is valued as a community hub and boasts a long tradition of providing a high quality education for the community for over 150 years. The school has a Positive Behaviour for Learning approach to whole school wellbeing. Our school values are be your best, be responsible, be respectful and be safe. Our motto is School and Family Working Together.

The school has a current enrolment of 40 students, 19 in K-2 and 21 in 3-6. The student populations is: Aboriginal and Torres Strait Islander 20%, LBOTE 10% and OOH 7.5%. There are 2 multi-stage classrooms. A infants classroom (K-2) and primary classroom (3-6). There is currently: one permanent teacher, a teaching principal, a full-time temporary teacher, a two day a week teacher and two part time SLSOs. The school has a new principal who started in 2021. Michelago village sits on Ngarigo country in the Monaro region of NSW, Australia. The village is in the Snowy Monaro Regional Council local government area. The town and school are 54 kilometres south of Canberra on the Monaro Highway. Michelago is located between the Murumbidgee River and the Tinderry mountain range. It has a current population of 562 with a substantial subdivision planned to be built across the road from the school with approximately 700 additional homes. The school is situated on Ryrie St which is the main road into Michelago from the Monaro Highway. The town consists of a small cafe/shop, local rural fire station, town hall, local police station and de-commissioned train station (still used by the community for events). The community has been significantly impacted by bushfires and drought over last 10 years which have left some lasting impacts on the community.

In 2020 the school undertook a Situational Analysis. This self-assessment process identified a number of areas which required development over the next school planning cycle. Analysis of internal and external student achievement data highlighted a need for improvement in the differentiation of instruction in class, particularly in numeracy. Further, the school has identified a need to improve the way that it uses data to inform teaching and learning. The analysis identified a need for a systematic approach to teaching reading and spelling through a whole school approach to phonological awareness and phonics. Furthermore, scope and sequences, assessment scheduling and consistency in teaching programs was identified for areas of review and improvement. Additionally, the Learning and Support Team (LaST) practices required review in order to improve its effectiveness in improving the achievement for all students. Recommendations included the an increase in the number of small group targeted tuition for students requiring support and extension in literacy and numeracy. Attendance and engagement Over the past three years, there has been a slight decline in attendance rates of students at MPS. With improvement measures and partnership detailed in the Strategic Improvement Plan. With school and families working together we aim to strengthen our teaching practices to improve student wellbeing and foster a sense of belonging.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students at MPS grow in their learning through explicit, consistent and research-informed teaching. Teachers at MPS will evaluate their effectiveness and strive for improvement through quality, targeted professional learning and the use of student assessment data to inform personalised teaching and learning.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from 2019 baseline data towards the system-negotiated target.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from 2019 baseline data towards the system-negotiated target.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.

Initiatives

Highly effective teaching

The school has a culture of high expectations where students and staff are supported to achieve excellence. Teachers are highly skilled, utilising high impact teaching strategies to deliver engaging and differentiated learning programs.

- * Staff are engaged in the cycle of professional learning based on the five elements of the 'High Impact Professional Learning' model in order to improve student achievement in literacy and numeracy.

- * Classroom practice at MPS has a basis of evidence and research found in 'CESE - What Works Best'.

- * Teachers are engaged in collaborative planning and co-teaching to create highly engaging and personalised learning opportunities.

- * Staff regularly elicit feedback from students, colleagues and community to reflect on practice and improve efficacy.

- * Staff confidently develop and deliver learning experiences which include adjustments and effective differentiation, which meets the needs of individual students to improve student outcomes in literacy and numeracy.

- * Staff are active participants in a professional learning community (PLC).

- * Staff and students confidently engage with new and emerging technologies.

- * Students and teachers engage in How2Learn and high performing students pushed by High Potential and Gifted Education

- * Students regularly engage in self-evaluation, self-assessment, peer assessment and have regular opportunities for feedback with teachers.

- * Students have SMART goals visible in classroom. They

Success criteria for this strategic direction

Highly effective teaching

- * Professional learning is designed to meet student needs, aligned to system, school, development goals and individual performance.

- * The principal enables learning and growth in every teacher and provides opportunities in which new learning is applied to teaching practice.

- * Student work samples are visible in the classroom for opportunities for students to self-assess.

- * Teachers are working together to propel one another, actively engaged with professional dialogue of the QTF and AITSL teaching standards.

- * Students and staff confidently use technology to support learning.

- * Evidence of 'CESE - What Works Best' in every classroom with a consistent whole school approach to explicit teaching, feedback, data, classroom management and collaboration.

- * Staff are active members of a PLC and regularly collaborate with others outside of the school.

- * Students are engaging with inquiry based learning.

- * Individual Learning Plans and Professional Learning Pathways are co-created with students, parent and teachers and are based on progressions with achievement tracked, evaluated and celebrated every semester.

- * All students at MPS have a learning goal which they are able to articulate are visible in their learning spaces and aligned to the learning progressions.

Data Skills and Use

- * Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Strategic Direction 1: Student growth and attainment

Initiatives

articulate where to next using the language of the Learning Progressions.

- * Students engage with inquiry models of learning through experiential learning.

Data driven practices

The school collects, analyses and uses data to identify learning needs of students, areas for school improvement and to communicate with families. MPS:

- * Consistently uses diagnostic, formative and summative assessment tasks to determine where students are in their learning and where they need to go next.

- * Utilises the Literacy and Numeracy Progressions to track individual students.

- * Utilises standardised assessments (NAPLAN, PAT, Check ins, SENA, phonological awareness, phonics screening) to identify target areas for future teaching and learning, as well as identify areas for whole school improvement.

- * Elicits feedback from students, colleagues and community to evaluate the effectiveness of teaching practices.

- * Uses data as evidence to determine the learning needs of students and to co-create individual learning goals in classrooms, ILPs and PLPs.

Success criteria for this strategic direction

- * Accurate and consistent teacher judgment is evident across the school and triangulated with formal standardised assessments.

- * Teachers and leaders collect meaningful data from all stages of the learning process. They gather both qualitative and quantitative data, using consistent, rigorous and ethical data collection methods.

- * Time is dedicated and calendared to routinely and systematically collect and analyse data with colleagues.

- * Connections are made between different data sets to identify trends in individual students, cohorts and potential areas for school improvement.

- * Data is embedded in a whole-school framework by ensuring there is a school-wide plan to collect robust evidence of student learning and use that data to target teaching and track student progress over time.

Evaluation plan for this strategic direction

How will the school know what impact these initiatives are having on student growth and attainment?

Through the collection and analysis of data sources listed below:

* HIPL Self-Assessment tool * ACER's National School Improvement Tool * NAPLAN data * PAT testing * Learning Intentions/ Success criteria * Scout - Value added data * Rubrics used for assessments across K-6 * Student work samples * Literacy and Numeracy Progressions * Student PLPs and ILPs

The evaluation plan will involve a review of the implications of the initiatives involving:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Teachers and school

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

leaders evaluate how adjustments in their practice following professional learning impact on student progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for students.

Strategic Direction 2: Where I belong

Purpose

Working together to ensure all students and known, valued and cared for and to provide a sense of belonging which supports connection, success, learning and achievement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target.

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target.

Initiatives

School and Family working together

Embed a community approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- * A welfare and discipline policy which supports positive behaviour for Learning and communicated to the community.
- * Whole school wellbeing processes which ensure the on-going monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and engagement.
- * Use 'Sentral' to collect and analyse data to support the development of wellbeing and engagement plans.
- * Implement 'Be You' Framework.
- * The P&C improves school culture by representing the community constituency, fundraising and working in a productive partnership with the school.
- * The staff amplify student voice in decision-making at school on things which shape their educational experiences.
- * Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies and trauma informed practices.
- * Participating in Quality Teaching Rounds with on-going professional learning to improve the quality of the learning environments at MPS.
- * School homework program is of high quality, relevant and manageable with expectations clearly communicated to staff, students and community.
- * Learning and support processes include review meetings with parents every semester to ensure the communication of student progress with families.

Success criteria for this strategic direction

- * Staff and community demonstrate increased expertise in supporting and teaching students with complex trauma and/or behaviour difficulties.
- * High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- * Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of PBL school values and communities high expectations.
- * Be You present in school with school and community utilising professional development and the services of Headspace.
- * P&C meetings are regularly attended, provide support for the school and communicate with the community.
- * School homework policy and program supports classroom learning and actively engages families in their child's learning.
- * Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- * Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Evaluation plan for this strategic direction

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Through the collection and analysis of data sources listed below and review implications.

- * Wellbeing Framework Self- assessment pre and post data.

Strategic Direction 2: Where I belong

Initiatives

- * Work with community groups and the community of schools to ensure successful transitions into kindergarten and high school.
- *The school's utility is maximised by the public through 'Share Our Space' program.
- *Work with the community and council to ensure that during community transitions (large subdivisions) that student voice is heard and actively listened to.
- * calendar dates for the celebration and communication of milestones.
- * Utilise skills sets in the community to create highly synergised and engaging learning experiences for the students at MPS.
- *Work with the community to increase our understanding of Ngarigo culture and the special connection Aboriginal people have with the land and local area.

Understanding and celebrating cultural diversity

- Create a school culture of inclusion and pride at Michelago Public School and celebrate the diversity of the student population.
- * Create a Reconciliation Action Plan and implement programs which actively close the gap.
 - * Create and maintain visual representations of Aboriginal and Torres Strait Islander cultural around the school site.
 - * Incorporate local languages in learning programs and visually throughout the school.
 - * Staff to be culturally aware and actively pursue the deepening of Aboriginal cultural knowledge to enrich the culture and learning of the school.
 - * Establish a cultural awareness student group and junior AECG which supports the pursuit for academic excellence through Personalised Learning Pathways (PLPs)

Evaluation plan for this strategic direction

- * Professional Development Plans reflect the active pursuit of cultural knowledge and authentic curriculum integration.
- * Number of personal Attendance Plans in place for students with low attendance records.
- * Incident reports and suspension data recoded in a central location for easy access for all staff.
- * Number of Extra-curricular groups running within the school and attendance %s of those groups
- * TTFM - Student wellbeing, family satisfaction and analyse the data as a staff, school and community to determine the extent to which the purpose has been achieved. I
- * Opportunities for self-reflection of processes - What are the implications for our work? Future directions and next steps.

Strategic Direction 2: Where I belong

Initiatives

- * Work with the Cooma AECG to strengthen connections with community and provide additional opportunities for cultural understanding.
 - * Support successful transitions to high school for Aboriginal and Torres Strait Islander students which includes on-going mentorship and support from school staff.
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