Strategic Improvement Plan 2021-2025

Millthorpe Public School 2558

School vision and context

School vision statement

At Millthorpe Public School students are confident, respectful and resilient learners who achieve to their full potential. Our vision is to partner with our community to create a safe environment, where high expectations foster integrity, creativity and excellence for individuals. We strive to deliver inclusive and engaging experiences that promote a love of learning.

School context

Millthorpe Public School is the only school in the picturesque village of Millthorpe, which is a regional locality in the NSW Central Tablelands. Millthorpe Public School is situated on Wiradjuri land.

Students come from a wide range of socioeconomic backgrounds with 7% of students identifying as Aboriginal and >1% from an English as an Additional Language or Dialect (EAL/D) background.

Millthorpe Public School has a combination of experienced and early career teachers. The school values its community; engagement between staff, parents and the wider community is regarded as a vital component for our success and is highly valued by all. The school has strong relationships with an energetic P&C consisting of parents and caregivers. There is a continuing focus to deliver quality teaching programs with an emphasis on improvement in literacy and numeracy outcomes.

The school is a part of a successful learning network with schools in our community including the SPARKE network and the Heritage Country Schools alliance.

A balance of academic, cultural and sporting opportunities are provided to students through our rich co-curricular initiatives. Millthorpe Public School provides opportunity for a range of enrichment activities such as music education, chess, debating, band, ballet and sport advancement. Our school provides Special Religious and Ethics Educations weekly and private music tuition is available on violin, piano, guitar and percussion during and after school hours. After School Care, provided by Cabonne Shire Council, is available five afternoons per week.

The school community was consulted during the development of the situational analysis, and the findings have been used in this Strategic Improvement Plan. The analysis identified that:

- consistent assessment practices and data literacy are areas of focus to ensure every teacher has a deep understanding of how to move students along in their learning for maximum growth. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.
- staff will embed collaborative practices to improve teaching and learning by participating in professional learning opportunities that foster quality teaching excellence. The use of feedback will support learners to identify goals and strategies, ensuring every leader, teacher and student improves every year.
- a culture of high expectations will support a new wellbeing framework and learning support processes to ensure students thrive and flourish in a supportive environment.

The Strategic Improvement Plan will be supported by external personnel and the expertise that already exists within our school and across our network. The initiatives in the plan will be lead by the executive team and the collaborative work of staff. Structures will be put in place to continually monitor the impact the initiatives have on teaching and learning and

School vision statement

School context

evaluative practices will drive refinement in activities annually.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop, refine and embed whole school processes for collecting and analysing data. Data and assessment will inform planning and evidence-based effective teaching practices.

Improvement measures

NAPLAN top 2 bands - Reading
Achieve by year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 68.1%

NAPLAN top 2 bands - Numeracy
Achieve by year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 63%

Achieve by year: 2025

Improvement in the percentage of students achieving in the top 2 bands in Year 5 to be above the school's target in writing of 30%

NAPLAN expected growth - Numeracy
Achieve by year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy of 72.2%

NAPLAN expected growth - Reading
Achieve by year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 70.0%

Initiatives

Reading

Data Use in Teaching

- Monitor and reflect on the progress of every student to identify strengths and gaps in learning to ensure every student improves every year.
- Use data to inform new goals for student learning or adapt existing goals to ensure students are challenged and successful. The data sources are collected utilising a whole school system to routinely inform teaching.

Assessment of Learning

- Regularly provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria.

Numeracy

Data Use in Teaching

- Collect, analyse and use meaningful data sources from K-6 to determine where students are at and the teaching strategies to move them forward in their learning.
- Teachers make connections between different data sources to establish a detailed picture of each student's learning. The data sources are collected utilising a whole school system to routinely inform teaching.

Assessment of Learning

- Develop and apply a variety of formative assessment methods to check for students' understanding and inform what should be taught next.
- Evaluate the effectiveness of assessment methods to ensure they are differentiated, valid and inclusive.

Writing

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse and interpret data and collaboratively use this to inform planning, identify additional support for students and modify teaching practice.
- Teachers clearly understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor student progress and assess achievement.
- Assessment is used flexibly and responsively as a part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation plan for this strategic direction

Question - Has the use of effective assessment and data analysis by teachers improved student growth in numeracy, reading and writing?

Data - NAPLAN, check-in assessments, PLAN2 data, reading level data, internal assessments

Analysis - Will be embedded within initiatives through progress and implementation monitoring. The analysis will determine how effective the strategies have been in improving student results.

Implication - The findings of the analysis will inform future directions for student growth in numeracy, reading and writing.

Initiatives

Data Use in Teaching

- Collect, analyse and use meaningful data sources from K-6 to determine where students are at and the teaching strategies to move them forward in their learning.

- Teachers make connections between different data sources to establish a detailed picture of each student's learning. The data sources are collected utilising a whole school system to routinely inform teaching.

Assessment of Learning

- Evaluate the effectiveness of assessment methods to ensure they are differentiated, valid and inclusive.

- Moderate assessments to evaluate the effectiveness of teaching practice to meet the learning needs of students

Strategic Direction 2: High impact practice

Purpose

In order for teachers to continue to improve their practice and promote collaboration we will engage with high impact professional learning. Whole school processes to embed leader-teacher-student feedback will lead to continuous improvement for impact.

Improvement measures

Achieve by year: 2025

There are explicit systems for collaboration and feedback that support all teachers with high impact professional learning to enhance the quality of teaching and improve student learning outcomes.

Achieve by year: 2025

The most effective explicit teaching methods and strategies are used and supported by systematic planning. Teachers are committed to routinely responding, giving and eliciting effective feedback for high impact teaching and learning.

Initiatives

Collaboration

- Actively participate in high impact professional learning networks to focus on continuous student improvement and use external expertise to identify and implement best practice models.

- Open classrooms to other teachers and analyse each other's strengths and areas for improvement. Refine processes to share ideas, practices and resources on a regular and ongoing basis. Colleagues will work together to use class, cohort and school data to inform lesson and assessment co-planning to drive ongoing school-wide improvement in teaching practice.

Feedback

Leader/Teacher to Teacher

- Initiate and engage in ongoing professional dialogue through regular discussions about programs, assessment and interpretation of data. Colleagues will give, receive and act on feedback that discusses the effectiveness of teaching strategies observed.

Teacher to Student

- Provide targeted feedback in a timely manner so students have opportunities to action and apply the feedback by setting clear learning intentions and success criteria. Teachers will use a combination of feedback strategies to differentiate student learning.

Student to Teacher

- Seek the views of students on their own schooling and provide opportunities for students to give feedback on teaching and learning.

Success criteria for this strategic direction

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.

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.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Evaluation plan for this strategic direction

Question - Has the use of collaborative practices and feedback ensured a whole-school approach to the use of effective evidence-based teaching strategies?

Data - Teaching observations and models for feedback, teaching programs, student work samples and assessments, high impact professional models.

Analysis - Will be embedded within initiatives through progress and implementation monitoring. The analysis will determine how effective the strategies have been in improving student results.

Implication - The findings of the analysis will inform future directions for collaboration and feedback to result in high impact teaching.

Strategic Direction 3: High expectations culture

Purpose

In order to improve the systems and support for all students we will develop, refine and embed whole school processes for wellbeing, attendance and learning support. Effective communication with our community promotes a culture of high expectations for all students.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target of 92.7%

Achieve by year: 2025

There is a strategic and planned approach to develop whole school wellbeing and learning support processes that assist all students to connect, succeed, thrive and learn.

Initiatives

Wellbeing Framework

- Provide consistent expectations and predictable outcomes so students can take responsibility for their learning. The school will refine and embed clear processes and expectations for behaviour management.
- Use collaborative strategies to support wellbeing and promote resilience in students. The school will initiate strategies to build a positive learning environment, characterised by supportive relationships and regular contact to maintain high expectations for students.

Learning Support Framework

- Design and implement additional whole school support structures for vulnerable learners, including the use of robust plans and individualised strategies to support learning and wellbeing.
- Create the expectation that every minute of every lesson is important and valuable. Parents and carers are regularly informed of the high expectations for their child's attendance.

Success criteria for this strategic direction

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

The school has implemented evidence-based change to whole school practices, resulting in improvements in wellbeing and engagement for students.

Expectations of behaviour are designed to ensure effective conditions for learning. They are explicitly and consistently applied across the school.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation plan for this strategic direction

Question - Has the whole school review and implementation of systems and structures improved the attendance, wellbeing and individual learning support for students?

Data - Sentral, TTFM, NAPLAN, suspension, learning support referrals, internal intervention data.

Analysis - Will be embedded within initiatives through progress and implementation monitoring. The analysis will determine how effective the strategies have been in improving student results.

Implication - The findings of the analysis will inform future directions for behaviour, attendance and learning support structures.