

Strategic Improvement Plan 2021-2024

Minmi Public School 2571



School vision and context

School vision statement

We inspire every student to succeed and thrive.

School context

Minmi Public School is located on the outskirts of Newcastle. We would like to acknowledge the traditional owners of this land, the Awabakal people and pay our respects to the elders, past, present and future. They hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We must always remember that this land was, and always will be, Aboriginal land.

The current enrolment at Minmi Public School is 130 students. School numbers have steadily increased in the last few years and this is reflective of the development in the local area. We anticipate this trend will continue, and even escalate in the near future. Our Aboriginal student population has decreased from 6.5% over the last two years to 5% of enrolments in 2021. EAL/D student numbers have also decreased from 6.5% to a current enrolment of 6%. Our FOEI is 80 which is unchanged from 2020 and our ICSEA is 964. In 2021, we have grown to six classes.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed these reflective practices based on quality data analysis.

We have also identified a need to use data driven practices that ensure all students stage appropriate learning through quality teaching practices. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction.

Our school provides a range of high quality extra-curricular opportunities including sport, debating, Star Struck and a wide range of cultural and well being activities. We are a proud member of the Callaghan Network of Schools, recognising and celebrating that 'it takes a network to raise a child' and continuing to work collaboratively to promote joint initiatives and achieve joint goals.

We work collaboratively with Muloobinbah Local Aboriginal Education Consultative Group (AECG) to ensure Aboriginal history and culture is acknowledged and celebrated. Aboriginal perspectives and programs are embedded in teaching and learning programs as well as extra curricular activities both inside and outside classrooms.

Minmi PS enjoys strong support from the P&C. We will continue to consult and collaborate with our parent body as we work together to achieve success in the three Strategic Directions of the School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will develop high quality teaching and learning programs and enhance the delivery of personalised learning.

Improvement measures

Target year: 2022

Increase the percentage of students in Year 3 and Year 5 in the top 2 bands of NAPLAN Reading to 44.3%

Target year: 2023

Increase the percentage of students in Year 3 and Year 5 achieving expected growth in NAPLAN Reading to 58%.

Target year: 2022

Increase the percentage of students in Year 3 and Year 5 in the top 2 bands of NAPLAN Numeracy to 36%

Target year: 2023

Increase the percentage of students in Year 3 and Year 5 achieving expected growth in NAPLAN Numeracy to 57.7%

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning

- Curriculum - Excelling
- Assessment - Excelling
- Student Performance Measures - Excelling

Initiatives

Literacy and Numeracy

An effective learning culture is focused on continuous improvement of quality targeted teaching and learning. Through high quality curriculum planning, delivery and collective pedagogical practice we will:

- Establish and embed a culture of agreed practices in the planning, delivery and monitoring of curriculum focused on the improvement of all students' literacy and numeracy skills.
- Embed culturally appropriate pedagogy with a focus on Aboriginal and Torres Strait Islander perspectives and learning techniques through school wide literacy and numeracy programs.
- Embed a planned, systematic whole school assessment schedule focused on efficiently, accurately and meaningfully collecting and tracking student results in literacy and numeracy.
- Demonstrate quality literacy and numeracy instruction in classrooms through the Performance Development Framework, lesson observations, demonstration lessons, learning walks and consistent teacher judgement.
- Provide collaboration days to enhance consistent teacher judgement and programming development.

Personalised Learning

A powerful learning culture enables students to create and receive feedback to successfully achieve their learning goals. In order to continue to develop and embed a powerful learning culture, we will:

- Embed strong systems across the entire school to implement one on one conferencing.
- Implement personalised goals for every student that are regularly reviewed and communicated with parents.
- Embed strong systems to develop authentic Personalised Learning Pathways for Aboriginal and

Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF: Learning Domain - Curriculum)

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. (SEF: Learning Domain - Assessment)

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF: Learning Domain - Student Performance Measures)

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. (SEF: Teaching Domain - Effective Classroom Practice)

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data: Minmi PS will use a combination of data sources to regularly analyse the effectiveness to guide the school's future directions:

- Internal assessments - as per Assessment Schedule
- External assessments - eg NAPLAN
- Scout - Value added data
- SEF -SaS
- Whole school rubrics - Writing, G&P, S&L, Reading fluency
- Student work samples
- Observations

Strategic Direction 1: Student growth and attainment

Initiatives

- Torres Strait Islander students that are developed in consultation with families, classroom teachers and the community.
- Embed strong systems to develop authentic Personalised Learning Support Plans for English as a Second Language or Dialect Students that are developed in consultation with families and classroom teachers.
 - Develop authentic Personalised Learning Support Plans for students with additional needs that are developed in consultation with families, classroom teachers, the Learning Support Team and External Agencies.
 - Support Year 6 transition to high school through implementation of common CEP template, timeline including collaboration between primary staff, secondary staff and families.

Evaluation plan for this strategic direction

Analysis: We will be continuously analysing as data is collected, through progress and monitoring of implementation.

Implications: The findings of the analysis will inform us around:

- Future directions
- Annual reporting

Strategic Direction 2: Data Based Practices

Purpose

To promote evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework

Teaching

- Data Skills and Use - Excelling
- Learning and Development - Excelling
- Professional Standards - Excelling

Target year: 2024

Initiatives

Data Driven Practices

To ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery we will:

- Collect data systematically and consistently across the school in accordance with a whole school assessment schedule
- Collect data systematically and consistently in relation to Aboriginal and Torres Strait Islander students in order to track and evaluate student progress
- Use student assessment data expertly to reflect on teaching effectiveness.
- Delivery PL in data literacy, data analysis and data use in teaching for all staff
- Analyse and systematically use literacy and numeracy data to personalise learning and differentiate teaching for all students, as well as track progress and growth
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Upskill teachers and SLSOs in pedagogical and formative assessment practices so that they can meaningfully collect, record and analyse data.

High Impact Professional Learning

Professional learning is driven by identified student needs. Continually building teacher capacity ensures a systematic approach to curriculum and pedagogy development and implementation. To ensure evidence based practice we will:

- Implement High Impact Professional Learning model for staff aimed at meeting school targets
- Deliver Professional Learning to staff around cultural perspectives ensuring authentic Aboriginal and Torres Strait Islander perspectives are embedded

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF: Learning Domain - Learning Culture)

Professional learning is aligned with the school plan, 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. (SEF: Teaching Domain - Learning and Development)

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards are a reference point for whole school reflection and improvement (SEF: Teaching Domain - Professional Standards)

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. (SEF: Teaching Domain - Data Skills and Use)

The Principal is the primary instructional leader in the school. The Principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement (SEF: Leading Domain - Educational Leadership)

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data: Minmi PS will use a combination of data sources to regularly analyse the effectiveness to guide the school's future directions:

- Internal assessments - as per Assessment Schedule
- External assessments - eg NAPLAN
- Personalised Learning Plan notes

Strategic Direction 2: Data Based Practices

Initiatives

- across all Key Learning Areas
 - Embed strong systems for all staff to develop, implement and review Professional Development Plans
 - Support identified staff to work towards higher levels of accreditation
 - Ensure strong school wide structures are in place to facilitate professional learning, provide feedback, mentoring and leadership opportunities
 - Develop systems to support new staff to effectively and efficiently adopt established procedures and complete Professional Learning already delivered to existing staff
-

Evaluation plan for this strategic direction

- Surveys
- Student Work Samples
- SEF SaS
- Learning Walks (Exec / Peer Teachers)
- Lesson Observations (Exec / Peer teachers)
- QTSS Meeting minutes

Analysis: We will be continuously analysing as data is collected, through progress and monitoring of implementation.

Implications: The findings of the analysis will inform us around:

- Future directions
- Annual reporting

Strategic Direction 3: Connect and Succeed

Purpose

To promote a safe respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect and succeed.

Improvement measures

Target year: 2022

Over 93% of students attend >90% with Aboriginal and Torres Strait Islander students achieving the same marker

Target year: 2023

The Tell Them From Me - Student Survey 'Students who are interested and motivated' element will exceed 75%

Target year: 2024

Improvement as measured by the School Excellence Framework:

LEARNING

- **Element: Learning Culture**

Focus: Whole Theme - Excelling

- **Element: Wellbeing**

Focus: Caring for Students - Excelling

- **Element: Reporting**

Focus: Parent Engagement - Excelling

LEADING

- **Element: Educational Leadership**

Focus: Community Engagement - Excelling

Target year: 2022

The Tell Them From Me - Aboriginal Student Survey 'I feel good about my culture' element exceeds 80%

Initiatives

Engagement

Students can achieve their best in an inclusive, positive nurturing environment. We will strengthen our relationships with students, families and community members to promote learning, foster high engagement and the support the wellbeing of our students. We will:

- Embed a whole school approach to student well being and engagement where there is a collective responsibility for student learning and success.
- Support and empower positive parent engagement and bring together family and community resources to enrich student learning and well being.
- Build strong authentic relationships with Aboriginal and Torres Strait Islander families allowing for productive Personalised Learning Pathways to be established.
- Embed vision statement "Shared Histories, Empowered Futures" (endorsed by AECG on 11/2/21) in our communications, practice and partnerships.
- Provide meaningful and inclusive opportunities for student voice through strong systems which support and encourage a culture where all stakeholders are consulted and provide input

Attendance

School staff, parents and the community working together support the building of lifelong learners. To build a school culture that is focused on learning, aspirations and continual improvement, we will ensure our students uphold the importance of education. We will:

- Monitor, improve and maintain student attendance through strong partnerships with all stakeholders.
- Strengthen relationships with Aboriginal and Torres Strait Islander and English as a Second Language or Dialect families to ensure their is a collective efficacy

Success criteria for this strategic direction

The school culture is strongly focused on learning, strengthening educational outcomes and ongoing performance improvement throughout the school community. The entire community works together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF: Learning Domain - Learning Culture)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. (SEF: Learning Domain - Wellbeing: Caring for Students)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF: Learning Domain - Reporting: Parent Engagement)

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. (SEF: Leading Domain - Educational Leadership: Community Engagement)

Key communications to students, staff and parents include our CEPEAT vision statement 'Shared Histories, Empowered Futures'.

The school has an effective family-school partnership where all stakeholders work together as partners in the education of children.

The Tell Them From Me - Parent Survey 'Parents feel welcome' element will exceed 9/10

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Strategic Direction 3: Connect and Succeed

Improvement measures

Target year: 2022

The Tell Them From Me - Student Survey 'Students' sense of belonging' element will exceed 88.1%

Initiatives

for exemplary attendance.

- Refine and strengthen school wide structures to ensure all stakeholders understand attendance processes
 - Embed a whole school approach to increase student attendance through strong connections and broader school community active participation in student learning (Callaghan Network Attendance Initiative)
-

Evaluation plan for this strategic direction

Data: Minmi PS will use a combination of data sources to regularly analyse the effectiveness to guide the school's future directions:

- Tell Them From Me (Student, teacher and parent surveys)
- Sentral Wellbeing Data
- Attendance Data
- Community Feedback from events
- Focus Groups (Staff, student and community)

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

Implications: The findings of the analysis will inform us around:

- Future directions
- Annual reporting