

# Strategic Improvement Plan 2021-2024

## Mitchells Island Public School 2580



# School vision and context

## School vision statement

---

At Mitchells Island Public School we strive for an inclusive environment where every student is known, valued and cared for allowing them to maximise their potential and remain connected to culture. We provide opportunities for all students to connect with the wider community through making learning visible.

## School context

---

Mitchells Island Public School, with a current enrolment of 34 students, is a rural school located in the Taree area, 31 kilometres from our nearest regional centre. School numbers have been steady over the past 5 years with gradual growth, particularly over the last 3 years, with student numbers ranging from 26 to 37. We anticipate that this trend will continue in the future.

Our Aboriginal student population is stable with 20% of students identified as Aboriginal. We have three EAL/D student who are all bilingual. Our FOEI is 88 which has gone down significantly in the past 4 years and ICSEA 907 identifying us as a low socio-economic rural school demographic.

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

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. 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 reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Improved student growth and attainment will be achieved through whole school processes for collecting and analysing data based on highly effective and ongoing assessment practices. Data is expertly used by all staff to inform evidence based teaching practice.

## Improvement measures

### Target year: 2022

#### System Negotiated Target

Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading from 40.0% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 45.4 %.

Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5 %.

### Target year: 2023

### Target year: 2024

#### School Level Targets (Internal)

In Essential Assessment for Reading we achieve an uplift of 5% of students from 2021 baseline data.

At least 90% of students in Early Stage 1 will achieve level 4-5 in the Understanding Texts sub-element of Literacy Learning Progressions.

At least 90% of students in Stage 1 will achieve level 5-7 in the Understanding Texts sub-element of Literacy Learning Progressions.

At least 90% of students in Stage 2 will achieve level 6-8 in the Understanding Texts sub-element of Literacy Learning Progressions.

## Initiatives

### Systems and Processes for effective whole school assessment

Schools utilise systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

To achieve this the school will:

- develop a whole school reading and numeracy schedule to regularly assess, collate and analyse student progress;
- implement programs that support explicit teaching and formative assessment K-6;
- embed explicit systems to collaborate, plan and analyse assessment data to inform quality teaching practice during planning days, staff meetings;
- professional learning focused on developing and embedding Formative Assessment; and
- participate in professional learning across small schools for consistent teacher judgement in writing.

### Expertise in Data Skills and Use

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

This will be achieved by:

- school leaders provide professional learning around evidenced informed practices in reading and numeracy across the school to ensure effective methods are identified, promoted, modelled and embedded through quality curriculum provision;
- develop formalised coaching and mentoring structures for all staff, to ensure staff professional learning is individualised and based on need; and
- develop a whole school consistent approach to

## Success criteria for this strategic direction

- The school culture, systems and processes are strongly focused on student assessment data which is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- All staff collaborate to plan and implement learning and teaching programs using deep knowledge and understanding of curriculum assessment and reporting.( ASPT 2.3.3)
- All students know when and why assessments are undertaken.

## Evaluation plan for this strategic direction

### Questions

How and in what ways can we demonstrate student growth and attainment in reading and numeracy directly linked to improved whole school assessment processes and effective classroom practice?

### Data

We will use a combination of data sources including:

- Internal assessment eg PLAN 2, Essential Assessment
- External assessment eg NAPLAN
- Survey
- Observations
- Student voice surveys
- Interviews (focus groups)
- Document analysis

### Analysis

- Analysis will be embedded in the initiatives through progress and implementation monitoring.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

At least 90% of students in Stage 3 will achieve level 7-9 in the Understanding Texts sub-element of Literacy Learning Progressions.

**Target year: 2024**

### School Level Targets.

School based writing assessments indicate one year's growth for each year of learning for all students.

At least 90% of students in Early Stage 1 will achieve level 4-5 in the Creating Text sub-element of Literacy Learning Progressions.

At least 90% of students in Stage 1 will achieve level 5-7 in the Creating Text sub-element of Literacy Learning Progressions.

At least 90% of students in Stage 2 will achieve level 6-8 in the Creating Text sub-element of Literacy Learning Progressions.

At least 90% of students in Stage 3 will achieve level 7-9 in the Creating Text sub-element of Literacy Learning Progressions.

**Target year: 2024**

### School Excellence Framework

In the element of **Assessment** in the Learning Domain the school will demonstrate **excelling** in the themes of **Whole School Monitoring of Student Learning and Formative Assessment**.

In the element of **Data Skills and Use** in the Teaching Domain the school will demonstrate **excelling** in the theme of **Data Use in Teaching**.

**Target year: 2023**

Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy to be

## Initiatives

---

reading and numeracy through programming, scope and sequences and collaborative lesson planning.

## Evaluation plan for this strategic direction

---

- Progress towards the improvement measures will be reviewed annually.

### Implications

The finding of the analysis will inform:

- Future actions
- Annual reporting of school progress measure published in the Annual Report, in the newsletter and on the school website

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

at or above the lower bound system negotiated target of 60%.

# Strategic Direction 2: Excellence in Teaching

## Purpose

The school culture is strongly focused on learning, building educational aspiration and ongoing improvement through effective feedback and high expectations for all students

## Improvement measures

**Target year: 2022**

### System Negotiated Target

Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%

**Target year: 2024**

### School Level Target

Improvement in the Tell Them From Me student data (Sense of Belonging) to be at or above the lower bound negotiated target of 90%

**Target year: 2023**

### School Excellence Framework

In the Element of **Effective Classroom Practice** in the Teaching Domain the school will demonstrate excelling in the theme of **Feedback..**

In the Element of **Educational Leadership** in the Leading Domain the school will demonstrate excelling in the theme of **High Expectations Culture..**

**Target year: 2024**

### Essential Assessment

At least 85% of students achieve 0.4 or more growth within a year as measured by Essential Reading assessments from Years 2 to 6

At least 85% of students achieve 0.4 or more growth

## Initiatives

### A Culture of High Expectation

The Leadership Team (Principals across sites) establish a professional learning community which is focused on the continuous improvement of teaching and learning through building student agency and a culture of high expectations.

- Working collaboratively within a professional learning community to embed coaching and mentoring, observation and feedback. (timetables, professional learning schedules, Quality Teaching Rounds) Teachers collaborate with staff in other schools to share and embed best practice.
- Professional Learning on high expectations/collaboration (What Works Best) will drive ongoing improvement across and within sites
- Review and refine programs to include goals, formative assessment and clear differentiation that can be tracked over time and linked to data.
- Work with staff to understand and utilise the Australian Curriculum, Assessment and Reporting Authority's (ACARA) Personal and Social Capability Continuum to source goals and track/monitor for students around personal learning behaviours. (BeYou, Learning Pit)

### Highly Effective Feedback

The learning goals for students are informed by analysis of internal and external assessment data and routinely used by all staff to review learning with students. Through effective and explicit feedback all students have a clear understanding of how to improve. Student Feedback is elicited by teachers to inform teaching directions and ensure high levels of engagement for all students.

- Ongoing professional Learning for all staff using 'What Works Best' (WWB) and 'The Centre for Education Statistics and Evaluation' (CESE), evidenced informed practices with a focus on feedback.

## Success criteria for this strategic direction

- 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. (School Excellence Framework-Data Skills and Use)
- 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. (School Excellence Framework-Learning and Development)
- 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. (School Excellence Framework Effective-Teaching Practice)
- There is a strategic and planned approach to develop whole school well being processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (School Excellence Framework-wellbeing)
- Assessments are developed/sourced and used regularly across stages or the whole school to monitor student learning progress, and identify skill gaps for improvement and areas for extension (School Excellence Framework-Data Skills and Use)
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. (School Excellence Framework- Learning and Development)
- Teachers will provide explicit, specific and timely formative feedback to students directly related to success criteria. This feedback will support improved student learning. (School Excellence Framework- Effective Teaching Practice)
- Teachers use well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. (School Excellence

# Strategic Direction 2: Excellence in Teaching

## Improvement measures

---

within a year as measured by Essential Numeracy assessments from Years 2 to 6

**Target year: 2024**

### Visible Learning

Increase the percentage of students being able to identify and engage in the school Learning Dispositions from baseline to 95% according to the school 'Learner Power Questionnaire'.

**Target year: 2024**

### Learning Intentions and Success Criteria

Increase the percentage of classroom teachers co-constructing and deconstructing learning intentions and success criteria with students from baseline to 100%.

Progress from 'no awareness' to 'deliberate application' using the Corwin Visible Learning Continuum for feedback.

## Initiatives

---

- Review and refine programs to include assessment data linked to teaching focus as well as individual goals for students.
- Systems and practices for explicit goal setting and reflection based on learning intentions and success criteria are outlined in a 'School Expectation Guidelines for Explicit Teaching and Goal Setting'.
- Link observations and walk throughs to learning intentions and success criteria to monitor effectiveness and use.
- Embed processes K-6 within the school and across schools, to collect feedback from students on their learning.

### High Expectation of Student Attendance

Maintain a culture of high expectations around student attendance to enable teachers, parents and the community to work together to support systematic processes that ensure student absences do not impact on learning outcomes, including those students at risk. To achieve this the school will implement the following strategies:

- Attendance data regularly recorded, analysed and refined and is used to inform planning.
- Enhanced teacher/parent communications with a focus on attendance.
- A tiered approach with intervention strategies is implemented across the school to ensure daily attendance and to minimise long term patterns of non-attendance, impacting on students learning.
- Professional learning for all staff to develop knowledge and skills to support attendance.
- Foster regular attendance by establishing a positive and welcoming school culture for all students.

## Success criteria for this strategic direction

---

Framework-Wellbeing)

## Evaluation plan for this strategic direction

---

### Questions -

*How can we determine that our focus on highly effective feedback, goal setting and building a culture of high expectations has impacted students sense of belonging and challenge at school?*

### Data

- School Excellence Framework S-aS
- Professional learning overview
- Teacher performance and development plans
- Learning intentions and success criteria documentation over time
- Observations, Quality Teaching Rounds and walk through data
- Collegial discussions, formal and informal meetings ie staff meetings
- Small school's meetings
- Tracking and Monitoring data against Personal and Social Capability Framework

### Analysis

- Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

### Implications

- The finding of the analysis will inform future directions and budget allocation., will be found in implementation and progression monitoring.