

# Strategic Improvement Plan 2021-2025

## Mittagong Public School 2581



# School vision and context

## School vision statement

**At Mittagong Public School, students, staff and community connect, succeed, thrive and learn.**

At Mittagong Public School every student is known, valued and cared for. We deliver excellence within a culture of high expectations and collaboration. We engage positively with our students, parents, staff and wider community. Every student and every teacher are challenged to continue learning and to improve every year.

Our students are engaged, resilient, successful learners, who are highly literate and numerate. They are confident, creative individuals who can think deeply and critically. As active and informed citizens our students have personal resources for success and wellbeing today, and in the future.

## School context

Mittagong Public School (enrolment 530, with 6% identifying as Aboriginal and Torres Strait Islander and 5% identifying as English as an Additional Language) is a dynamic learning environment with a focus on quality teaching and learning, a full and balanced curriculum and great care for the well-being of children. Our students are placed in 21 mainstream classes, and 3 support classes. Mittagong Public School is a Positive Behaviour for Learning school and the core values of Respect, Responsibility and Cooperation underpin all student wellbeing procedures. The school has the support of the National Chaplaincy Program.

Our teaching staff are dedicated professionals who are committed to collaborating in teams, providing quality experiences, and continually seeking to implement best practice. There is a strong focus on data informed practices to improve learning. Staff collaboratively plan, implement and evaluate teaching and learning programs to meet the diverse needs of students. There are strong community partnerships including the P&C and parent body that enhance the educational outcomes of the school. Students are provided with opportunity to develop their interests and talents in academic, artistic, cultural and sporting domains in order to maximise their potential and enable them to become confident, independent learners capable of embracing future focused skills, knowledge and understandings.

Through our situational analysis we have identified that further consolidation of data informed teaching, collaborative practice and feedback is required. A whole school approach will be implemented to ensure the most effective evidence-based teaching methods optimise learning progress for all students including sound use of student assessment and data to inform planning, identify interventions and modify teaching practice. Differentiated teaching and effective class practice are needed to ensure that students are at instructional edge. The school will use data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

School scope and sequences for other KLAs will move focus from the subject's content to planning for general capabilities, challenging learning, higher order thinking and problem solving to engage our students in learning. Teaching and learning programs will reflect competent, effective and systematic integration of ICT and higher order thinking to improve engagement and student outcomes. The school will build a comprehensive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing to connect, succeed and thrive.

A school wide approach which is collaborative and consistent is needed to build a positive, high expectations culture at Mittagong Public resulting in sustained and measurable whole school improvement. Leadership development programs will be planned and implemented to build the capacity of all staff to lead and manage projects within the school. There will be a strengthened approach in working with the community including the work as a collective of schools through the Challenge Learning Project, the parent community, the high school and the AECG to create an inclusive outward facing school.

# Strategic Direction 1: Student growth and attainment

## Purpose

### Excellent lessons, every day for every student.

Quality teaching, planning, delivery and assessment ensures excellence and responsiveness in meeting the needs of all students to develop strong skills in literacy and numeracy and ensure all students are at instructional edge.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Internal data sources indicate student growth in numeracy.

### Reading growth

Achieve by year: 2023

Internal data sources indicate student growth in reading.

## Initiatives

### Effective teaching in Literacy and Numeracy

A whole school approach will ensure effective evidence-based teaching and learning, which integrate ongoing assessment and feedback with high quality instructional pedagogy.

- Build teacher capacity in literacy and numeracy teaching practice including explicit teaching, strategies for differentiation and use of assessment.
- The teaching learning cycle will be effectively used where teachers and students will be able to articulate: "Where are we now? Where are we going? What is the next step?" for teaching and learning.
- Expertly use student assessment data to reflect on teaching effectiveness and provide differentiated and responsive learning opportunities
- Identify, address and monitor individual student learning needs using a case management approach, where class teachers and support staff liaise and plan together.

### Effective Use of Data

Ensure reliable formative and summative assessment is used by all staff to analyse student progress and growth, report student achievement and to improve own teaching practice.

- Develop skills in data literacy, data analysis and data use in teaching for responsive curriculum delivery, reflecting on teaching effectiveness and to meet student learning needs.
- Build teacher capacity in using data to monitor and assess student progress and design future learning on a whole class, group and individual basis.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom including quality feedback.
- Through professional dialogue and collective understanding of standards required, teams will

## Success criteria for this strategic direction

The effect of evidence-based programs and professional learning is evident in effective class practice, strong student learning outcomes and individual and collective teacher efficacy.

All classrooms are planning and delivering excellent differentiated lessons in literacy and numeracy, ensuring all students are at instructional edge. Assessment data is collected on a planned basis and used responsively as an integral part of classroom instruction including giving student feedback.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs are adjusted to address individual student needs. A 'case management approach' is effectively used with teachers, students, parents and external providers working together ensuring that adjustments lead to improved learning.

Valid teacher judgment and shared understanding of curriculum standards is evident across the school. Teachers collaborate to ensure consistency of curriculum delivery, strategies for differentiation and consistency of judgement.

All teachers have a sound understanding of student assessment and data concepts. They will analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.

The school uses appropriate data to inform collective decisions about student learning, aligned with improvement measures in the school plan. Right data needs to be used for the right purpose.

## Evaluation plan for this strategic direction

The school will use the following data sources, to

# Strategic Direction 1: Student growth and attainment

## Initiatives

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demonstrate consistent teacher judgement using the syllabus and other criteria.

- Effective use of a centralised system for collecting, analysing and reporting data on student and school performance.

## Evaluation plan for this strategic direction

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regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- NAPLAN and SCOUT data
- Literacy and numeracy PLAN 2 data, ac Lit and Mini Lit data
- internal student data including PAT, phonics, Soundwaves and reports.
- What Works Best guide
- lesson plans, teaching programs, classroom observations and teacher reflections.
- Challenge Learning Project data
- student work samples, rubrics, assessment tasks, exit slips, student reflections and goals
- Personalised Learning data analysis including intervention program data and student IEPs/PLPs.

Analysis will guide the school's future directions.

**School Excellence Framework Elements:** Curriculum, Assessment, Reporting, Student Performance Measures. Effective Classroom Practice Data Skills and Use.

**What Works Best:** High expectations, explicit teaching, effective feedback, use of data to inform teaching, and assessment.

**The evaluation plan will involve:**

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular professional discussion using the School Excellence Framework and What Works Best.

# Strategic Direction 2: Connect, succeed, thrive, learn.

## Purpose

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Our students will be critical and creative thinkers, who can communicate and collaborate with others. They are resourceful, problem solvers, with strong technology skills who challenge themselves in their learning.

There is a planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

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### Wellbeing

Achieve by year: 2023

### Wellbeing.

Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 4.5%.

Achieve by year: 2025

### Enrichment

Enrichment, extension and extra-curricular programs for high potential and gifted students are sustained, challenging and purposeful.

Achieve by year: 2025

### Aboriginal Education

Premier's Priority for Aboriginal student outcomes are met or bettered through partnerships with families, the AECG, and effective teaching within a culturally inclusive curricula.

All staff and students demonstrate increased understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people.

### Attendance (>90%)

Achieve by year: 2023

## Initiatives

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### Student Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes including PBL, attendance and transitions, that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Continually reflect on, and improve the quality and consistency of school approaches to student wellbeing, both individually and as a group.
- Build attendance processes and expectations.
- Develop transition plans P-K and 6-7 including a playgroup.

### Engaging, challenging learning

### Engaging Challenging Learning

Embed quality teaching with a focus on intellectual quality and higher order thinking skills through integrated syllabus, general capabilities, inquiry learning, Challenge Learning Project and technology.

- Deliver engaging lessons that challenge learning where higher order thinking, and inquiry learning skills are explicitly taught.
- Balanced approach to KLAs with both capabilities/skills and content being taught and general capabilities matrixes used to plan teaching and learning.
- Embed evidence based research, and differentiated professional learning, through Challenging Learning Project to ensure that teachers utilise strategies that have the greatest positive impact on learning.
- Deliver the High Potential and Gifted Education Policy through enrichment learning in both classroom and whole school projects.
- Research and implement innovative approaches using technology for student engagement and attainment.

## Success criteria for this strategic direction

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- **Teaching and learning programs** are collaborative and dynamic, showing increased focus on higher order thinking, challenge, engagement, integrated syllabus, general capabilities, inquiry learning, and technology. Balance with explicit teaching of skills occurs.
- **Challenge Learning Strategies** are evident in classrooms with students responding positively to academic challenge, thinking critically and creatively. Teachers and students use techniques of effective dialogue, questioning, formative feedback and collaboration.
- Planned opportunities for **enrichment and engagement** are evident in the school both within classrooms and whole school projects resulting in higher expectations of students.
- Teaching and learning programs reflect competent, effective and systematic **integration of ICT** and intellectual quality to improve engagement and student outcomes.
- Successful students are creative and productive users of technology, and can think deeply and logically.
- **Expectations of behaviour** are co-developed and designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied including the continued implementation of Positive Behaviour for Learning.
- **The school has a comprehensive framework** to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing to connect, succeed and thrive.
- Students use effective strategies for resilience, and positive behaviour.
- **Attendance data** is analysed and used to inform planning. Whole of school and personalised attendance approaches improve regular attendance rates for all students, including those at risk.
- **Transitions** The school engages in strong collaborations between parents, students and the

# Strategic Direction 2: Connect, succeed, thrive, learn.

## Improvement measures

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### Attendance

5.5% uplift in the percentage of students attending school greater than 90% of the time.

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## Initiatives

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### Aboriginal Education

The Aboriginal Education team will lead the school in effective PLP process, improving Aboriginal student outcomes and aspirations through working in partnership with families and AECG. The curriculum of the school, teaches and values the history, culture and contemporary issues of Indigenous Australia.

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## Success criteria for this strategic direction

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community that support continuity of learning for all students at transition points.

- **Aboriginal Education**

Aboriginal Education Policy is turned into action where Aboriginal students have equitable, culturally inclusive and significant educational opportunities attaining high educational standards. Schools and families work in partnership

Knowledge and understanding of Aboriginal Australia is taught, and all students are provided with opportunities to develop deeper understandings of Aboriginal histories, cultures, languages and perspectives within a culturally inclusive curricula.

## Evaluation plan for this strategic direction

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The school will use the following data sources, to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- Wellbeing Framework reflection.
- Tell Them From Me data
- evaluation of programs and initiatives
- lesson plans, teaching programs, classroom observations and teacher reflections.
- Challenge Learning Project data
- student work samples, rubrics, assessment tasks, exit slips, student reflections and goals
- Personalised Learning pathways documents and process evaluation
- surveys, questionnaires, exit slips
- video capture, photo voice and photo elicitation
- matrix and rubric use

Analysis will guide the school's future directions.

### Evaluation plan for this strategic direction

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**School Excellence Framework Elements:** Learning Culture, wellbeing, curriculum, assessment, effective classroom practice.

**What Works Best:** High expectations, effective feedback, assessment, classroom management, and wellbeing.

**The evaluation plan will involve:**

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular professional discussion using the School Excellence Framework and What Works Best.

# Strategic Direction 3: High expectations, collaborative culture.

## Purpose

We create a strong culture in which high expectations, a shared sense of responsibility, and collaboration is embedded, so that teachers and leaders are supported, and support one another, to continuously develop their skills and knowledge.

Our school is committed to meaningful partnerships with families, community and other educational partners, including the AECG, creating an inclusive, outward facing school.

## Improvement measures

Achieve by year: 2025

### PDP process

100% of staff use the Professional Development Process and Professional Standards to evaluate their personal effectiveness and plan for own learning, resulting in a culture of continuous improvement.

Achieve by year: 2025

### Professional learning

Effective professional learning delivers embedded ongoing school wide improvement in teaching practice, SASS effectiveness and student results aligned with the aims of the School Improvement Plan.

Achieve by year: 2025

### Community partnerships

Quality teaching and learning is delivered by alliances with parents, community, other schools and organisations creating an inclusive, outward facing school as evidenced through improved evaluation results.

## Initiatives

### Teacher and Leadership Development

A collaborative, consistent approach to teacher, non-teacher and leader learning will build a positive, high expectations culture.

- Staff demonstrate personal responsibility in using professional standards and PDPs to identify and monitor specific areas for continual improvement.
- Engage in differentiated evidence based professional development, based on professional plans, needs of students and direction of the school.
- Professional learning includes professional dialogue, collaboration classroom observation, coaching, modelling of effective practice and provision of feedback between teachers and between teachers and leaders, to improve teaching.

### Leaders

- Build collective and individual leadership capacity through formal and informal leadership development programs so all staff can lead and manage projects.
- Leaders collaborate on key changes as determined by school plan and new initiatives so there is consistency, clarity and confidence to ensure improvement is school wide.
- Leaders support their teams, and individual staff, through mentoring, coaching and systems to build individual and collective efficacy.
- Build skills of the school community to plan, implement and evaluate projects to ensure the successful delivery of the School Improvement Plan.

### Partners

Increase partnerships across and beyond the school, including parents, community, educational partners, Challenge Learning Project and AECG, to promote shared responsibility for school and student improvement.

- Parents, carers, community and educational partners

## Success criteria for this strategic direction

### Culture of continuous improvement

A strong culture is evident in which high expectations, a shared sense of responsibility, and collaboration is embedded, so that teachers and leaders are supported, and support one another, to continuously develop their skills and knowledge.

**PDP process** All teaching and non-teaching staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

### Professional learning

- A collaborative, consistent approach to teacher, non-teacher and leader learning will build a positive, high expectations culture
- Sustained, evidence based professional development in a collaborative learning community is directly linked to changes in classroom practice and in raising student learning outcomes.
- Teachers evaluate the effectiveness of their teaching practices, including analysis of data to plan for the ongoing learning of students. Teachers take shared responsibility for all student improvement.

### Leadership development

- Increased leadership capacity is evident resulting in a positive, strong cohesive leadership team working together and with staff.
- The School Improvement Plan is successfully driving improvement through teams planning, implementing and evaluating the effectiveness of initiatives.

### Partnerships

Effectively engage with parents, other schools and organisations to share and improve practice and deliver innovation.

- Effective creative methods of engagement and communication result in stronger partnerships with families.



## Strategic Direction 3: High expectations, collaborative culture.

### Initiatives

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work collaboratively and share expertise with school staff to support student achievement in learning, engagement and wellbeing.

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### Success criteria for this strategic direction

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- Relationships with AECG, high school, universities, other schools, and organisations are enhanced through communication and educational, cultural and wellbeing projects.

### Evaluation plan for this strategic direction

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The school will use the following data sources, to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- Teaching and Principal Professional Standards
- evaluation of initiatives
- High Impact Professional Learning self assessment and Guskey tool
- What Works Best Reflection Guide
- lesson plans, teaching programs, classroom observations, meeting minutes and teacher reflections.
- Challenge Learning Project data
- student work samples, rubrics, assessment tasks, exit slips, student reflections
- surveys, questionnaires, most significant change exit slips
- Focus groups and internal data
- Tell Them From Me and parent surveys

Analysis will guide the school's future directions.

**School Excellence Framework Elements:** Professional standards, learning and development, and the Leadership domain.

**What Works Best:** High expectations, effective feedback, use of data to inform teaching, and collaboration.

**The evaluation plan will involve:**

- Regular review of these data sources to provide

## Strategic Direction 3: High expectations, collaborative culture.

### Evaluation plan for this strategic direction

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clarity around whether we are on track for achieving the intended improvement measures.

- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular professional discussion using the School Excellence Framework and What Works Best.