

# Strategic Improvement Plan 2021-2024

## Moruya Public School 2628



# School vision and context

## School vision statement

Moruya Public School believes every student is unique and has an important place in their community. Every student will develop the skills to be a life-long learner with confident personal and social skills to enjoy life within society. This vision reflects the new Alice Springs Education Declaration.

## School context

Moruya Public School has a proud and long tradition for over 140 years of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation for learning for life. Teachers plan, program and deliver curriculum with a focus on implementing evidence informed practices to support student growth and achievement in all subject areas with a focus on literacy and numeracy. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 325 students and 30 members of staff. The school has a significant enrolment of Indigenous students, four special education classes for students with additional and complex learning needs in both mainstream and support classrooms. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement and growth in literacy and numeracy. A whole school approach will focus on identified areas of need including:

- \* Collecting, analysing and evaluating data to inform teaching and learning and track student progress.
- \* Evidence informed practices.
- \* Creating and sustaining consistent teaching and learning practices.

A strong focus on identifying and addressing individual student learning needs will drive improvement.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving in the top two bands in NAPLAN for reading by an additional uplift of 5% or greater from 2021 .

### Target year: 2022

Increase the percentage of students achieving in the top two bands in NAPLAN for numeracy by an additional uplift of 5% or greater from 2021 .

### Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 bands in reading by an additional uplift of 5% or greater from 2021.

### Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 bands in numeracy by an additional uplift of 5% or greater from 2021.

### Target year: 2023

Increase the percentage of students achieving expected growth in reading by an additional uplift of 5% or greater

## Initiatives

### Effective data use

Effective data use will drive continuous improvement. Consistent, reliable and valid data will be used to inform teaching and learning in literacy and numeracy and provide feedback to students. This data will be used to identify student learning needs, evaluate the impact of teaching and learning and also determine focus areas for whole school professional learning and development. Data collection and use across the school will be strengthened through an evaluation of current practices and the introduction of additional focus areas. This will be supported by professional learning for all staff.

In literacy and numeracy data will be used regularly to identify whole school and individual learning needs so that targeted programs can be implemented accordingly. This will inform differentiated practices in classrooms, individual student learning programs and individual student goals.

### Evidence informed practices

Establish and embed the use of consistent and explicit evidence informed strategies K-6 to inform teaching and learning activities in literacy and numeracy. The selection and implementation of these teaching strategies will be inextricably linked to targeted student learning needs to ensure a strong focus on the improvement of all students' literacy and numeracy skills.

In literacy and numeracy evidence based practices will be used to ensure that:

- students develop the skills and strategies required for effective learning including a growth mind set and the ability to see feedback as an integral part of the learning process.
- Individual learning goals target teaching and learning activities to individual student needs.
- Learning intentions and success criteria promote learner understanding, autonomy and engagement.
- Teaching and learning activities are student focused and informed by both whole school and individual

## Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts.
- Assessment data is collected in literacy and numeracy on a regular and planned basis. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Students understand their learning goals and receive regular feedback that supports them in the achievement of these goals.
- Professional learning is focused around identified areas of student need based on data analysis.
- Consistent and valid teacher judgements about data is evidence across the school.
- Consistent and explicit evidence informed teaching practices are embedded in literacy and numeracy across the school.

## Evaluation plan for this strategic direction

### Evaluation Plan

The school will use the QDAI model to facilitate regular evaluative practices.

**Question:** To what extent have we achieved our purpose of improving student growth and attainment through effective data use and evidence based practices?

### Data:

- NAPLAN Data
- Scout Data including target progress.
- Check in assessment data
- School based data - PAT, rubrics, consistent year based assessments
- PLAN data
- Student work samples
- Individual student data graphs and learning goals.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

from 2022.

### Target year: 2023

Increase the percentage of students achieving expected growth in numeracy by an additional uplift of 5% or greater from 2022.

### Target year: 2024

SEF: Data skills and use to increase from delivering to excelling.

## Initiatives

student learning needs.

## Evaluation plan for this strategic direction

- Collaboration for School Improvement - toolkit. Prompts for: shared understanding and responsibility for improvement, data capability and leading for improvement in reading and numeracy.

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Staff will also regularly discuss and review data and student progress and reflect on the data skills and use element of the School Excellence Framework.

### Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.

## Strategic Direction 2: Professional Growth Culture

### Purpose

To develop and maintain a culture of high expectations with a focus on collaboration and continuous improvement. A whole school approach will focus on identified areas of need including:

- \* Setting and achieving challenging goals for all staff.
- \* Evidence informed practices.
- \* High impact professional learning.
- \* Collaboration so that best practice can be identified and shared across classrooms to improve teacher practice and student outcomes.

Through the creation and maintenance of a professional growth culture, staff will share the belief that they can positively influence student outcomes for all students.

### Improvement measures

#### Target year: 2024

SEF: Educational Leadership to increase from delivering to excelling.

#### Target year: 2024

SEF: Teaching Domain: Learning and development to improve from delivering to excelling.

#### Target year: 2024

TTFM Teacher Survey: score in Collaboration to increase from 7.4 to above 8.

### Initiatives

#### Instructional leadership

Teachers will work as instructional leaders to provide explicit support in the consistent application of evidence informed teaching strategies with a focus on literacy and numeracy. Through working collaboratively with staff, effective practices across the school will be implemented, maintained and enhanced. These practices will focus on all aspects of the teaching and learning cycle.

#### High impact professional learning.

In order to facilitate high expectations and continuous improvement in teaching, high impact professional learning strategies will be implemented. This will include:

- Teacher learning sprints which focus on elements of the What Works Best update.
- STAR Collaboration - teacher's working collaboratively in order to enhance practice.
- Differentiated professional learning, supported by a strong PDP process, that meets the needs of all staff at every stage of their career.
- Coaching and Mentoring

### Success criteria for this strategic direction

- Teachers engage in professional discussions and collaborate to improve teaching and learning with a focus on evidence informed strategies.
- The leadership team facilitates opportunities for teachers to provide each other with helpful feedback about their teaching.
- The leadership team enable teachers to share, use and evaluate effective lesson plans, materials and assessment strategies.
- Teachers share their professional learning goals with each other and support each other in working towards these goals.
- All staff are actively involved in the PDP process and are supported in engaging in opportunities to review their practice and enhance their professional growth. This includes opportunities for Professional Mentoring and Coaching.
- Teachers actively participate in and evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.

### Evaluation plan for this strategic direction

#### Evaluation Plan

The school will use the QDAI model to facilitate regular evaluative practices.

**Question:** To what extent have we achieved our purpose of developing and maintaining a professional growth culture focused on high expectations, collaboration and continuous improvement?

#### Data:

- TTFM Survey
- Performance and Development Plans
- People Matter Employee Survey

## Strategic Direction 2: Professional Growth Culture

### Evaluation plan for this strategic direction

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- SEF: Leading Domain and Teaching Domain
- Teacher evaluation and surveys including CPL audits.
- Collaboration for School Improvement - toolkit.  
Prompts for: High Impact Professional Learning and Instructional Leadership.

#### Analysis:

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

#### Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.

# Strategic Direction 3: Successful Students

## Purpose

To promote and achieve student success across all facets of school life. A whole school approach will focus on:

- \* Student voice.
- \* Strategic attendance management.
- \* Innovative learning spaces.

Continued strong wellbeing practices, extra-curricular programs and community partnerships will enhance opportunities for success for all students.

## Improvement measures

### Target year: 2022

Increase the percentage of students attending >90% of the time by an additional uplift of 5% or greater.

### Target year: 2022

TTFM Wellbeing data to increase by an additional uplift of 5% or greater.

### Target year: 2024

TTFM: Student survey data related to 'sense of belonging' to increase by an uplift of 10% or greater.

### Target year: 2024

SEF: Learning culture theme of attendance to increase from sustaining and growing to excelling.

### Target year: 2024

SEF: Learning domain element of wellbeing to increase from sustaining and growing to excelling.

## Initiatives

### Student Voice

To promote and support meaningful and effective student voice in order to improve student wellbeing, engagement and learning. Students will be active participants in creating positive change in the school in a way that genuinely shapes learning and decision making. This will be achieved through:

- The allocation of time for students to talk about their ideas and connect with each other, school staff and our community. This will be supported by a systematic and planned approach to student voice with clear expectations and feedback provided to students about their ideas and the outcome.
- Professional learning so that all staff can support student voice.
- A focus on student learning and creating consistent opportunities for goal setting, feedback and reflection.
- Developing leadership capabilities and opportunities through meaningful and engaging learning experiences.
- Supporting the school community to encourage student voice.

### High Expectations

High expectations for student attendance and engagement will be supported by a systematic whole-school approach for attendance management which will ensure effective monitoring, analysis and evaluation of student attendance. This will lead to the implementation of tailored programs to meet school, community and individual needs.

A focus on building and maintaining strong partnerships that engage all families will strengthen student attendance and engagement. This will be achieved through:

- Regular and personalised communication with families about their child's attendance including families whose children have positive attendance

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- All staff demonstrate a strong understanding of attendance procedures and regularly monitor and evaluate student attendance data to support positive attendance.
- Students hold high expectations for school attendance and this is supported by positive wellbeing practices.
- Opportunities for student voice are embedded within school teaching and learning programs and ensure meaningful student participation in learning and decision making processes..

## Evaluation plan for this strategic direction

### Evaluation Plan

The school will use the QDAI model to facilitate regular evaluative practices.

**Question:** To what extent have we achieved our purpose of improving student success through strategic attendance management and student voice?

### Data:

- Attendance data
- Wellbeing Data
- TTFM student data
- Feedback from parents/community
- Student feedback

### Analysis:

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

### Implications:

## Strategic Direction 3: Successful Students

### Initiatives

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- patterns.
- Implementing additional forms of communication across the school to provide information and positive feedback.
  - Engaging families in their child's learning and progress (including regular updates about student's involved in intervention or extension programs).
  - Providing additional supports and resources for families.

Attendance management will also focus on developing within all students high expectations associated with school attendance and engagement. This will be achieved through:

- Strong feedback practices where students understand their learning goals, the progress they are making and the daily activities that will support their learning and achievement of goals.
- Individualised student attendance goals and programs as required.
- Innovative learning spaces and programs to enhance student engagement.
- A continued focus on wellbeing across the school to ensure that students feel supported and cared for at school.

A collective responsibility for student attendance will enhance student learning, wellbeing and success. Staff professional learning and support for staff will enable the strong management and implementation of attendance procedures.

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### Evaluation plan for this strategic direction

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The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.