

Strategic Improvement Plan 2021-2025

Mudgee Public School 2656



School vision and context

School vision statement

At Mudgee Public School we are confident, engaged lifelong learners.

We are committed to providing a quality and equitable education.

Everyone belongs and is valued. Every student succeeds and thrives.

School context

Mudgee Public School has an enrolment of approximately 585 students and a proud tradition of providing quality public education since 1855. Currently, there are 22 mainstream classes, and 6 support classes for students with a variety of additional needs. The school serves a diverse rural community with a large range of SES. We have an Aboriginal population of approximately 18% and are building a strong relationship with the Mudgee AECG. The school is an integral member of the Cudgegong Learning Community.

The school focuses on providing a rounded education with a strong focus on curriculum differentiation, wellbeing, learning and support. Extra-curricular opportunities in Creative and Performing Arts, Sport and Leadership, enable our students to excel through a range of different experiences.

The whole school community, including staff, students, parents and the AECG were consulted during the Situational Analysis and following Strategic Improvement Plan processes. These processes along with the External Validation in 2020 have identified areas for improvement in three broad areas: Student Growth and Attainment in Literacy and Numeracy; Inclusive and Equitable education; Collaborative and Continuous Improvement.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. NAPLAN analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

Mudgee Public School has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area although there is a need for evaluative practices to measure the impact and effectiveness of our programs. The Forge Wellbeing program will be rolled out across the school to gather wellbeing data, beginning with Stage 3. Parents as Partners in Learning and improved parental communication processes will further enhance an inclusive and equitable education for the whole school community. To also ensure Mudgee Public School is culturally safe and aware, an Aboriginal Education focus will be a priority. Through the forming of an Aboriginal Education committee and ongoing relationship building with the local AECG and Wiradjuri peoples all students and staff will have the opportunity to build their knowledge and experiences in this area. Transitions and integration across the school will continue to improve. Through these initiatives all students will achieve a greater sense of belonging.

High expectations and ongoing improvement are priority values at Mudgee Public School. Teachers currently work collaboratively in a variety of teams to maximize quality teaching and learning, this was highlighted in the Situational Analysis as a strength but will continue

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to be further developed. The Teacher Leaders program initiative will upskill identified teachers through professional learning and mentoring and offer opportunities to take on further responsibility within the school. Executive staff will be given the role of Instructional Leaders to improve classroom practice. Involvement in the Social Ventures program will be an area for partnerships and connections to be developed where teachers will work collaboratively with like schools around Australia.

Strategic Direction 1: Student growth and attainment

Purpose

Every student shows growth every year through research informed and data driven, high quality teaching and learning.

Improvement measures

Reading growth

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

- School self-assessment of the elements "Data Skills and Use" and "Assessment" indicates improvement at Excelling.

Achieve by year: 2025

- 90% or more of staff are confident and competent in their ability to use:
 - the progressions and data to inform practice
 - provide high quality-differentiated learning experiences
- All staff are supported to do this by an effective instructional leadership model

Achieve by year: 2025

Initiatives

Evidence-Informed Teaching of Literacy and Numeracy

We will provide differentiated support for all students to improve Literacy and Numeracy outcomes by:

- Developing and implementing an Instructional Leadership model that focuses on building teachers capacity to provide explicit, quality teaching
- Providing narrow and deep, high quality professional learning opportunities based around current research in the teaching of literacy and numeracy for all staff
- Reviewing learning with students to provide feedback and to identify individual learning goals through Learning Intentions and Success Criteria.
- Providing appropriate and relevant small group intensive support targetting student improvement in literacy and numeracy, based on data

School-wide Assessment and Data Driven Practices

Reliable school-wide assessment practices will be used to identify individual students' learning progress. Effective assessment tasks and consistent teacher judgement will be used to inform the collection and analysis of student data that will drive improvement.

- School-wide High-Impact Professional Learning on quality assessment practices (as, of and for learning) and backward mapped, data informed programming (including consistent teacher judgement, collection and evaluation of student data)
- High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff in order to build teacher capabilities and collective pedagogical practice.
- 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.
- Use of literacy and numeracy progressions to support differentiation and track student growth in

Success criteria for this strategic direction

*The leadership team maintain a focus on distributes instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress

* Embedded practices that ensure an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

*All teachers have a high degree of data literacy and confidently use and analyse data to inform planning, identify interventions and modify teaching practice

* Student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions

* Reliable formative and summative assessment supports learning across the school and forms an integral part of daily classroom instruction

* Valid and reliable assessment data is regularly collected, monitored and analysed in Reading and Numeracy across K-6

* Data Walls are in place and are used to track both student achievement and growth

* 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

* All students can articulate their learning goals in reading and Numeracy

Evaluation plan for this strategic direction

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

Strategic Direction 1: Student growth and attainment

Initiatives

identified areas of reading and numeracy.

Curriculum Reform

The APC&Is will support teachers to implement curriculum reform to build strong foundations in literacy and numeracy with new English and Mathematics syllabuses for Kindergarten to Year 2.

- Whole School PL on Curriculum Reform to familiarise staff with reform
- APC&I support Year 1 teachers as self select school in trial K-2 English and Maths Syllabus
- Trial new Year 1 English units
- Micro learning PLs for teachers
- Collaborative Planning - grade based

Evaluation plan for this strategic direction

- NAPLAN data
- Check In Assessment data
- Plan 2 and IfSR data
- Internal Student Assessment (as, of and for learning)
- Staff surveys focussing on implementation, confidence and capacity.

The evaluation plan will involve:

- regular review of the data sources to track achievement of improvement measures
- staff review/reflection discussions
- analysis of data term by term and triangulation of data sources both quantitative and qualitative, internal and external to guide future planning
- Evaluation against School Excellence Framework and 'What Works Best' documents

Strategic Direction 2: Inclusive and Equitable Education

Purpose

Support students to have equitable access to their education in order to connect, succeed and thrive in a safe, respectful, culturally aware and inclusive environment.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Increase in the proportion of students attending school more than 90% of the time, by at least 3.8%

Wellbeing

Achieve by year: 2023

- The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school increases beyond state norms on *Tell Them From Me* Data.

Achieve by year: 2025

- Forge Wellbeing Surveys are implemented effectively in at least 90% of classes and used to adapt teaching and learning, as well as provide appropriate intervention for students.

Achieve by year: 2025

- Student wellness reports indicate an uplift of students scoring above 80% in Forge Wellbeing surveys

Achieve by year: 2025

- Parents are active partners in their child's learning, evidenced by a at least 10% increase in parent participation in 'Parents as Partners in Learning' initiatives.

Achieve by year: 2025

- 100% of Aboriginal and Torres Strait Islander parents are engaged with their child's Personalised Learning Pathway

Initiatives

Aboriginal Education

Ensure a culturally safe and aware, inclusive environment for the whole school community.

- Develop an Aboriginal Education Action Plan that promotes the partnership between NSW AECG and NSW Department of Education.
- Formation of an Aboriginal Education Committee.
- Improving the capacity of staff to understand the culture aspects of Aboriginal Education.
- Development of highly collaborative Personalised Learning Pathways for all Aboriginal students in our school.

Parent and community engagement

To build and strengthen sustainable partnerships to ensure parents and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

- Increase opportunities for parents as partners in their child's learning.
- Parents and community engaging in school activities.
- Communication methods are enhanced and accessible.

Wellbeing

Ensure positive, respectful relationships are evident and widespread across our school community, fostering connectedness and feelings of belonging.

- Collaboration between teachers, parents, students and the school community support continuity of learning for all students at transition points
- Integration processes are embedded and supported by extensive consultation between school staff, families and external providers as well as Departmental staff.

Success criteria for this strategic direction

- The school regularly collaborates and consults at a local level with parents/caregivers, community, students and staff.
- Individual students' needs and goals have been identified to achieve their potential through culturally sensitive education practices.
- Staff and student demonstrates an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Students transition confidently to each stage of their schooling.
- Positive and respectful relationships are evident and widespread among students, staff and the community. (SEF)
- Wellbeing teacher has been able to collaboratively liaise with staff and support services allowing students and families to have individualised learning and wellbeing support and plans implemented across the school.
- Management practices are responsive to parent and community feedback
- FORGE data informs student wellbeing interventions and impact
- There is a school-wide, collective responsibility for student learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (SEF)
- Plans are in place for annual School/Community events eg. Easter Hat Parade, Carnivals, PBL assemblies, performances.

Evaluation plan for this strategic direction

Progress towards improvement measures will be

Strategic Direction 2: Inclusive and Equitable Education

Initiatives

- Teachers, parents and school community work together to ensure student absences do not impact on learning
 - PBL language is understood and used by all stakeholders
 - Research informed programs to monitor the wellbeing of students and evaluate the effectiveness of existing wellbeing processes
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Evaluation plan for this strategic direction

evaluated through;

- parent and community participation survey
- parent/community liaison officer
- TTFM student, teacher, parent surveys
- Student IEPs
- Teacher PDPs
- Wellbeing survey
- People matters survey
- Sentral Data
- Student attendance data.
- Data from SLSOs, Welfare Teacher, Counsellors, Speech Pathologist, Chaplain
- Staff Attendance
- PBL Data
- Stage Leader Feedback (anecdotal and formal)
- participation in community events eg. Eisteddfod, ANZAC day march
- FORGE data
- Aboriginal NAPLAN data
- Aboriginal students' PLPs
- Regular review of the wellbeing data sources

Strategic Direction 3: Collaborative and Continuous Improvement

Purpose

To develop and strengthen our school culture through building leadership capacity in staff and students and embedding collaborative practice.

Improvement measures

Achieve by year: 2025

90% of staff display confidence and competence in engaging in effective collaborative practice within their stage, across the school and outside of the school to improve their own practice and enhance learning outcomes and experiences for students.

Achieve by year: 2025

A coaching and mentoring culture and system is embedded across all levels at the school including the support and development of beginning teachers, experienced teachers, aspiring leaders and executive members.

Achieve by year: 2025

Self-Assessment against the High Impact Professional Learning Tool, indicates that within each of the five elements, the school is assessed as Excelling.

Initiatives

Building Staff Capacity

Ensure opportunities and structured systems exist for developing teacher and leadership capacity across the school. Staff are actively supported and encouraged to develop their leadership capabilities and seek accreditation at higher levels.

- Early Career Mentoring for beginning teachers
- Establish and operate Teacher Leaders Development program to build capacity in leaders throughout the school.
- Embed and use High Impact Professional Learning structures to build leadership capabilities and collective leadership practice in executive and teacher leaders.
- Build capacity of all teachers through high impact professional learning in coaching and mentoring.
- Provide support to teachers working through their accreditation, and encourage and support those considering or undertaking accreditation at Highly Accredited or Lead.

Collaborative Practice

Ensure whole-school, intra-school and inter-school relationships provide opportunities to support the ongoing development of collaborative practice to drive ongoing, school wide improvement.

- Develop and enhance embedded and explicit school-based systems that facilitate professional dialogue, collaboration, and the provision of specific and timely feedback between teachers, within and across Stages.
- Build networks outside of Mudgee Public school, including (but not limited to) the Cudgegong Learning Community and Social Ventures Australia, to improve practice and student outcomes
- Establish whole school planning teams in key curriculum and target areas

Success criteria for this strategic direction

- The school culture focusses on distributed leadership and building leadership capacity in staff across the school in order to improve student, staff and school growth. (SEF- Educational Leadership)
- There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process. (SEF- Professional Standards)
- There are established systems for the input of student voice, so that all have students have regular opportunities to provide feedback on their learning, wellbeing and the operation of the school. (SEF- Wellbeing/Learning Culture/Management Practices and Processes)
- The school culture focusses on student leadership and building leadership capacity in students to strengthen their voice and impact. (SEF- Wellbeing/Learning Culture/Management Practices and Processes)
- There are established networks and explicit systems, within and beyond the school for collaborative practice to sustain quality teaching practice. (SEF- Learning and Development)
- The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice (SEF - School Resources)
- Teaching staff demonstrate and share their expertise within their school and with other schools. (SEF - Professional Standards)
- The leadership team and relevant staff participate in capacity development programs and implements principles of evaluative thinking. They continually monitor the impact of programs and approaches used by all teachers, and improves practice as required. (SEF -Professional Standards)
- The school trials innovative practices and has

Strategic Direction 3: Collaborative and Continuous Improvement

Initiatives

Evaluative Processes and Strategic Planning

Create a culture of continuous improvement by developing systems and practices that support genuine consultation and evaluative thinking and processes.

- Build Staff Capacity to engage in evaluative thinking and include all levels of staff in evaluative processes
 - Ensure regular and planned opportunities exist for the authentic use of student voice in school decision making.
 - Allocation of resources are responsive to data and strategically used to achieve improved student outcomes and high quality service delivery
 - Professional learning to build teacher capacity to implement and evaluate innovative classroom practice and pedagogy.
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Success criteria for this strategic direction

processes in place to evaluate, refine and scale success (SEF - Professional Standards)

Evaluation plan for this strategic direction

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. This analysis will guide the school's future directions:

- Staff confidence/efficacy surveys
- SEF SaS
- School Leadership Institute L4LA survey data
- Accreditation data
- Staff feedback
- TTFM data
- Student focus groups
- Student surveys
- Student feedback

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.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.