

# Strategic Improvement Plan 2021-2024

## Mullaley Public School 2660



# School vision and context

## School vision statement

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At Mullaley Public School, we strive for excellence in an inclusive environment where every student maximises their potential through high expectations and strong community connections. We provide contemporary and future focused learning to provide success through empowerment of confidence, resilience and self-direction to develop life-long learners. Students will access a varied and differentiated curriculum for all key learning areas, with an emphasis on quality practices from passionate and committed teachers in every classroom.

The vision of Mullaley Public School will be underpinned by engaging and explicit instruction from passionate and dedicated teachers.

Excellence, Innovation, Technology, Success

## School context

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Mullaley Public School, with a current enrolment of 36 students, is a rural and remote school located 39kms west of Gunnedah. School numbers have fluctuated in recent years, with a slow decline over the past two years.

Previous school plans focused on continuous school improvement by encouraging student engagement through 21st Century Learning, and developing high quality learning experiences for students by allowing teachers to engage in an environment with high expectations that focused on the development of quality teaching practices and implementing evidence-based learning.

By analysing our situational analysis, we have identified a continued emphasis for developing quality teaching practices in literacy and numeracy, focusing on individualised and differentiated learning opportunities for students in an environment that fosters high expectations and a strong sense of belonging.

Providing staff with opportunities to develop their abilities to analyse and monitor student performance data by implementing various platforms will also ensure they are able to make informed decisions regarding student learning and achievement. Differentiation will not only occur for classroom tasks, but also for assessment collection to ensure all students can express their knowledge and understanding to their best abilities.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in regards to reading and numeracy, we will develop staff abilities and whole school processes to collect and analyse data, with a particular focus on interpreting and implementing data to provide appropriate provisions for every student. Staff will be encouraged to implement evidence-informed strategies and to work collaboratively to embed a self and collaborative evaluative practices.

## Improvement measures

### Target year: 2022

Achievement of 2022 system-negotiated targets for NAPLAN reading:

- Increased percentage of lower bound students achieving above the minimum lower bound percentage of 43%
- Increase percentage of upper bound students achieving above the minimum upper bound percentage of 48%

### Target year: 2022

Achievement of 2022 system-negotiated targets for NAPLAN numeracy:

- Increased percentage of lower bound students achieving above the minimum lower bound target of 59%
- Increased percentage of upper bound students achieving above the minimum lower bound target of 64%

### Target year: 2024

Improve attendance rate at 92% and above. .

### Target year: 2024

## Initiatives

### Literacy and Numeracy

Delivering high quality teaching and learning programs for both literacy and numeracy by establishing and sustaining suitable practices.

This will include:

- preparing for explicit teaching by planning the scope and sequence of lessons from the syllabus for fluency, accuracy and cohesiveness.
- Reflecting on the balance of teacher-directed, teacher-guided and student-directed learning for every lesson and across a unit of study.
- explaining the purpose and relevance of tasks to students, ensuring lesson intentions, key instructions and success criteria is explained.
- including clear, goal focused learning targeted at student needs and organised by teachers, students and parents
- engaging in appropriate high quality, evidence-back professional learning

### High Expectations

Teachers will appropriately challenge and encourage continuous improvement from their students by holding high expectations. This will ultimately encourage teachers to understand their students knowledge and abilities, how to support them, and to value them as learners.

This will include:

- providing scaffolded, increasingly more complex tasks that implement student knowledge.
- implementing student data to regulate each lesson at the right level.
- model goal setting and work with students to co-develop goals.
- develop classroom rules, routines and expectations with students that are visually easily acceptable.

## Success criteria for this strategic direction

Planning and implementing a cohesive scope and sequence of lessons that relate to the syllabus and that successfully builds upon student understanding and abilities.

Ensuring visual lesson outlines are implemented that set the learning intentions, activities, key instructions and the success criteria in an accessible area that is easy to refer to.

Monitoring student understanding regularly by implementing teacher-directed, teacher-guided and student-directed learning tasks, ensuring that formative and summative assessment is implemented effectively and to guide future programming.

Providing specific feedback given to students that is based off of the success criteria and applying this feedback to improve student work.

Goal setting for all students and staff occur at 5 weekly intervals

Staff engage in frequent observation sessions to support a culture of high expectations by providing constructive feedback and providing teachers with opportunities to work collaboratively with their peers to sustain quality teaching practices.

## Evaluation plan for this strategic direction

### Question:

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

### Data:

We will use a combination of data sources, including:

- Internal assessment, eg. ACER
- External assessment, eg. NAPLAN, Check-In

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Improvement of ATSI students to achieve above the state average for reading (40.14%).

## Initiatives

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- encouraging positive classroom interactions through a collaborative environment.
- creating a safe space to encourage students to take risks, accept and learn from mistakes, and to ask questions to clarify their understanding.
- ensuring parents and carers are engaged in their child's learning by providing positive feedback and engaging in student goals.

## Evaluation plan for this strategic direction

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- Student and parent surveys
- Observation
- Student voice through the school's Student Representative Committee
- Interview
- Document analysis
- Attendance data

### Analysis

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

### Implications

The findings of the analysis will inform:

- Future actions in regards to achieving initiatives
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 2: Effective differentiation

## Purpose

To have a greater focus on providing effective differentiation for all students, including gifted and talented students, by providing a safe, engaging environment that will develop a whole school approach to improving student well being and abilities. Meaningful assessment will be a core focus to ensure student progress is monitored and adjusted for with effective pedagogy and programming.

## Improvement measures

### Target year: 2024

100% of programs will contain a strong component of effective differentiation for students of all abilities.

### Target year: 2024

100% of programs will contain a strong component of appropriate formative and summative assessment that also includes pre- and post assessments. All results will be recorded appropriately in an easy to access place for all staff.

### Target year: 2022

90% (equal to or above) of students reporting positive wellbeing at school.

## Initiatives

### Effective differentiation

Embed a whole-school approach to student differentiation where there is a collective responsibility for student learning and success.

- Targeted professional learning for programming activities that will ensure students are working within their individual zones of proximal development.
- Professional learning with a focus on gifted and talented students and students with disabilities and how to program and manage this across the room
- Identify student strengths and weaknesses and any students gifted or talented in particular areas through data analysis and implementation.
- Individualised learning plans for gifted and talented students, and lower performing students, with parent involvement and influence on learning goals.
- Liaising with external agencies to provide individualised support where applicable.
- A focus on student wellbeing and a positive outlook for learning which will encourage intrinsic learning for all students.
- Working collaboratively with peers to implement constructive observation and feedback of lessons and programs to develop effective differentiation for multistage classrooms.

### Assessment Practices

Staff will adopt flexible assessment practices that effectively evaluate, measure and document student understanding and abilities in regards to key learning areas and concepts. They will do this by:

- Ensuring assessment forms a strong part of everyday practice through collection and implementation of data.
- Prioritise professional learning and staff collaboration to understand how to interpret and implement

## Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students from a variety of backgrounds from those with complex trauma and/or behaviour difficulties to gifted and talented students.
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students
- Explicit student catered for pedagogy based off of assessment results and student goals that develop respectful and positive relationships
- Work with and support colleagues to evaluate the effectiveness of assessment and differentiation strategies in their program.
- Implement formative and summative assessment that provide students with opportunities in a variety of formats to demonstrate their understanding.
- Provide students with prompt, specific feedback that emphasise how students can improve their learning.

## Evaluation plan for this strategic direction

### Question:

To what extent does implementing appropriate differentiation and assessment influence student learning outcomes and wellbeing?

### Data:

- Professional Development Plans
- Tell them from Me survey
- Programming demonstrating differentiation
- Personalised Learning Plans
- Formative assessment, eg. student work samples
- Summative assessment, eg. ACER, end of unit exams
- Observation

### Initiatives

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- student data at an individual, class, whole year or stage group level and to recognise wider trends.
  - Implement a variety of formal and informal methods to collect student data from all stages of the learning process.
  - Making connections between different data sources about student academic performance, progress and wellbeing, and identifying strengths and gaps in learning.
  - Evaluating the effectiveness of teaching practices, programs and practices to meet student learning needs by analysing data.
  - Differentiating instruction, programs, assessment, goals and teaching strategies based on student data.
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### Evaluation plan for this strategic direction

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- Behaviour Plans
- Individualised learning programs

#### Analysis

Analyse the data to determine:

- Student and parent satisfaction
- Student interest, engagement and confidence in regards to their learning
- Student learning outcomes and results
- Effectiveness of Learning Support procedures for learning outcomes of all students

#### Implications

The findings of the analysis will inform:

- Pedagogy, programming and availability of a variety of assessments
- Support provided to students and parents, particularly those with high needs