

Strategic Improvement Plan 2021-2025

Mullion Creek Public School 2664



School vision and context

School vision statement

At Mullion Creek Public School we believe in 'Striving for Success' within an inclusive, supportive future focused learning environment. We nurture respectful, responsible ambitious achievers, who strive for excellence while being creative and innovative.

Students are our priority with the school promoting an environment reflective of high expectations for all students through staffs' continuing evidence-based practice.

School context

Mullion Creek Public School has currently 76 students situated in a semi-rural setting 17 kilometres from the City of Orange. Students are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

School enrolments have grown over the past 5 years and we anticipate this trend to continue as the Mullion Creek area is developed from the traditional rural land to smaller lifestyle blocks. Currently no students identify as non English speaking and 0.2% identify as Aboriginal.

The school maintains its strong culture which is based on continuous improvement and quality service. Staff continually enhance students' educational opportunities with the assistance of a highly interested, committed parent body and supportive local community.

Following the completion of the situational analysis of the school data, parent and student feedback we have identified the following areas for strategic improvement:

Student Attainment

A whole school approach to reading and numeracy will be refined. Areas that have been identified as requiring further development in reading are understanding grammar and inferential comprehension while in numeracy it is number and aspects of measurement.

Based on the outcomes of our situational analysis we have determined that we need to continue to develop our emphasis on embedding quality teaching practices across the school including professional learning for staff in using data to inform teaching. We also need to continue our journey in use of differentiated formative and summative assessment practices. Strengthening the use of feedback to enable students to achieve expected growth in their learning will also be a focus moving forward.

This will be coupled with professional learning to increasing staff capacity to use high impact teaching strategies and effective differentiation, to support students' growth and develop students' skills in identified areas. Staff will also use effective peer observations to continue the work in delivering best practice.

Empowered and Successful

There will be a continued focus on ensuring teaching and learning programs are evidenced based, explicit, differentiated and engaging as well as reflective.

Collaboration across the Community of Schools will be a focus of best practice, consistent teacher judgement and strategies to maximise students' learning.

Wellbeing continues to be an area of focus from the community and student voice to empower students through the development of skills including resilience, coping strategies and extending the use of goal setting in learning. These areas were noted to allow students to move forward from 2020 and to provide them opportunities to maximise their learning.

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Specific areas of focus for writing development will be editing and genre types as well as ensuring all staff undertake evidence based professional learning to ensure a whole school approach is maintained.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students learning and outcomes are maximised in reading and numeracy, all staff will develop and deliver consistently high-quality collaborative, reflective evidence based teaching practice.

Improvement measures

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Numeracy Check-in assessment.

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Reading Check-in assessment.

Initiatives

Embedding assessment practices

Consistent school-wide practices for assessment are used to monitor and plan student learning across the curriculum that is driven from success criteria and learning intentions.

Teachers will be supported by targeted high impact professional learning in assessment so that they are able analyse student progress and provide effective, targeted feedback to support the continued growth of all students.

Design and deliver high quality assessment tasks to enable students to have the skills to self-assess, reflect and monitor their learning.

Explain, model and guide learning using explicit teaching and formative assessment so all students are challenged in their learning.

Data to inform practice

Create a whole school culture where data is regularly collected, analysed and used to inform planning and teaching.

High impact, evidence based professional learning will build the capacity of staff to use data effectively to modify teaching practice and differentiate learning to support all students.

Building a culture of high expectations where students are challenged and engaged through differentiated learning.

Teachers will prepare for explicit teaching using a whole school strategy for reading and numeracy informed by data.

Success criteria for this strategic direction

Through engaging in targeted professional learning teachers have a sound understanding of student assessment and data concepts so they are able to analyse, interpret and extrapolate data and use this to inform planning, teaching and learning activities, identify interventions and extension opportunities for students in literacy and numeracy (*SEF - Data Skills and Use*)

The school has systems to record, and teachers use systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (*SEF Assessment*)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (*SEF Assessment*)

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across the full range of abilities (*SEF Effective classroom practice*)

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:

- 5 weekly data collections on Sentral
- Benchmark data
- Check in assessment
- NAPLAN
- Check in data
- SCOUT data
- Student reflections

Evaluation plan for this strategic direction

- Feedback from parents/teachers/students
- School based evidence including feedback on teacher programs, staff reflections and professional learning reflection

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
- Whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Empowered and successful

Purpose

To improve learning and wellbeing practices through collaboration and evidenced based teaching for continuous school improvement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase by 3% the percentage of students with attendance rate of 90% or above.

Wellbeing

Achieve by year: 2023

Increase the percentage of students in the Tell Them From Me Survey domains of *Positive sense of belonging*, *Advocacy at school* and *Expectations for success* to greater than 97%

Initiatives

Empowered teachers

Implementation of a whole school approach to the teaching and learning of literacy and numeracy.

All teachers will participate in evidence based professional learning and collaborations focused on developing teacher capacity in evidence based teaching practices and differentiation.

Empowered students

A culture of learning will be created through collaborative partnerships focused on developing high expectations to support student engagement and achievement.

Evidence based practices that support student wellbeing and achievement will be embedded across the school, maximising learning opportunities for all.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence based effective teaching strategies. *(SEF Explicit teaching)*

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. *(SEF A planned approach to wellbeing)*

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. *(SEF Differentiation)*

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. *(SEF Individual learning needs)*

Evaluation plan for this strategic direction

Data sources the school will use to ascertain the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions are:

- teaching and learning programs and feedback
- Performance Development Plans reflections
- Professional Learning pre and post surveys
- SCOUT data
- Tell Them From Me data
- Parent survey results and student voice
- School internal data on student progress

The evaluation plan will involve:

Strategic Direction 2: Empowered and successful

Evaluation plan for this strategic direction

- 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
- Whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions
- Community of Schools leaders analysis of data from shared sessions

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'