

Strategic Improvement Plan 2021-2024

Mulwala Public School 2667



School vision and context

School vision statement

At Mulwala Public School our vision is to:

- Provide high-quality personalised learning which will enable all students to thrive
- Foster curious minds that practice reflective and critical thinking
- Develop respectful and responsible citizens
- Create a sense of belonging and lasting connections with community

School context

Mulwala Public School is a small rural school located in the southern Riverina, on the border of NSW and Victoria on the lands of the Bpangerang people. The Bpangerang history, culture and language is embedded into the schools' teaching and learning. The school is situated 100 km from the nearest NSW regional centre of Albury. School enrolments have increased from 49 in 2016 to the current enrolment of 66. The school currently has no students who identify as Aboriginal or EAL/D. The FOEI is 128 and ICSEA 970. The school fosters a connection to the local community and all students are engaged in leadership opportunities. They have high level access to technology and the school is a leader in the integration of Google Workspace for Education in teaching and learning.

The Situational Analysis identified the need for a common approach to effective teaching of reading across all KLAs to be implemented, with a focus on the development of oral language and vocabulary. There is also a need for connections to be made across the areas of Mathematics and for numeracy to be integrated into all KLAs. PLAN2 data will inform future teaching for individualised and personalised learning.

The school will audit its practices, policies and procedures related to students wellbeing, using the Wellbeing Framework. There will be professional learning involving trauma informed and restorative practices to develop the students' sense of belonging and to ensure they are ready to learn.

The student mantra is *A Mulwala Jarmbie is a good friend, a responsible learner and an active citizen.*

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Improvement in the uplift of students in the Hume Network achieving in the top 2 bands to be above the Hume Network's lower bound system-negotiated target in reading of 50%

Target year: 2023

At least 85% of Year 5 students will achieve expected growth in NAPLAN- Reading

Target year: 2022

Improvement in the uplift of students in the Hume Network achieving in the top 2 bands to be above the Hume Network's lower bound system-negotiated target in numeracy of 43.8% (

Target year: 2023

At least 85% of students will achieve the expected growth in NAPLAN- Numeracy

Initiatives

Quality teaching of reading

Embed a whole school approach to quality teaching of reading

- Establish whole school processes where teachers use data to check where their students are in reading and use the data to plan learning and record progress.
- Establish whole-school approaches to teaching reading which involves effective reading, high expectations and differentiation and linked to all KLAS.
- Embed the use of Google Workspace for Education to enhance teaching and learning.
- Provide High Impact Professional Learning which is driven by identified student needs in reading.

Quality teaching of numeracy

Embed a whole school approach to quality teaching of numeracy

- Establish whole school processes where teachers use data to check where their students are in numeracy and use the data to plan learning and record progress.
- Establish whole-school approaches to teaching numeracy with a focus on working mathematically, and involves high expectations and differentiation and linked to all KLAS.
- Explicitly make connections between areas of Maths and integrate numeracy into all KLAS
- Embed the use of Google Workspace for Education to enhance teaching and learning
- Provide High Impact Professional Learning which is driven by identified student needs in numeracy.

Success criteria for this strategic direction

All teaching and learning programs show evidence of

- ongoing student assessment
- tracking of student progress and achievement
- use of data to inform teaching
- differentiation
- teaching of literacy and numeracy across KLAS
- formative assessment opportunities
- visible learning, learning goals and success criteria
- Use of Google Workspace e for Educationfor learning and assessment tasks

Tracking of student progress at 5 weekly intervals through PLAN2 and learning plans.

At least 50% of students will have achieved the appropriate level of the Understanding Texts elements of the Learning Progressions

(K- UnT4, Yr 2- UnT7, Yr 4- UnT8, Yr 6- UnT9)

85% of Year 2 students will achieve Level 5 of Phonological Awareness and Level 9 of Phonic Knowledge and Word Recognition elements of the learning progressions.

At least 85% of students will have achieved the appropriate level of the Quantifying Numbers elements of the Learning Progressions

(K- QuNt4, Yr 2- QuN8, Yr 4- QuN9, Yr 6-QuN11)

At least 85% of all students K-6 will achieve their personal learning goals in Whole Number

Staff PDPs show evidence of professional learning being evaluated to show the impact on learning.

SEF elements will be self-assessed as

- High expectations as excelling

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- Whole school monitoring of student learning as excelling
- Student growth as excelling
- Curriculum provision as excellent
- Teaching and learning programs as excelling
- Data analysis as excelling
- Professional learning as excelling

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Teaching and Learning programs
- NAPLAN data/check in
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PL&SPs
- YARC assessments
- Phonics screening assessment
- Phonological awareness diagnostic assessment
- Literacy and numeracy check in assessments
- IfSR- Number and Place value assessment
- Staff PDP and PL evaluations.
- SEF- Learning culture, Curriculum, Assessment, Student performance measures, Effective classroom practice, Data skills and use, Learning and development
- Australian Professional Standards for Teachers- - - Know students and how they learn 1.1, 1.2, 1.5,

Know the content and how to teach it 2.1, 2.2, 2.3, 2.5

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Plan and implement effective teaching and learning 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

Assess, provide feedback and report on student learning 5.1, 5.2, 5.3, 5.4, 5.5

Engage in professional learning, 6.1, 6.2, 6.3, 6.4

Engage professionally with colleagues, parents/carers and the community 7.3

Strategic Direction 2: Being Ready to Learn

Purpose

In order to maximise student wellbeing and engagement, there will be a planned approach to developing whole-school wellbeing processes that support students to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

At least 80% of students attend school 90% of the time

Target year: 2022

School attendance rate will be at or above 95%

Target year: 2024

Decrease the number of students who gain black level on school behaviour tracking system from 15% to 10%

Target year: 2024

Initiatives

Student Wellbeing

Develop positive and respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school

- Review current wellbeing processes, determining how they align with the Wellbeing Framework. Use the findings to establish focus areas around whole-school wellbeing reform
- Update whole-school approach to wellbeing processes for monitoring, analysis and evaluation of student behaviour, attendance and wellbeing
- Implement a research-based social and emotional learning program for Tier 3 students.
- Provide High Impact Professional Learning which is driven by identified student needs
- Review processes including communication with parents regarding student attendance.

Student engagement

Develop and implement evidence-based change to whole-school practices, resulting in measurable improvements in engagement to support learning.

- Develop a whole school assessment policy that is shared with the school community
- Embed feedback into the teaching and learning cycle
- Teachers develop a repertoire of strategies to develop a sense of curiosity
- Implement curiosity into the teaching and learning cycle
- Map student voice in the classrooms and develop a repertoire of activities to further promote student voice.
- Embed the teaching of Bpangerang culture, history and language into the curriculum

Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- Learning and support processes assist teachers and SLSOs to support students in areas of need
- Teachers and SLSOs use restorative practices to guide improved behaviours
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.
- All teachers promote a sense of curiosity and love of learning which is evident in their teaching programs.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and the promotion of student engagement and responsibility for learning.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- Feedback from students on their learning derived from assessments informs further teaching.
- All teaching and learning programs have evidence of Bpangerang culture, history and language

SEF elements will be self-assessed as

- Student engagement as excellent
- Classroom management excelling
- Expertise and innovation as excelling

Strategic Direction 2: Being Ready to Learn

Success criteria for this strategic direction

- Caring for students as excelling
- Behaviour as excelling

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Wellbeing Framework self-assessment
- Attendance data
- TTFM data
- Weekly Jarmbie data
- Incident reports
- Teacher observations
- Student PL&SPs
- Teaching and learning programs
- Student work samples
- Class observations
- Staff PDP and PL evaluations.
- SEF- Learning Culture, Wellbeing, Effective classroom practice, Learning and development
- Australian Professional Standards for Teachers- Know students and how they learn 1.6

Create and maintain and supportive and safe learning environments 4.1, 4.2, 4.3, 4.4

Engage in professional learning 6.1, 6.2, 6.3, 6.4

Engage professionally with colleagues, parents/carers and the community 7.3