

# Strategic Improvement Plan 2021-2024

## Mummulgum Public School 2671



**Nurturing the gift  
that is the individual**

# School vision and context

## School vision statement

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Mummulgum Public School empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners who participate in and contribute to the world. Our students practise the core values of: respect, tolerance, inclusion, resilience, equity and excellence.

At MPS we prepare young people for rewarding lives in an increasingly complex world. We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

We are also committed to achieving the Department of Education Strategic Goals:

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improves every year.
4. Every student is engaged and challenged to continue to learn.
5. All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

## School context

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Mummulgum Public School, established in 1901 is a small rural school located in the Northern Rivers region of North Coast New South Wales.

We acknowledge the \_ people of the Bundjalung Nation as the traditional custodians of the land on which we learn together.

The 2021 enrolment is 14 students. The school consists of a 3-6 multi stage class and K-2 multi stage class which operates 5 days per week during 2021. The school's Resource Allocation Model (RAM) is used to provide teaching staff to support dedicated K-2 and 3-6 classes as well as additional Learning Support in the classroom.

Our Family Occupation and Education Index (FOEI) has a value of 121.

The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 888 .

MPS is an Early Action for Success (EAFS) Phase 2 school under the Small Schools Strategy with 0.1 support from an Instructional Leader.

The schools identifies future improvement in the areas of: curriculum, assessment, student performance, data skills and use and wellbeing.

The schools motto is "Nurturing the gift that is the individual" and our core expectations are "Be Safe, Be Fair and Be a Learner".

Mummulgum Public School is a proud member of the Community of Learning Among Small Schools (CLASS) Professional Learning Community.

# Strategic Direction 1: Student growth and attainment

## Purpose

Student growth and attainment will be achieved through evidence informed best practice supported by data informed systems and processes

## Improvement measures

### Target year: 2022

#### NAPLAN top two bands

- We will achieve an uplift from our baseline data of students in the top two bands for Reading of 5% across our collective network.
- We will achieve an uplift from the baseline data of students in the top two bands for Numeracy of 6% across our collective network.

### Target year: 2023

#### NAPLAN value add:

- We will achieve an uplift from our baseline data to be at or above 60% of students in the top two bands for Reading of 5% across our collective network.
- Increase the proportion of year 3 and 5 students achieving expected growth in NAPLAN Reading and Numeracy to at least 60% (lower bound network system negotiated target).

### Target year: 2024

#### Learning Progressions:

- 60 % of students are achieving at or above their appropriate year level using the Literacy and Numeracy progressions in Understanding Texts and Quantifying Numbers.

#### Personalised Learning

- 100% of students with a Personalised Learning & Support plan will achieve their SMART goals.

## Initiatives

### Data Informed Practice

Whole school student assessment data is used regularly to identify student achievements and progress to reflect on teaching effectiveness.

- Utilising and analysing formative and summative assessment data to inform teaching and support student improvement.
- Seek profession learning in all aspect of data skills and use.
- Investigate other school alliances for collaboration to develop consistency of teacher judgement with effective use and analysis of data.
- Student negotiated learning goals provide individual focus and direction for student self-direction and self-assessment.

### Evidence Informed Teaching Practice

Whole school an integrated approach to quality teaching, curriculum planning and delivery and assessment is utilised to deliver high quality learning and is responsive in meeting the needs of all students.

- Utilise professional learning for "What Works Best" practices.
- Develop teaching and learning programs that are well planned identifying modifications made in response to feedback, assessment data and student progress and demonstrate effective adjustments for differentiation for individual students.
- Profession learning meetings are structured for regular allocated time for professional dialogue to enhance collaboration, share feedback from effective teaching practices, discuss and analysis data.

## Success criteria for this strategic direction

- Teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessments and continuous tracking of students progress and achievement.
- Formative assessment is used flexibly and responsively as part of daily classroom practice.
- The students learning goals are informed by analysis of internal and external student progress and achievement data.
- Students understand and can articulate their literacy and numeracy learning goals.
- Teaching staff demonstrate and share their expertise within and across other schools.

## 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.

- NAPLAN data
- SCOUT data
- Check-in assessment data
- Literacy and numeracy PLAN2 data
- Teaching & Learning programs
- Student, staff & community surveys
- PDPs
- School Professional Learning plan

This 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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Excellence Framework elements and themes.

- Whole staff reflection sessions.
- Termly review and triangulation of data sources to evaluate conclusions and determine future actions and goals.

This analysis will guide the school's future directions.

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

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Consistent and systemic processes to support whole school wellbeing and learning.

## Improvement measures

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### Target year: 2022

- We will achieve an uplift of 5% of students attending 90% of the time.

### Target year: 2022

- Increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School. from 2020 Tell Them From Me data.

### Target year: 2022

- Increased proportion of students reporting Positive Relationships from from 2020 Tell Them From Me data.

## Initiatives

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### Attendance and Engagement

Whole school attendance modelled on a framework of support and intervention creates a positive environment for engagement and learning.

- Initiates meaningful collaborations between parents, students and other agencies to support continuity of learning at transition points for students.
- To strengthen all stakeholders collaboration to support consistent attendance for all students.

### Whole School Wellbeing

A strategic and planned approach to wellbeing support for all students.

- Ongoing whole school use of wellbeing SEF Assessment Tool to monitor and address emerging trends and needs.
- Whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.
- Provided regular opportunities for students to seek support and assistance from staff.

## Success criteria for this strategic direction

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- Whole of school and personalised attendance approaches are improving regular attendance rates for all students.
- Partnerships with parents and students support clear improvements aims and planning for learning.
- The school has implemented evidence-based change resulting in improvements in wellbeing and engagement.
- The school is organised so all students have regular opportunities to access staff for support and assistance to enable students to reach their full potential.

## Evaluation plan for this strategic direction

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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.

- The Wellbeing Framework for Schools
- Wellbeing for School Excellence - Evaluation Support Tool
- Tell Them From Me surveys
- Staff, student and parent feedback responses to the Smiling Mind curriculum
- SCOUT data

# Strategic Direction 3: SD 3

## Purpose

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## Improvement measures

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Target year: 2024

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Target year: 2024

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## Initiatives

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## Success criteria for this strategic direction

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## Evaluation plan for this strategic direction

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