Strategic Improvement Plan 2021-2024

Mungindi Central School 2675

School vision and context

School vision statement

Mungindi Central School is committed to delivering an innovative, collaborative and engaging education promoting growth within an inclusive environment.

All members of the school community are committed to promoting excellence whilst remaining focused on the needs of each and every individual child and work together to achieve our school motto of Motivation, Commitment and Success to produce proud, respectful, responsible learners who are active, productive and informed citizens.

School context

Mungindi is a small rural and remote border town located on the New South Wales and Queensland border, divided by the Barwon River 120 kilometres North West of Moree. Built on the land of the Gamilaroi people and established in 1893, Mungindi Central School has a proud history that celebrates the positive traditions of our past, while embracing the challenges of our future. A preschool to year 12 comprehensive school with a current enrolment of 60, Mungindi Central is comprised of 65% Indigenous enrolment where strong kinship ties within the community are mirrored in school life, and this sense of community provides the basis for enabling students to aim for excellence.

Despite the remoteness of the location, our committed, qualified and dedicated staff provide a continuity and connectedness to community and breadth of skills and interests that support students beyond curriculum learning. This is demonstrated by the wealth of programs and initiatives that are offered at the school, such as a breakfast club, Premier Reading and Sporting Challenges, an emerging technology focus and well supported whole school transition program from preschool to post school and work. With a low student to teacher ratio, Mungindi Central School is able to recognise the individual needs and talents of every child providing tailored educational opportunities that allow students to reach their optimum potential.

Our school's current staffing includes a Principal, Head Teacher Secondary Studies, Assistant Principal, a School Administration Manager (SAM), two Aboriginal Education officers (AEO), five secondary and two primary classroom teachers, a preschool teacher, a Learning Support Teacher, two student learning support officers (SLSO), two school administration assistants (SAO) and one general assistant (GA). As we are the hub school for the Northern Border Senior Access Program, our staffing also includes an acting Deputy Principal and School Administration Manager.

Mungindi Central School has a strong secondary enrolment which is supported by the Northern Border Senior Access (NBSA) Program. This program connects Mungindi, Collarenebri, Goodooga and Boggabilla Central schools to broaden curricular and engagement opportunities. The utilisation of up to date technology allows for high levels of student retention to the completion of stage 6.

This plan 2021-2024 reflects a rigorous self-assessment process delivering three strategic directions, these being student growth and attainment, strong and sustainable systems and practices and community connections.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice that reflect current research on best practice.

Improvement measures

Target year: 2022

Systems Negotiated Target

14.4%-19.4% of Primary students (baseline 4.2%) will be achieving in the top 2 bands in reading.

Target year: 2022

Systems Negotiated Target

19.7%-24.7% of Primary students (baseline 12.9%) will be achieving in the top 2 bands in numeracy.

Target year: 2022

Systems Negotiated Target

14.4%-19.4% of Secondary students will be achieving in the top 2 bands in reading.

Target year: 2022

Systems Negotiated Target

19.7%-24.7% of Secondary students will be achieving in the top 2 bands in numeracy.

Target year: 2022

Systems Negotiated Target

The proportion of Aboriginal students achieving in the top 3 NAPLAN bands in reading increases to fall within the 7.3%-12.3% (range).

Initiatives

Quality Teaching K-12

Quality Teaching, led by expert executive drives a common language and agreed practices in ensuring the school meets its agreed literacy and numeracy targets.

- Quality teaching focused on the improvement of all students' literacy & numeracy skills through targeted professional learning, is evidenced in staff PDP's, classroom programs and assessment practices.

- Collaborative support structure for consistent teacher performance development, cross staff collaborations and evidence-based programs and lessons.

- Quality Teaching Rounds develops and supports teacher collaboration, observation and feedback to sustain quality teaching practices K-12.

- Explicit teaching strategies and learning intentions, success criteria and authentic feedback drives improved teaching as a whole school based practice.

Monitor and Support Student Achievement

Quality assessment structures and strategies inform the teaching and learning cycle and is tracked K-12 in targeting differentiated learning and student achievement improvements.

- Whole school adoption and utilisation of Literacy and Numeracy Progressions and PLAN2.

- Develop a targeted Stage 6 strategy providing support and clear pathways for individual students to achieve an HSC (including ATAR options) and/or access to further study or work.

- Individualised Education Plan's (IEP) will be developed for all students who are experiencing significant learning difficulties and differentiation will be used for students who require support in learning

Success criteria for this strategic direction

Quality Teaching K-12

- Teaching and learning programs are dynamic, showing evidence of revisions based on teaching practices. Student assessment and tracking of student progress and achievement occurs every five weeks.

- Teaching and learning programs are monitored on a term basis and show evidence of adjustments in addressing individual student needs.

- 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 flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

- All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

- The school has a high performing teaching staff as measured against the Australian Professional Standards as part of the PDP process.

- The school uses embedded and explicit systems that facilitate professional dialogue. collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers driving ongoing improvement.

Monitor and Support Student Achievement

- Teachers are informed by analysis of data and involve students and parents in planning to support learning, and share expected outcomes (PLP's), reviewed each term.

- Expected growth for each student is equivalent or better than state growth. As measured through external measures.

- Progress and achievement of equity groups within a school is equivalent to the progress and

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

Systems Negotiated Target

The proportion of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy increases to fall within the 7.5%-12.5% (range).

Target year: 2023

Systems Negotiated Target

60%-100% of all students will be achieving expected growth in reading.

Target year: 2023

Systems Negotiated Target

60%-100% of all students will be achieving expected growth in numeracy.

Target year: 2023

Systems Negotiated Target

Increase in the proportion of Aboriginal students attaining the HSC while maintaining cultural identity to 100%.

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Curriculum moves from Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Student Performance Measures moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence

Initiatives

or those who are exhibiting gifted and talented qualities.

- Personalised Learning Pathways (PLP's) provide students, carers and families with agreed and shared understandings of aspirations in meeting student growth and attainment in Literacy and Numeracy.

Success criteria for this strategic direction

achievement of all students in the school.

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students' have clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement on student outcomes in reading, numeracy and post school destinations.

Data:

Data sources will include:

- Internal assessment eg PLAN2
- External assessment, eg NAPLAN, HSC Check in Assessment, Tell Them From Me
- Surveys including post school destinations
- Best Start Kindergarten
- Best Start Year 7 - Reading, Writing and Numeracy
- Observation
- Parent Feedback
- Focus group
- Student Voice
- Interview
- Document Analysis
- Quality Teaching Rounds
- PAT, SENA Testing
- Coaching Records
- Phonological Awareness Testing

Strategic Direction 1: Student growth and attainment

Improvement measures

Framework in the domain of Effective Classroom Practice moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Evaluation plan for this strategic direction

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

Implications:

The findings of the analysis will inform:

- Future directions and resource allocation

Strategic Direction 2: Strong and Sustainable Systems and Practices

Purpose

To develop transparent, highly effective and sustainable school systems, practices and processes to minimise the negative impact of staff and student mobility.

Improvement measures

Target year: 2022

Systems Negotiated Target

50% - 100% of students attending >90% of the time.

Target year: 2024

Systems Negotiated Target

70.5% - 75.5% of students will report expectations of Success, Advocacy and Sense of Belonging at school.

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Learning Culture moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Wellbeing moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Assessment moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Initiatives

Data Driven Practices

Staff are expert in the utilisation of data to inform teaching and learning.

- A comprehensive and ongoing staff professional learning program continually builds staff capacity to best utilise data to inform their teaching practice and improve student achievement.

- Systematic analysis and use of Literacy and Numeracy Progressions personalise learning and differentiated teaching for all students.

- Reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement as a whole school practice.

- Embed practices for rigorous school self-assessment through the expert use of authentic self-assessment processes to embed reflective practice for all school, teaching and learning practices.

- Instructional Leader (3-10) leads teachers in using data to monitor and assess student performance.

Staff are expert in the utilisation of data to inform teaching and learning

A structured approach strengthens systems to support student performance for wellbeing.

- A deep understanding of attendance policy improves shared responsibility between school and community in significantly improving student attendance.

- A whole school approach to processes ensures monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.

- Professional Development processes (HIPL - High Impact Professional Learning) supports all staff in identified professional needs linked to student performance. Clear expectations of performance are articulated in PDP's and supported by executive staff.

Success criteria for this strategic direction

Data Driven Practices

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

- The school uses 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.

- All teachers have a sound understanding of student assessment and data concepts (eg. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Staff are expert in the utilisation of data to inform teaching and learning

Attendance

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement on student

Strategic Direction 2: Strong and Sustainable Systems and Practices

Initiatives

Attendance

Establish a school team with responsibility for attendance ensures the involvement of key stakeholders in developing a whole school approach to improving attendance.

School procedures are aligned with the School Attendance Policy and Student Attendance in Government Schools Procedures - 2015.

School procedures process maps help with advice about appropriate actions in response to different attendance scenarios.

School attendance procedures regularly reviewed.

All staff understand their attendance responsibilities and are familiar with the school's attendance procedures.

 All school staff including casual and temporary staff are aware of and have access to the school's attendance procedures, and are supported with regular professional learning (e.g. annual update provided to staff).

Engaging with attendance data reports through a planned approach enables schools to:

- identify changing patterns of student attendance and absence
- initiate early intervention or more targeted support, informed by data
- track and measure the impact of attendance strategies

Evaluation plan for this strategic direction

outcomes through improved systems and practices.

Data:

Data sources will include:

- Internal assessment eg PLAN2
- External assessment, eg NAPLAN, HSC Check in Assessment, Tell Them From Me
- Surveys including post school destinations
- Best Start Kindergarten
- Best Start Year 7 - Reading, Writing and Numeracy
- Observation
- Parent Feedback
- Focus group
- Student Voice
- Interview
- Document Analysis
- Quality Teaching Rounds
- PAT, SENA Testing
- Coaching Records
- Phonological Awareness Testing

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

Implications:

The findings of the analysis will inform:

- Future directions and resource allocation

Strategic Direction 3: Community Connections

Purpose

To expand connections through highly effective partnerships with the local and wider communities to provide the highest quality education ensuring all students are equipped to stay, leave and return to ensure the future growth of our local community.

Improvement measures

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Learning Culture moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Wellbeing moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Educational Leadership moves from Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of School Resources moves from Working Towards Delivering (2020) to Sustaining and Growing (2024).

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of Management and Processes moves from Working towards Delivering (2020) to Sustaining and Growing (2024).

Initiatives

Valuing Culture and Diversity

- Build the capabilities and cultural awareness of staff through the effective utilisation of professional learning to embed Aboriginal perspectives and contextually relevant learning in all areas of the curriculum.

- Embed the teaching of Gamillaroi language into the P-12 curriculum through the employment of a Gamillaroi language tutor.

Connected School Community

- A P-12 Transition program engages the local and wider community to best meet the needs of a future community.

- The school is inclusive, responsive and meets community needs and aspirations through strengthened relationships.

- Northern Border Senior Access Program is responsive in meeting student needs to attain HSC and improving transition to post school destinations.

Success criteria for this strategic direction

Valuing Culture and Diversity

- Aboriginal perspectives are embedded in all teaching and learning programs, scopes and within the whole school environment.

- Accessible feedback methods provide the school with the capacity to analyse, develop and improve school community relationships and connections to country for all students.

- Students P-12 are taught Gamillaroi language, delivered effectively and integrated into whole school practices, processes and strategies.

Connected School Community

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with a typical enrolment.

- There is a collective responsibility for student learning and success, which is shared by parents and students.

- The school is recognised positively by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

- The school collaborates with the local community where appropriate on decisions about - and access to - school assets and resources, delivering benefit to both the school and the community.

- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.

- The leadership team measures, analyses and provides feedback on school community satisfaction through the implementation of the TTFM, school generated surveys, feedback post school events.

Evaluation plan for this strategic direction

Strategic Direction 3: Community Connections

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improved school community engagement and partnerships leading to high quality student outcomes.

Data:

Data sources will include:

- Internal assessment eg PLAN2
- External assessment, eg NAPLAN, HSC Check in Assessment, Tell Them From Me
- Surveys including post school destinations
- Best Start Kindergarten and Year 7 - Reading, Writing and Numeracy
- Observation
- Parent Feedback
- Focus group
- Student Voice
- Interview
- Document Analysis
- Quality Teaching Rounds
- PAT, SENA Testing
- Coaching Records
- Phonological Awareness Testing

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

Implications:

The findings of the analysis will inform:

- Future directions and resource allocation