

Strategic Improvement Plan 2021-2024

Murrumburrah Public School 2685



School vision and context

School vision statement

At Murrumburrah Public school we ensure each child is known, valued and cared for through a shared sense of responsibility of our school community. We strive for excellence in delivering focused, differentiated learning in an inclusive environment to allow students to become confident, resilient, engaged and successful learners.

School context

Murrumburrah Public School has a proud history of providing over 150 years of quality school experience for the children in the townships of Harden, Murrumburrah and surrounding areas. It has a student population of 190 whose learning needs are met in 10 classes and 1 Multi-categorical classroom. Many students come from low socio-economic backgrounds and the nearest regional centre is 150 kilometres away. 20% of students have Aboriginal heritage and less than 1% of students speak English as their second language.

Our school motto is 'Learn To Live'. This motto underpins all we do. Staff continually seeking improved learning outcomes for all students with the support of the Learning Support Team, a multi-categorical class and an Instructional Leader; values education embracing respect, responsibility and empathy is driven by Positive Behaviour for Learning (PBL). Our school works in partnership with parents and external agencies to ensure every student has the greatest possible opportunity to be successful learners.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching instruction and differentiation. Focus on developing quality summative and formative assessment tasks and consistent data collection practices and monitoring across the school to allow for consistent teacher judgement. Effective Feedback underpinned by the What Works Best in Practice document will remain the main focus moving forward to continue our success with increase in student ownership of learning.

Strategic Direction 1: Student growth and attainment

Purpose

All staff to maximise student learning outcomes to implement the most effective explicit teaching methods, with the highest priority given to evidence-based and data - informed teaching strategies to meet the needs of individual students.

Improvement measures

Target year: 2022

A minimum of 23% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (lower bound system-negotiated target).

A minimum of 29.3% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading (lower-bound system-negotiated target)

Target year: 2023

A minimum of 57.5% of Year 3 and 5 students achieve expected growth in NAPLAN numeracy (lower-bound system-negotiated target) and moving towards an agreed upper bound system-negotiated target of 62.5%.

A minimum of 64.6% of Year 3 and 5 students achieve expected growth in NAPLAN reading (lower-bound system-negotiated target) and moving towards an agreed upper bound system-negotiated target of 69.6%.

Initiatives

EFFECTIVE CLASSROOM PRACTICES

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills:

- Personalised teaching programs to be developed in a consistent proforma, streamlining planning procedures allowing creating of learning experiences to be authentic and student centered.
- PL on the use of literacy and numeracy progressions to embed a culture that enables students to achieve their learning goals.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capacity and collective informative practice.
- Provide students with feedback that is timely and then actionable steps that they can take to improve their learning.

DATA TO INFORM PRACTICE

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery:

- Instructional Leader to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Make connections between different data sources to build up a rounded picture of each student. This can be done by triangulating internal data and external data sources to give a clearer and more accurate picture on student learning.

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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled so that student learning improves each year

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised 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.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Evaluation plan for this strategic direction

Q (Question): To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

D (Data): We will use a combination of data sources. This will include:

Evaluation plan for this strategic direction

- Internal assessment - PLAN 2 and other internal performance measures in Literacy and Numeracy
- External assessment -NAPLAN, Kindergarten Best Start, Check-in Assessments
- SCOUT
- Surveys
- Observations
- Focus group work samples

A (Analysis): Will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards improvement measures.

I (Implications): The findings of the analysis will inform:

- Future actions
- annual reporting on school progress measures

Strategic Direction 2: High Expectation

Purpose

Building educational aspiration through a positive learning culture supports staff and students to work together so that students learning is maximised.

A strategic and planned approach to whole school wellbeing processes support the wellbeing of all students so they connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%.

Target year: 2023

Increase the proportion of students reporting expectation for success, advocacy and a sense of belonging at school to uplift by 8.6%.

Initiatives

Wellbeing and Focused Learning

Teachers will work collaboratively to deliver authentic learning experiences catering to 21st century students and their diverse educational needs. This in turn will create increased connection between home and school, allowing attendance rates to improve due to student engagement with learning.

- Align an evidence based approach to evaluate our wellbeing practices, guided by the Department Of Education's Wellbeing and Attendance policies and the Wellbeing For Schools' Excellence Framework.
- Review and adapt targeted whole school attendance strategies for students needing more support to foster regular attendance.
- Develop a culture of high expectation of learning, a sense of belonging, advocacy at school to ensure optimum condition and expectation for successful learning are evident across the whole school.

Continuity of Learning

The School is the heart of our community and deeply values and proactively engages in developing purposeful, positive and authentic partnerships to expand the culture of learning beyond the school boundary.

- Learning experiences are created to support students achieving their goals in identified needs for improvement.
- Strengthen parent and school community engagement so that our students are well supported in all aspects of learning through implementing best practices in genuine community partnerships.
- Develop partnership between home and school where the aspirations of students are supported through clear and effective communication.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

Our students have a strong sense of belonging, have high expectation of themselves and their learning and have connected relationships with adults and other students.

The school is recognised as excellent and responsive 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.

Evaluation plan for this strategic direction

Q (Question): What has been the impact of a whole school approach to wellbeing and connected community to school? How do we know?

D (Data): We will use a combination of data sources. This will include:

- SCOUT
- SENTRAL
- Tell Them From Me (TTFM)
- Surveys - school based
- Strengthen Community Matrix data
- Observations

Evaluation plan for this strategic direction

- Focus group work samples

A (Analysis): Will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards improvement measures.

I (Implications): The findings of the analysis will inform:

- Future actions
- annual reporting on school progress measures

Strategic Direction 3: Educational Leadership

Purpose

Embedding explicit systems that facilitate professional dialogue, collaboration, curriculum planning and assessment that informs learning programs drives a personalised approach to learning.

Improvement measures

Target year: 2024

Teachers employ evidence informed effective teaching strategies. Effective methods are identified, promoted and modelled, and students learning improvement is monitored, demonstrating growth (effective classroom practice - explicit teaching - excelling)

Target year: 2024

All staff collaborate through the sharing of effective data to support smooth and successful transition for all students at key transition points. (P-K, 2-3, 6-7)

Initiatives

Building Quality Transitional Practices

Developing authentic and collaborative partnerships across the community of schools will drive effective programs at key points of transition

- Build the capacity of teacher and students to move seamlessly through transition points across various settings.
- Develop authentic learning experiences that build on students skills and knowledge to confidently engage in the transition setting.
- Support and build teachers knowledge across the K-12 setting supporting differentiated learning to meet student needs.
- Develop a K-12 approach to assessment through consistent teacher judgement where formative assessment is integrated in teaching practices.

Building Educational Leaders

Embed coaching and mentoring, particularly with Instructional Leader working shoulder to shoulder with teachers to develop a strong, whole-school culture based on the shared understanding that everyone is a learner, staff and students alike.

Instructional Leader to facilitate quality professional learning using the High Impact Professional Learning (HIPL) model to support the professional growth of all teachers and regularly plan and authentically evaluate professional learning monitored and tracked through the Professional Development Planning cycle.

Embed evidence based research and differentiated professional development through transition program to ensure that teachers utilise strategies that have the greatest positive impact on learning.

Success criteria for this strategic direction

Teachers learning programs demonstrate evidence of the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

An evidence based professional Learning schedule is implemented to meet the needs of staff and students as identified by the data.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions

Mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as the Instructional Leader

Teachers learning reflective practices provide evidence of impact of professional learning and collaboration initiatives.

All students achieve their potential growth.

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 atypical enrolment.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Murrumburrah Public School will collect and analyse a range of data from a range of data sources.

D(Data):We will use a combination of internal and external data sources. This will include:

Evaluation plan for this strategic direction

- External school assessment such as SCOUT data.
- Tell them for me surveys
- School based data including professional Learning Plans, PDP's, Personalised Learning Reports
- Professional Teaching & Learning reflections
- Instructional Leader reflections
- Targeted student data
- Professional Learning Timetables and collaboration timetables
- Exit slips

I (Implications) of this will include:

- A whole school Professional Learning plan is developed based on data-identified school priorities
- Review transition program data to measure the impact on pedagogy and student Learning.
- Provide guided opportunities for staff such as collaborative planning, data analysis and Spirals of Inquiry in order to share and reflect on their own practices

A (Analysis): Will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards improvement measures.

I (Implications): The findings of the analysis will inform:

- Future actions
- annual reporting on school progress measures