

# Strategic Improvement Plan 2021-2025

## Murrurundi Public School 2686



# School vision and context

## School vision statement

At Murrurundi Public School, we believe education is the responsibility of all - students, staff and the wider community. High expectations of all stakeholders ensures every student reaches their full potential. Students will thrive in an inclusive, connected and engaging environment, where they have the opportunity to participate in new and positive experiences. We aim to promote a culture of school excellence where students develop into self-motivated, independent and confident learners and are active participants in their own learning and wellbeing.

## School context

Murrurundi Public School with a current enrolment of 46 students, is a rural school located in the Upper Hunter area. School numbers have fluctuated over the past five years, with student numbers ranging from 49 - 61. We anticipate that this trend will continue in the future.

Our Aboriginal student population has remained reasonably stable with 13% of students identifying as being Aboriginal over the past five years. The EAL/D student population has decreased slightly with 6% of students identifying as EAL/D.

Students have the opportunity to participate in a range of extra curricula activities. Combined small schools days are held to allow students to work with a larger group of students in areas such as science, maths, music and sport. Sporting Schools grants are used to provide a wider range of sports such as gymnastics, athletics, swimming and cricket, ensuring students have access to personnel with specialised training. Students also have the opportunity to try out for PSSA sports and compete at zone, region and sometimes State level in swimming, cross country and athletics.

Students have access to leadership opportunities. School Captains run school assemblies and some school functions. They represent the school at community events such as Remembrance Day and ANZAC Day. They lead the Student Representative Council, who hold fundraising activities throughout the year and represent the school at the Upper Hunter Youth Council.

Murrurundi Public School is the 7th oldest school in NSW. It is made up of a mixture of heritage buildings and newer facilities. These buildings are surrounded by several trees that were donated by the Botanical Gardens in Sydney, when the school first opened. These trees are now heritage listed. The school has a sustainability program in place. Students enjoy growing and harvesting fruit and vegetables from the garden. Chickens are cared for daily and enjoy the scraps from student lunches. The eggs are collected and used in the canteen for lunches. In 2018, a SOURCE water system was installed in the school as a solution to deteriorating drought conditions. Students, and the wider community now enjoy pure drinking water that is harvested from the air via a solar powered system.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, student assessment data will be regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness. Consistent school-wide practices for assessment utilising both internal and external data, will be used to monitor, plan and report on student learning across the curriculum.

## Improvement measures

Achieve by year: 2025

### Progressions

- Increase the percentage of Kindergarten children achieving expected growth in the Reading and Numeracy as tracked through PLAN2 from the baseline by 60%.
- Increase the percentage of students Years 1 - 6 achieving expected growth in Reading and Numeracy as tracked through PLAN2 from the baseline by 60%.

Achieve by year: 2025

### School Excellence Framework (SEF)

- SEF element: Data Skills and Use - at Excelling
- SEF element: Assessment - at Excelling
- SEF element: Student Performance Measures - at Sustaining and Growing

### Numeracy growth

Achieve by year: 2023

Increase the number of students achieving growth in numeracy by 15% as measured through Check In and PAT Maths assessments.

### Reading growth

Achieve by year: 2023

## Initiatives

### Data Skills and Assessment Practices

#### Initiative 1 - Data Skills and Assessment

Build teacher capacity to ensure student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Systematic analysis and use of Literacy and Numeracy Progressions and PLAN2 to track progress and growth and differentiate teaching for all students.
- High quality assessment tasks are used to assess student achievement in reading and numeracy.
- Implement the use of data walls to monitor and track student achievement in reading and numeracy.
- Embed the practice of using data analysis to plan for explicit teaching.

### Effective Teaching

#### Initiative 2 - Effective Teaching

Build teacher capacity through collaboration and opportunities to share expertise, to ensure high quality, evidence-based literacy and numeracy programs are explicitly taught to students of all levels of achievement.

- Differentiation - curriculum delivery that is responsive to the needs of all students
- Flexible use of formative assessment in as an integral part of daily classroom practice.
- Implement data walks to provide teachers with feedback and introduction of reflective practice to allow for the adjustment and improvement of teaching practice.

## Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Regular data analysis of student progress is informing teaching programs and practices.

School data shows that student progress and achievement is equal to or greater than students at statistically similar schools on external measures and this is consistent with student progress and achievement using internal measures.

Goal setting for all students occurs at 5 weekly intervals in reading and numeracy and is tracked through PLAN, closely aligned to the school's scope and sequences.

Quality assessment tasks are utilised to assess student knowledge and progress in reading and numeracy, which are closely aligned to the school's assessment schedule.

Evidence based teaching strategies are in evident in classroom observations and learning walks.

Formative assessment is evident and used flexibly to respond to the daily needs of the students.

## Evaluation plan for this strategic direction

**Q** How can the school determine the extend to which quality assessment tasks, regular analysis of internal and external data and reflective teaching practices have contributed to improved student outcomes in reading and numeracy?

**D** Student progress checked and monitored against progressions and syllabus standards using PLAN2

5 weekly PLAN2 reports on understanding text, phonemic awareass, quantitative numbers, additive strategies and multiplicative strategies

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Increase the number of students achieving growth in reading by 15% as measured through Check In and PAT Reading assessments.

## Evaluation plan for this strategic direction

---

Teaching programs show evidence of data informing classroom practices with ongoing adjustments

Program feedback

Classroom observations/Learning Walks

Professional Development Plans

Small School CoS shared data - PAT assessments

Internal data analysis against syllabus requirements- SMART spelling, Cars and Stars, literacy and numeracy assessments

External data analysis against syllabus requirements - NAPLAN, Check In Assessments

Student work samples

Personalised Learning Pathway Plans

Individual Educational Plans

**A** Analyse the data to determine the extent to which the purpose has been achieved.

**I** What are the implications moving forward? Future directions and next step?

## Strategic Direction 2: Connect, Thrive, Succeed

### Purpose

To ensure that all students are able to connect, succeed and thrive, there will be a planned approach to develop whole school wellbeing processes that support high levels of wellbeing and engagement. The Leadership team will support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Improvement measures

Achieve by year: 2025

#### Behaviour

- Decrease minor incidences by 50% and major incidences by 50% as determined by an 18 month baseline of incident reports as at the end of 2020.

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Increase the percentage of students attending >90% of the time from the baseline by 5% (slightly above lower bound target)

### Initiatives

#### Striving for Improvement

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promoting learning excellence and responsiveness to meeting the needs of all students. To boost student achievement and build teacher capacity to learn, teach and lead through collaborative processes that share knowledge, equity and expertise will contribute to every class activity being more effective and every teacher feeling more empowered.

- Implementation of all fourteen parameters as outlined by Lyn Sharra's research in Clarity: What Matters Most in Learning, Teaching and Leading.

#### Wellbeing and Engagement

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. This will be achieved through:

- Updating whole school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour and attendance data is conducted regularly by all teaching staff.
- Whole school implementation of positive behaviour learning strategies at classroom level.
- Whole school evidence based approach to teaching sport and physical activity.
- Inclusion of whole school cultural events and opportunities to connect with Aboriginal families
- Build cultural awareness for all staff.

### Success criteria for this strategic direction

There is a whole-school approach to sport and physical activity that is supported by staff, students, parents and the whole community.

There are high quality opportunities for all students to participate in physical activity across the school day.

Teachers have enhanced capability at delivering high quality sport and physical activity opportunities.

150 minutes of physical activity is timetabled every week.

Positive and respectful relationships are evident across the school community.

Staff have knowledge of, value, understand and appreciate local Aboriginal culture, language, history and stories.

Aboriginal perspectives are embedded across all KLAs.

Evidence that all 14 parameters from Clarity are in place.

### Evaluation plan for this strategic direction

**Q** How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

**D.** SENTRAL data collection - attendance and wellbeing

PDHPE scope and sequence

PDHPE units of work

Physical activity registers

Sport and physical activity policy

Whole school self assessment against the School Health Check

Survey data

### Evaluation plan for this strategic direction

---

PDHPE Lesson observations notes

Clarity evidence -collaborative practice, shared beliefs, staff meeting minutes, classroom programs, student data analysis, high expectations, shared accountability, quality assessment tasks, intervention - student plans/differentiation in the classroom, classroom resources, community/parent involvement.

**A.** Analyse the data to determine the extent to which the purpose has been achieved.

**I.** What are the implications for our next steps? Future directions.