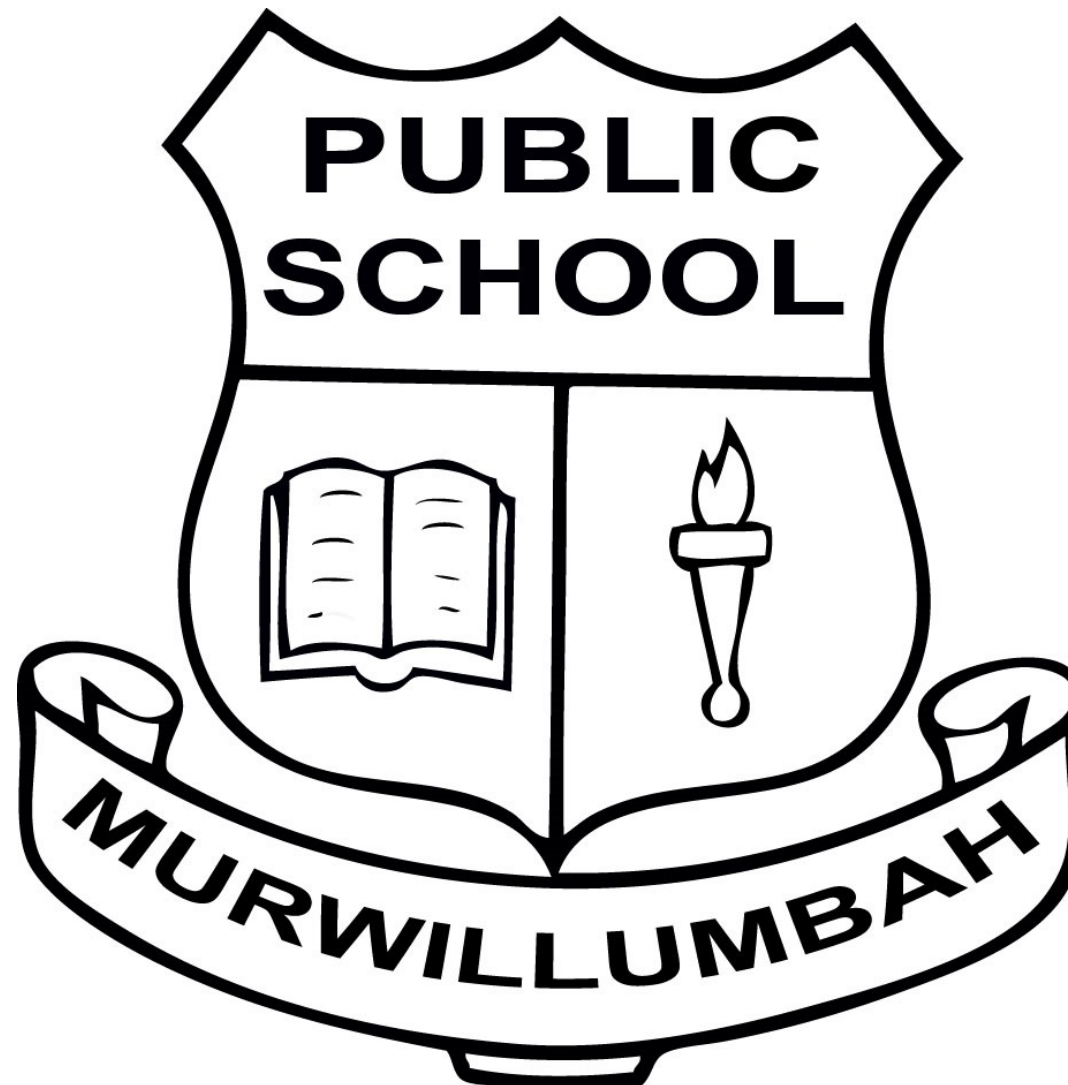


Strategic Improvement Plan 2021-2025

Murwillumbah Public School 2687



School vision and context

School vision statement

Murwillumbah Public School is committed to sustaining a positive, caring and inclusive school culture where students and staff work in a supportive environment with a focus on quality teaching and a priority on achieving high levels of attainment for all students.

Murwillumbah Public promotes a love of learning, celebrates successes and develops a strong sense of values and community pride.

Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self directed and successful learners.

School context

Murwillumbah Public is located on the Far North Coast of New South Wales. The experienced staff provides engaging learning opportunities across the curriculum to an enrolment of 194 students, including 22 Aboriginal students.

Explicit teaching remains a high priority at our school.

The school is strongly recognised in the community for its outstanding Creative Arts and Dance programs along with outstanding results in NAPLAN which were recognised by the Secretary, Department Of Education. A host of extracurricular programs are also evident throughout the school which include sport, public speaking, band, choir, extension groups and leadership initiatives. These activities allow our children to excel through a range of different experiences. The school is committed to quality teaching in all areas of the curriculum including explicit teaching in literacy and numeracy.

School resources have been used strategically to provide opportunities for improved student outcomes and to provide quality learning environments equipped with integrated computer technology. The school is attractive and well-resourced, Distributed financial planning and management are targeted to meet the planned school priorities.

Developing and sustaining school processes for collecting and analysing data will ensure the implementation of contextually appropriate provision, underpinned by evidence informed strategies and evaluative practice to improve student learning outcomes in reading and numeracy (K-6).

The school is one of the top schools in the State for students achieving In the top two bands in NAPLAN.

The school values ensure high expectations are maintained and our sense of community is strong. Data collected in the area of Positive Behaviour for Learning has highlighted the outstanding success of the implementation of this program. We will continue to develop a school-wide behaviour support and management plan in line with the new Inclusive, Engaging and Respectful Schools policy. This will continue to enhance positive outcomes for staff and students, providing a caring environment that allows our children to become leaders and contribute as responsible citizens to the future of the local, and the wider community.

The information gathered from the different sources used throughout the school has been referenced to Department of Education initiatives and targets, and has led to the formulation of three school strategic directions for the next three years - 2023,2024, 2025.

These include:

Student Growth and Attainment

Excellence In Teaching and Leading

School vision and context

School vision statement

School context

Wellbeing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create a collaborative staff teaching culture that identifies, understands and implements innovative, evidence based teaching strategies that result in improved student outcomes in literacy and numeracy. This will be achieved through the development and refinement of data driven teaching practices and high expectations.

Improvement measures

Reading growth

Achieve by year: 2023

Expected Growth Reading

The proportion of Year 4 and Year 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above 70%.

Numeracy growth

Achieve by year: 2023

Expected Growth Numeracy

The proportion of Year 4 and Year 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will be at or above 73%.

Initiatives

Data skills and use in Teaching Practice

Explicit teaching will ensure that data is relevant, accessible and contributes to student growth and attainment in reading and numeracy.

"What works best in practice"

The school will focus on

1. Ongoing high impact professional learning as part of the LEED project will build teacher expertise in the use of data evidence and evaluation to support individual student learning and to inform differentiated teaching and future directions
2. The establishment of an Instructional Leader to work with teachers (across MEPS & MURBAH) with the use of data to monitor and assess student progress and drive teaching and learning programs. This will include Literacy/Numeracy Interventionist.
3. Expertly use student assessment data in reading and numeracy to reflect upon teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
4. Ongoing professional learning to build teacher competency and expertise in the use of learning progressions to ensure a personalised, targeted learning approach for students

High impact evidence based teaching

Quality teaching practices will ensure that staff at Murwillumbah PS will consistently strive for excellence in classroom practice by embedding evidence based teaching strategies to support student growth and attainment. *CESE "What Works Best"*

The school will focus on:

- High impact professional learning on the use of evidence-based teaching practice to support student growth and attainment in literacy and numeracy
- Identifying, understanding and implementing the

Success criteria for this strategic direction

Students achieve higher than expected growth on internal school progress and achievement data (SEF-Student Performance Measures)

An increasing number of students achieve in the top two bands for reading and numeracy (SEF Student Performance Measures)

School data consistently shows strong student progress and achievement on both internal and external measures, including data addressing EAL/D equity groupings (SEF-Assessment)

Teachers consistently analyse and collect student data to inform teaching practice and future directions. (SEF-Data Skills and Use)

Professional development will be continually evaluated to identify and systemically promote and implement the most effective strategies to improve teaching and learning. (SEF-Data Skills and Use)

Consistent and systematic processes ensure student absences do not impact on learning outcomes (SEF Learning Culture)

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 data
- Best Start
- Internal assessment practice for literacy/numeracy (periodic collection of numeracy & literacy data)
- Literacy and Numeracy progressions (PLAN 2 data)
- Individual Learning Plans

Strategic Direction 1: Student growth and attainment

Initiatives

- most effective teaching methods with the highest priority given to evidence-based teaching strategies
- Embedding a consistent school-wide approach to utilising data and evidence around individual student learning to inform differentiated teaching and future directions in learning
 - High impact professional learning and ongoing deep engagement with syllabus documentation to ensure expert teaching delivery focusing on early literacy and numeracy development

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Term by term review of Professional Learning will ensure staff understanding of content aligned to initiatives with SD1
- Regular review and triangulation of data sources (literacy/numeracy) including quantitative and qualitative, internal and external data to inform next steps and future directions
- Teachers routinely review teaching programs to ensure Quality Teaching is embedded in the planning of lessons and assessments

Strategic Direction 2: Excellence In Teaching and Leading

Purpose

To create a high performance culture that promotes best practice through instructional and shared leadership with a vision for success.

Improvement measures

Achieve by year: 2022

Quality Teaching:

100% of teachers engage in research around Quality Teaching Rounds (QTR) to collectively analyse and refine their practice in explicit teaching

Executive staff provide targeted and evidence informed professional learning on quality teaching, driven by teacher reflections as part of QTR surveys

Achieve by year: 2023

Leadership:

The leadership team maintains a focus on distributed leadership using QTR model and professional development to sustain a culture of effective evidence base pedagogy.

Achieve by year: 2025

Teaching Excellence:

- 75 - 100% of staff have embedded QT elements within teaching and learning programs. Teachers have demonstrated a focus on planning for and evaluating teacher and learning programs using the Quality Teaching Framework across all subject areas.

Initiatives

Excellence in Teaching and Leading

The leadership team (including AP,C&I) will set *high expectations* for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Activities to support this initiative will include:

- Enhancing evidence based teaching and a culture of high expectations which is supported by distributed instructional leadership
- Developing leadership in others (staff & students), building teams, working cooperatively by aligning school goals to the *School Excellence Framework*
- Teachers embedding research based pedagogy to improve the quality of teaching supporting student growth and attainment (QTM) Led by (AP,C&I)
- Teachers collaboratively analysing and discussing their own and each other's teaching in Quality Teaching Rounds professional learning communities led by (AP,C&I)
- Development of a professional learning framework which supports the delivery of regular professional development activities aligned to Professional Development Plans, DoE policy, Australian Professional Standards for Teaching, Quality Teaching Framework and NSW Education standards Authority syllabus to support quality teaching, learning and mandatory requirements

Effective Collaboration

The school along with the (AP,C&I) will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of timely and effective feedback between teachers. This will ensure ongoing school wide improvement in teaching practice and results.

- Planned approach prioritising the dedicated time to collaborate in teams, within and across stages to ensure consistency of teacher judgement, participate in professional development and promote a culture

Success criteria for this strategic direction

Quality Teaching Rounds are embedded throughout the school. They establish a culture of effective evidence based teaching by developing skills for instructional leadership.

Participation by the leadership team in Quality Teaching Rounds nurtures a culture of trust and mutual respect, building the capacity of all teachers and leaders to discuss high quality pedagogy in the school. (SEF-Educational Leadership)

Quality Teaching Rounds will have measurable impact on student learning and decrease achievement gaps.

The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning. (SEF Learning and Development)

Successful completion of the LEED project will ensure "What Works Best " supports quality teaching at the school.

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

- Tell Them From Me - (Scout)
- Quality Teaching Rounds Surveys
- Observation feedback meeting for Quality Teaching Rounds minutes
- Internal and External assessment data (NAPLAN, Check In Assessment)
- Meeting minutes showing collective discussions that are reflective of collaborative programming

The evaluation plan will involve:

- Scheduled curriculum meetings to review collaborative practice in stage groups

Strategic Direction 2: Excellence In Teaching and Leading

Initiatives

- of *high expectations* across the school
 - Prioritisation of collaboration within and across schools to share and embed best practice which promotes enhanced learning opportunities and outcomes for students in reading and numeracy.
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Evaluation plan for this strategic direction

- Semester Quality Teaching Rounds review to ensure identified areas of need addressed and planned to ensure improvement in teaching practice
- Executive team and whole staff reflective sessions are used to provide feedback in line with strategic direction and improvement measures
- Tell Them From Me -Teacher survey (*Leadership & Collaboration*)

Strategic Direction 3: Wellbeing

Purpose

Our students will be respected, valued and supported enabling them to connect, succeed and thrive in a positive school environment.

Improvement measures

Wellbeing

Achieve by year: 2023

TTFM wellbeing data has an uplift of 5.4% to meet or exceed our lower bound data of 82.7%.

Attendance >90%

Achieve by year: 2023

Increased the percentage of students attending school more than 90% of the time by 7.6% or above to meet an upper bound target of 91.1%

Achieve by year: 2025

Improved wellbeing and engagement as demonstrated by an increase from baseline data through the Be You survey.

Initiatives

Strategic and planned approach to Wellbeing

Our school plans to collect, analyse and use evidence based whole school practices to refine wellbeing and engagement initiatives to ensure students **connect, succeed and thrive**.

- Positive Behaviour for Learning strategies and initiatives are consistently aligned to ensure predictable Wellbeing and learning environments are created with the NSW Department of Education and The Wellbeing Framework for Schools supports wellbeing behaviour strategies.
- Staff will consistently use the school students welfare policy to embed a school-wide wellbeing and behaviour strategy to ensure predictable learning environments, where staff and students know what is expected to deliver effective practices that can be sustained over time.
- Model and develop the promotion and protecting of positive mental health in children and young people through the implementation of the Be You program.
- Staff consistently ensure advocacy, expectations and belonging is evident and widespread amongst students promoting positive, respectful relationships to ensure children fulfil their potential.

Attendance and Engagement

Embed a culture where the community, staff and students work together to ensure there is an appreciation of the importance for regular attendance ensuring absences do not impact on learning outcomes

- Whole school and personalised attendance approaches are developed and communicated to improve regular attendance rates for all students, including those at risk.
- Workshops conducted for parents and community to improve student attendance

Individualised Support

Success criteria for this strategic direction

The school has established evidence based processes for the ongoing analysis, interpretation and collaborative use of student wellbeing data. All evidence is aligned to the (SEF-Wellbeing-Excelling)

Staff, parents and the community work together to support consistent and systematic process that ensure student absences do not impact on learning outcomes (SEF-Learning Culture-Attendance-Excelling)

All students identified at risk have Individualised learning plans to support their learning and wellbeing.

Evaluation plan for this strategic direction

The school will implement evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- Attendance data (Scout)
- Tell Them From Me survey
- Sentral
- Learning Support Team meeting minutes
- Be You surveys

The evaluation plan will involve:

- Term by term review of internal and systems data to provide evidence of attendance and behaviour.
- Fortnightly Learning and Support Team meetings will ensure well developed and evidence based approaches, programs, assessments and processes identify, monitor and review individual learning needs.
- Tell Them From Me and Be You surveys are analysed to monitor the wellbeing and mental health needs of students and staff each semester
- Home School Liaison Officer and Behaviour Support Teacher regularly meet to triangulate behaviour and attendance data

Initiatives

The school is focused on building individualised and collective wellbeing to support different phases of student development through a climate of care and positivity.

- Behaviour interventionist (Welfare Officer) leads whole school systems to support individual learning needs with collaborative initiatives ensuring every student is known, valued and cared for.
 - Lesson design will ensure students have access to learning programs that meet their learning needs and support to aspire to and achieve personal excellence. (High Potential and Gifted Education Policy)
 - The Learning and Support Team will support staff in the consistent use of school wide systems to identify at risk students, individualised personalised learning plans then developed which include strategies to support their learning and wellbeing.
 - Teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on student learning outcomes.
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