

# Strategic Improvement Plan 2021-2025

## **Muswellbrook South Public School 3876**



"Building Solid Foundations for Life"

# School vision and context

## School vision statement

Everyone in our school community is inspired to improve, feels cared for, is valued, and is supported to find purpose in their lives.

## School context

Muswellbrook South Public School is located in the Upper Hunter on the traditional lands of the Wanaruah people. It has an enrolment of 520 students in 2022 which includes an enrolment of 2010 Aboriginal students.

There is a mix of experienced and early career teachers, working collaboratively to provide quality teaching and learning for all students, including those in the 22 mainstream and 7 support classes.

Extra-curricular opportunities in sport and the creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan.

Through our situational analysis, we have identified a need to use explicit teaching practices that ensure all teachers clearly show students what to do and how to do it. Further work will need to occur around how teachers collect and analyse student assessment data to measure the impact of their teaching and monitor student growth.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the leadership team will lead much of this work in the school.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in literacy and numeracy through evidenced based practices that are responsive to the individual learning needs of all students.

## Improvement measures

Achieve by year: 2025

### School Excellence Framework

SEF self-assessment of the elements 'Effective Classroom Practice', 'Data skills and Use' and 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

### Reading growth

Achieve by year: 2023

All students can demonstrate reading growth and achievement from 2022 to 2023, using PAT as a key data point.

### Numeracy growth

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from 2022 to 2023, using PAT as a key data point.

## Initiatives

### Effective classroom practice

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and feedback.

- Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning, to build teacher capabilities and collective pedagogical practice.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.
- Teachers expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

### Data skills and use

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

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish and use the leadership team 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.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Develop systems and professional capacity for analysis of NAPLAN and minimum standard data to

## Success criteria for this strategic direction

- Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Valid teacher judgment is evident across the school.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals. These are visible in classrooms.

## 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. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- SEF SaS

The evaluation plan 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 Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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identify monitor improvement measures and to target areas as needed.

## Strategic Direction 2: Wellbeing

### Purpose

There will be a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement, ensuring that students and staff are able to connect, succeed, thrive and learn.

### Improvement measures

Achieve by year: 2022

#### Whole school approach to wellbeing

TTFM Wellbeing data improves to be at or above the lower bound system-negotiated target.

Achieve by year: 2025

#### Learning and development

SEF assessment of the element Learning and development show improvement from Delivering to Sustaining and Growing.

PMES Learning and development shows improvement and exceeds department norms.

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Increase the percentage of students attending school more than 90% of the time by 7.2% or above.

Achieve by year: 2025

#### Whole school approach to wellbeing

SEF assessment of the element Wellbeing indicates improvement from Sustaining and Growing to Excelling in all domains.

PMES wellbeing will show an increase of 8%.

### Initiatives

#### Whole school approach to wellbeing

Embed a whole-school approach to wellbeing and engagement where there is collective responsibility for learning and success.

- Embed a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.
- Review and consolidate current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas for whole-school wellbeing reform.
- Embed whole-school wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement.
- Embed the Wellbeing Framework into school culture through ongoing staff professional learning.
- Teachers, parents and the community work together to support consistent and systematic processes, that ensure student absences do not impact on learning.

#### Learning and development

Our school is a great place to work where all staff are valued and improve every year.

- Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- Embed systems that facilitate professional dialogue, collaboration, classroom observation and feedback between teachers.
- Positive respectful relationships are evident and widespread among staff, and promoting wellbeing to ensure optimum conditions in the school.

### Success criteria for this strategic direction

- The school has implemented evidenced based change to whole school wellbeing practices, resulting in measurable improvements.
- Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- Students identify a staff member whom they can turn for advocacy.
- Students indicate an Increased sense of belonging.
- Positive, respectful relationships are evident and widespread among students and staff.
- The whole school community demonstrate high expectations of learning progress and achievement of staff and are committed to the pursuit of excellence.

### 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.

- TTFM data
- Student behaviour data
- Self-assessment against the SEF
- Student focus groups
- Teacher focus groups.
- PMES

The evaluation plan 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 Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

## Strategic Direction 2: Wellbeing

### Evaluation plan for this strategic direction

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- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

## Strategic Direction 3: Educational leadership

### Purpose

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. Leaders foster a school-wide culture of high expectations and a shared sense of responsibility for student learning.

### Improvement measures

Achieve by year: 2025

#### Educational leadership

SEF assessment in the element of Educational Leadership shows growth from Sustaining and Growing to Excelling.

Achieve by year: 2025

#### Community engagement

TTFM parent survey data shows improvement.

### Initiatives

#### Instructional leadership

The principal and school leadership team model instructional leadership and support a culture of high expectations.

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

#### Community engagement

Students benefit from the school's planned and proactive engagement with parents and the broader community.

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Management practices and processes are responsive to school community feedback.

### Success criteria for this strategic direction

- 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.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

### 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.

- TTFM data
- Self-assessment against the SEF
- Parent focus groups
- Teacher focus groups.
- PMES

The evaluation plan 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 Excellence Framework elements and themes.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.