

# Strategic Improvement Plan 2021-2024

## Maclean Public School 3946



# School vision and context

## School vision statement

Our vision is to provide a school where decisions are driven by student need, where teaching and learning is evidence based best practice and every student is known valued and cared for. To ensure all students have a strong foundation in literacy and numeracy. To support students social and emotional wellbeing so that they are able to connect, thrive and succeed. To develop future citizens that are equipped with the skills to embrace creativity, critical thinking, communication and collaboration.

## School context

Maclean Public School is located on Yaegl country on the North Coast of NSW and has an enrolment of 201 students of whom 22% identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 115 and an ICSEA (Index of Community Socio Educational Advantage) of 922. We have strong connections with our local community.

The school delivers quality educational programs with many opportunities for students to apply their learning to real life situations. Maclean Public School staff is committed to excellence in teaching, leading and learning.

High expectations are promoted across all areas of the curriculum and an emphasis is placed on differentiating learning opportunities to meet the needs of all students.

Extra-curricular opportunities enable our students to excel through a range of different experiences. Student participation and performance in the creative and performing arts are particularly strong. The school provides students with access to a range of STEM opportunities ensuring our students are masters of change and leaders in learning. Our kitchen garden program provides students with valuable life skills in a hands-on environment. Our students have many opportunities to represent the school in a variety of sports.

Through our situational analysis, we have identified 3 areas of focus for our school improvement plan.

To achieve system targets for student growth and attainment we will focus on data driven evidence based practice. Focus areas in numeracy include, appropriate mental or written strategies to solve problems and recording using informal and formal units of measurement. In reading we will focus on effective comprehension strategies and vocabulary building.

To support our current wellbeing programs, we will further build upon PBL and develop a whole school 'Social and Emotional Learning' program. Our wellbeing team will continue to work closely with 'BeYou' to ensure we implement effective programs that are based on current research.

We will have a continued focus on maintaining and enhancing a positive school culture where effective systems and practices support continuous improvement and high levels of engagement for our whole school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to provide conditions that ensure improved student growth and achievement in literacy and numeracy. We will deliver data driven, evidence based teaching practice that caters to the needs of individual students.

## Improvement measures

### Target year: 2022

System targets for 2022 achieved. (NAPLAN)

Top 2 bands in NAPLAN

- Students achieving in the top two NAPLAN bands for reading increases by a further 4% to be above the lower bound target.
- Students achieving in the top two NAPLAN bands for numeracy increases by a further 5% to be above the lower bound target.

K-2 Reading Levels

- 80% K-2 students at expected reading level.

Years Growth

- 80% of students in Yrs 2 -6 will show a year's growth in reading scaled scores on PAT.
- 80% of students in Yrs 2 -6 will show a year's growth in maths scaled scores on PAT.

Improvement measured against the SEF:

### Learning Domain:

Curriculum Element - Differentiation from Delivering to Sustaining and Growing.

Assessment Elements - Student Engagement from Delivering to Sustaining and Growing.

Student Performance Measures - NAPLAN from Delivering to Sustaining and Growing

## Initiatives

### Data Driven Practice

Establish 'Data Teams' to ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery, including to track student progress, growth and achievement, review, and adapt practice accordingly.

- PL in data literacy, data analysis and data use in teaching for all staff.
- Effectively use student assessment data to reflect on teaching and learning and provide individualised responsive interventions through collaboration with LaST.
- Ensure teaching and learning is differentiated and meaningful to each of the students in our classrooms.
- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2
- Ongoing evaluative practice.

### Quality Teaching - Literacy/Numeracy

Embed systems to develop a culture that supports teacher collective efficacy, where the delivery of quality teaching is focused on the improvement of all students' literacy & numeracy skills.

- Teachers participate in Quality Teaching Research and Professional Development project.
- Teachers work collaboratively to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
- Instructional Leaders build the capacity of teaching staff to effectively implement High Impact Teaching strategies.
- Collaborate with school services (LANSAs) to build literacy and numeracy knowledge and pedagogy.

## Success criteria for this strategic direction

**Data** - Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

**Curriculum** - Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase the challenge.

**Instructional Leadership/High Expectations** - The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Assessment data is collected in reading 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.

System targets/Improvement measures are achieved.

## Evaluation plan for this strategic direction

**Question** - Have we achieved our purpose and how is the impact demonstrated?

**Data** - We will use a combination of internal and external data sources, including Assessment PAT, NAPLAN, PLAN2, surveys, observations, learning walks, Data Team meetings, and annual sef-sas.

**Analysis** - Will be monitored within the

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Teaching Domain:

Effective Classroom Practice Element - Explicit Teaching from Delivering to Sustaining and Growing.

Data Skills and Use Elements - Data Literacy from Delivering to Sustaining and Growing.

### Leading Domain:

Instructional Leadership Element - High Expectations form delivering to Sustaining and Growing.

### Target year: 2023

System targets for 2023 achieved. (NAPLAN)

#### Expected Growth Targets

- Reading expected growth increased by 10% from our baseline data.
- Numeracy expected growth increased by 10% from our baseline data.

#### Reading Levels

- 85% K-2 students at expected reading level.

#### Improvement measured against the SEF:

- Instructional Leadership Element - High Expectations from delivering to Sustaining and Growing.
- Data Skills and Use Elements - Data use in Teaching from Sustaining and Growing to Excelling.
- Whole school monitoring of student learning from Sustaining and Growing to Excelling.

### Target year: 2024

#### Learning Progressions

- K-6 student data plotted on targeted elements on the Literacy and Numeracy Learning Progressions will

## Initiatives

- Develop shared responsibility and consistent use of language and approach to the explicit and consistent teaching of reading.
- Ensure quality learning environments are established in every classroom.

## Evaluation plan for this strategic direction

initiatives through progress and implementation monitoring.

Implications - Analysis findings will determine the extent to which the purpose has been achieved and inform future directions.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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show achievement of expected levels for at least 85% of students.

### Reading Levels

- 90% K-2 students at expected reading level.

Improvement measured against the SEF:

- Instructional Leadership Element - High Expectations from Sustaining and Growing to Excelling.
- Assessment Elements - Student Engagement from Delivering to Sustaining and Growing.
- Curriculum Element - Differentiation from Sustaining and Growing to Excelling.

## Strategic Direction 2: SD 2 Wellbeing

### Purpose

To strengthen the cognitive, physical, social, emotional, and spiritual development of students, through the implementation of proactive evidenced based strategies.

### Improvement measures

#### Target year: 2022

System negotiated target for attendance:

Increase the percentage of students attending 90% or more of the time by 5% to be above the lower bound system negotiated target..

System negotiated target for wellbeing:

Students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as measured by the TTFM survey increases by 8% from baseline data.

Sentral wellbeing data shows reduced anti-social negative incidents.

#### Learning Domain:

Attendance Element - Attendance from Sustaining and Growing to Excelling

Wellbeing Element - Caring for Students from Sustaining and Growing to Excelling.

#### Target year: 2024

All identified students are supported by well-developed plans that have been collaboratively developed with appropriate stakeholders.

Interventions for at-risk students are accessible.

SEF:

Wellbeing Element - A Planned Approach to Wellbeing from Sustaining and Growing to Excelling. Individual

### Initiatives

#### Social and Emotional Wellbeing

Implementation of a whole school SEL program and the embedding of the Wellbeing Framework.

- Embed the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- PL for all staff on the 'Positive Living Skills' program and implementation.
- Scope and sequence developed.
- Ensure access to a range of 'at home' resources that support all family members to learn Positive Living skills.

#### Individualised Supports

Individualised supports are delivered by expert staff.

- Establish a 'Wellbeing Team'.
- Establish and use Wellbeing Teacher to implement Tier 2 interventions for identified at risk students.
- PL for staff focused on the support of self and student wellbeing. (Calmer Classrooms)
- LaST works collaboratively with staff, parents/carers and outside agencies to create connections and access to appropriate services.
- Embed procedures for developing and implementing support plans for eligible students.
- Update whole-school processes to ensure monitoring, analysis and evaluation of student attendance.

### Success criteria for this strategic direction

There is a common positive language for teaching children the fundamental skills of mental health: self-regulation, kindness, appreciation, gratitude, empathy, compassion, peer support, respect, diversity, inclusion, acceptance, and self-confidence.

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

Students demonstrate practical and positive social and emotional skills, healthy self-esteem, skills for positive relationships, and the resilience to handle life's challenges.

Planning and provision of targeted interventions are informed by holistic information about each student's wellbeing and learning needs in consultation with all stakeholders.

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

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

Application of resources (staff time, expertise, funds, facilities, materials) are used in a targeted manner to meet the learning and wellbeing needs of all students with flexible structures and processes that enable the school to respond appropriately to student cohorts, the needs of individual learners, teachers, and parents.

System negotiated targets for attendance and wellbeing are met.

### Evaluation plan for this strategic direction

Question - How can we demonstrate that the systems put

## Strategic Direction 2: SD 2 Wellbeing

### Improvement measures

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Learning Needs from Sustaining and Growing to Excelling.

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### Evaluation plan for this strategic direction

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in place have been a success?

Data - Teaching and Learning program evaluation, PBL, LaST meeting minutes, TTFM, Sentral, Wellbeing for School Excellence Evaluation Support Tool, School survey.

Analysis - The information gathered through analysis will determine the level of achievement in regard to success criteria and identify areas for modification.

Implications - How and where to next according to analysis.

## Strategic Direction 3: SD 3 Effective Systems and Practices

### Purpose

To establish a culture of high expectations, that has a focus on continuous improvement of teaching and learning through collaborative performance development. To embed highly efficient structured processes that enable a self-sustaining and self-improving school community.

### Improvement measures

#### Target year: 2024

Teachers are working in teams to deepen and transfer their learning through recurring cycles of inquiry, to accurately diagnose student learning needs, and respond by changing what and how they teach and assess, resulting in whole school improvement.

Systems and procedures are in place to enable the development of a collaborative culture of continuous professional improvement that includes classroom-based learning and mentoring.

NESA accreditation of teachers.

Improvement measured against the SEF:

Learning Culture: Theme of High Expectations from sustaining and growing to excelling.

Learning and Development: Theme of collaborative practice and feedback from sustaining and growing to excelling.

Learning and Development: Theme of professional learning from delivering to sustaining and growing.

#### Target year: 2024

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Management practices enable resources to be applied in

### Initiatives

#### Collaborative Performance Development

Deliver a quality education underpinned by effective collaborative practices.

- Create and sustain a culture of collective efficacy.
- Leaders work actively with teachers to provide the structure, support, and culture for collaborative professional learning linked directly to teaching and student learning.
- Continue to build on a culture of knowledge sharing by promoting collaborative opportunities for all teachers to learn from each other in ways that support scaling of evidence-based practice, identified through appropriate data analysis

#### Effective Planning and Management

Ensure strong organisational structures are embedded throughout the school.

- Leaders provide consistent teaching and learning expectations with a clear reference for monitoring learning across the year levels that supports staff to meet school improvement measures.
- Apply resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students with flexible structures and processes that enable the school to respond appropriately to student cohorts, the needs of individual learners, teachers and parents.

### Success criteria for this strategic direction

Student progress and achievement data is used to identify strategic priorities, and develop and implement plans for continuous improvement.

A culture of high expectations is evident, and diversity is effectively catered for.

Effective collaboration reflects change beyond individual classrooms, resulting in whole school improvement.

A culture of collaboration exists within the school, an environment in which teachers and leaders are committed to their own learning and that of their peers while building the professional expertise required to support the diverse learning needs of all students.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school improvement measures.

The school uses research, evidence based strategies, and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

### Evaluation plan for this strategic direction

Question - Have we achieved our purpose and how is the impact demonstrated?

Data - We will use a combination of internal and external data sources, including surveys, observations, meeting minutes, student assessments, and annual self-audits.

Analysis - Will be monitored within the initiatives through progress and implementation monitoring.

Implications - Analysis findings will determine the extent to which the purpose has been achieved and inform future



## Strategic Direction 3: SD 3 Effective Systems and Practices

### Improvement measures

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a targeted manner to meet the learning and wellbeing needs of all students.

Improvement measured against the SEF:

School Planning Implementation and Reporting: From sustaining and growing to excelling.

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### Evaluation plan for this strategic direction

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directions.