

# Strategic Improvement Plan 2021-2024

## Mowbray Public School 4015



# School vision and context

## School vision statement

Mowbray Public School is a state of the art public primary school committed to providing personalised and extensive educational programs. We lead systemic change and work alongside partners in education to facilitate future-focused teaching and learning that prepares young people for rewarding lives in an increasingly complex world. Our staff is professional, innovative and dynamic; maintaining high standards in teaching, learning and leading. Mowbray Public School students are prepared for life ahead; confident and well-equipped with the academic, social, creative and physical attributes needed to succeed. Through effective partnerships with the community, Mowbray Public School is a focal point and source of pride for all stakeholders.

## School context

Mowbray Public School has an enrolment of 660 students of which 57% are from diverse non-English speaking backgrounds. The school is growing in numbers. It provides a quiet, community environment on an extensive, open site and with recently completed modern buildings. These new learning spaces are designed to enhance future focused teaching and learning across the school. Mowbray Public is a genuine community school where there is a strong sense of belonging and contributing.

The school has a vibrant multicultural community, with 33% of students requiring EAL/D (English as an Additional Language/Dialect) support.

Extra-curricular activities include sport, dance, choir, debating, science and music. The activities offered provide a wide range of experiences for our students.

Through our situational analysis, we have identified the use of data driven practices, consistency of teacher judgement in assessment and high expectations as areas of focus. A focus on these areas will ensure that all students have access to learning at the point of challenge. Professional learning will be based around meaningful assessment, differentiated learning and making learning visible for every student.

Through the NAPLAN gap analysis, the school has identified system determined targets in reading and numeracy. These targets will be supported by teacher professional learning based on reading and numeracy as well as targeted student support. Assessment data will be used to track student learning, determine areas of need and school success.

# Strategic Direction 1: Student growth and attainment

## Purpose

Ensure student growth in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their practice through quality targeted teaching/learning programs and the implementation of the new syllabus documents.

## Improvement measures

### Target year: 2022

Increase the percentage of students in the top two bands in reading by 5.1% (from baseline target data).

### Target year: 2022

Increase the percentage of students in the top two bands in numeracy by 6.3% (from baseline target data).

### Target year: 2023

Increase the percentage of students achieving expected growth in reading by 5% (from baseline target data).

### Target year: 2023

Increase the percentage of students achieving expected growth in numeracy by 9% (from baseline target data).

### Target year: 2024

At least 80% of students completing Year 2 will have achieved the learning indicators within the 'Understanding texts' sub-element of the Literacy Progressions.

### Target year: 2024

100% of classroom teachers embed working mathematically strategies across all sub-strands.

## Initiatives

### English

Ensure all teachers are equipped with the skills and knowledge needed for explicit instruction for all aspects in English with a focus on teaching comprehension.

- PL for all staff to collaboratively plan, develop and refine their teaching and learning programs in comprehension.
- Embed textually rich and differentiated lessons to support high expectations for all students.
- Use student comprehension data against the Literacy Progressions to inform future teaching and learning.
- English as an Additional Language/Dialect program.

### Mathematics

Systematically develop and embed evidenced-based explicit teaching and learning across all strands in mathematics with a focus on working mathematically.

- PL for all staff to implement engaging, guided and independent lessons that are differentiated, rigorous and challenging for all students.
- Collaboratively revise the K-6 mathematics scope and sequence to systematically build student understanding of skills, concepts and knowledge in mathematics.
- Equip students with practical strategies needed to engage in problem solving tasks to develop critical thinking skills.
- Embed data informed formative assessment practices as an integral part of daily instruction for every classroom.

## Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs in English and mathematics.

Assessment data is collected in reading and numeracy on a regular and planned basis, and used responsively as an integral part of classroom instruction.

Teachers are skilled in explicit teaching techniques to identify students' learning needs and use a range of explicit strategies to explain and breakdown knowledge.

Professional learning systematically promotes the implementation of the most effective strategies to improve teaching and learning in English and mathematics.

Teachers actively evaluate, share and discuss learning from targeted PL with other staff across the school to improve whole school practice.

All teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

## 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 measure of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - growth/top two bands
- Check-in assessments
- Student work samples
- Literacy PLAN2 data for 'Understanding texts'
- Student focus groups for problem solving

The evaluation plan will involve:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- 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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to next?'

## Strategic Direction 2: Targeted learning for all students through assessment, differentiation and feedback

### Purpose

Students have access to quality differentiated learning, teachers use assessment and evidence-based teaching methods to optimise learning programs for all students.

### Improvement measures

#### Target year: 2024

100% of students can answer the questions 'Where am I going?' 'How am I getting there?' and 'Where to next?' in English and mathematics lessons.

#### Target year: 2024

All teachers clearly understand, develop and apply a full range of formative assessment strategies to support enhanced opportunities for differentiated student learning.

#### Target year: 2024

All teachers are confident to analyse, interpret and extrapolate data and they collaboratively use this to assess student achievement.

### Initiatives

#### Making learning visible

A school culture where all students know 'where they are', 'where they are going' and 'how to get there' in their learning.

- Consistent use of learning intentions and differentiated success criteria to monitor student progress and check for understanding
- Students are provided with detailed and specific feedback about what they need to do to achieve growth as a learner.
- When completing a learning task, students can answer the questions: 'Where am I going?' 'How am I getting there?' and 'Where to next?'

#### Assessment and differentiation

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

- Review and adapt whole school practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, differentiate learning, evaluate growth, provide additional support and report student achievement.
- Design and deliver high quality formal assessment tasks to assess student performance and differentiate learning.
- High impact professional learning in data literacy and data analysis to inform teaching practice.

### Success criteria for this strategic direction

Students can identify and articulate their learning intention and success criteria.

Students can use their understanding of LISC to identify next steps in their learning.

Teachers routinely give feedback to each student, so they have a clear understanding of how to improve.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction for differentiation.

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

School staff analyse student progress and achievement data and a range of other contextual information. Executive staff respond to trends in student achievement in individual, group and whole school levels.

### 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:

- Walk Throughs and Instructional Rounds
- CTJ Work samples
- Whole school data collection (literacy/numeracy)

## Strategic Direction 2: Targeted learning for all students through assessment, differentiation and feedback

### Evaluation plan for this strategic direction

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- SEF
- Student/Parent focus groups
- Teacher/Stage programs
- Twice yearly student reports

The evaluation plan will involve:

- Regular reviews of these data sources to provide clarity around whether we are on-track for achieving the intended improvement measures.
- Regular professional discussion around the SEF and themes.
- Executive team and whole staff reflective sessions.
- Staff feedback on professional learning.

## Strategic Direction 3: Engagement of all stakeholders

### Purpose

To engage all students, staff and parents/carers in the school community. Using innovative programs, teaching strategies, meetings and events to strengthen learning partnerships.

### Improvement measures

#### Target year: 2022

Increased percentage of students attending school more than 90% of the time by 4.1% from baseline target data.

#### Target year: 2024

Increase in student wellbeing (sense of belonging, advocacy and expectations) by 8.6% from baseline target data.

#### Target year: 2024

All teaching programs and assessments demonstrate embedded strategies of HPGE.

#### Target year: 2024

100% of teaching staff implementing inquiry focused learning strategies.

#### Target year: 2024

All parents are actively viewing Seesaw leading to an increased engagement in their children's actively at school.

### Initiatives

#### Student engagement and wellbeing

Support wellbeing and attendance through responsive programs that understand the link between teaching practice and student need.

- Create positive learning environments that support student engagement through co-teaching, PBL, learning goals and student voice
- High Potential and Gifted Education policy (HPGE) implementation.
- Learning support program (results from assessments, tracking, funding). Including Personalised Learning Pathways for Aboriginal students and Personalised Learning and Support Plans (PLASP)
- Student engagement in additional activities is monitored with student feedback.

#### Productive partnerships

Build and sustain effective partnerships with parents/carers through clear communication channels and sharing academic progress.

- Seesaw K-6
- Communication opportunities (catch-ups, events, formal meet the teacher, email, informal leadership talks)
- Student attendance processes are strengthened to improve attendance rate.
- Social/emotional program and positive behaviour strategies included in the new behaviour procedure.

### Success criteria for this strategic direction

Implementation and monitoring of HPGE policy and Learning Support using whole school data collection.

Students are given opportunities for feedback on their experiences (such as excursions and extra-curricular)

Classroom programs provide opportunities for project-based learning, hands-on experiences and group work.

The school identifies expertise within its staff and draws on this further to develop its professional learning community.

The school behaviour policy is implemented across all classrooms.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

The leadership team measures school (parent and student) satisfaction and shares its analysis and actions in response to the finding with the community.

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

Positive wellbeing for students will increase as a result of the implementation of social/emotional program.

### 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:

- TTFM
- Student surveys
- Parent focus groups

## Strategic Direction 3: Engagement of all stakeholders

### Evaluation plan for this strategic direction

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- Parent surveys
- Attendance data
- Program reviews
- Assessment results

The evaluation plan will involve:

- Regular reviews of these data sources to provide clarity around whether we are on-track for achieving the intended improvement measures.
- Executive team and whole staff reflective sessions.