

# Strategic Improvement Plan 2021-2025

## Central Mangrove Public School 4110



# School vision and context

## School vision statement

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At Central Mangrove Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We will be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners. We know value and care for every student.

## School context

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Central Mangrove Public School was established in 1957 and is situated in a unique setting surrounded by a large expanse of natural bush land and rural farming areas. The school pays respect and acknowledges that it is on Darkinjung land and is a proud member of the Cooina Aboriginal Education Consultative Group (AECG). The small student population of 47 students including 2 of Aboriginal descent and 1 English as an Additional Language or Dialect (EAL/D) student, is diverse ranging from family members who have lived in the local area for many generations to those who have recently settled. A proportion of the population is transient due to the availability of work and rental properties.

The school Index of Community Socio-Educational Advantage (ICSEA) is 950. The schools Family Occupation and Education Index (FOEI) is 117. Central Mangrove Public School is proudly a focal point for our rural community which strives to foster happy and successful students.

The teachers are highly dedicated in providing a quality education through a student-centered curriculum, ensuring that every child works to their maximum potential. Strong links and collaboration between the Kariong Mountains Local Management Group (LMG) and Small School Network allows for the support of teacher development and greater student connections.

Our active P & C Association is a body of committed people, who meet with the aim of contributing positively to our school community. Families also support the school in providing services in our Kids Kitchen Program as well as volunteering their time to support community events held within the school.

Through our situational analysis it was identified that data analysis and the cycle of explicit teaching and learning needs to be a focus. Learning Pathways will continue to be used for each student to promote growth and self-directed learning. We also identified the need for a school wide understanding of effective student wellbeing practices to support high levels of engagement and participation.

Community consultation has occurred with our AECG and P&C. Our teaching staff have been active participants in developing our situational analysis and identifying our areas of focus in pursuit of school improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success and continual improvement, we will further develop and refine data use and explicit teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

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### Reading growth

Achieve by year: 2023

Increase the percentage of students in Year 1-4 achieving partially demonstrated and demonstrated, in Phonological Knowledge & Word Recognition levels 3-8 by 10% from the baseline of 62%.

### Numeracy growth

Achieve by year: 2023

To increase the percentage of students K-6 by 10% achieving grade level using Essential Assessment data in numeracy (whole number) from the baseline of 19% in 2022.

## Initiatives

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### Continued Improvement - Feedback

Embed a learning culture that enables students to create and receive effective feedback that provides relevant, explicit, ongoing, constructive and actionable information to achieve their learning goals.

- Embed and use collaborative professional learning models to build teacher capabilities and collective pedagogical practice around explicit teaching strategies in reading, writing and numeracy and effective feedback on learning inclusive of Aboriginal perspectives.
- Build the capacity of teachers to expertly use Formative Assessment strategies in reading, writing and numeracy such as learning Intentions, success criteria along with student goal setting and Aboriginal PLP's.

### Continual Improvement - Data Use

Teachers have high levels of data literacy.

- Develop sustainable whole school processes for collecting and analysing literacy and numeracy data.
- Build the capacity of teachers to use data to inform the impact of teaching strategies in relation to student learning achievement.
- Build capacity of staff to use data to effectively differentiate teaching and learning.

## Success criteria for this strategic direction

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Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Feedback from students on their learning derived from assessments informs future teaching.

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

Teachers collaborate and share curriculum knowledge, explicit teaching strategies, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Data and feedback inform teaching practice and direct learners and learning.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

## Evaluation plan for this strategic direction

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The school will use a variety of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures and guide future directions.

NAPLAN data

Check in assessments

Scout - value added

Student work samples

CMAT

Learning Progressions PLAN 2 - Additive Strategies and Creating Texts

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Student PLP's

Student focus groups

The evaluation plan will involve:

5 weekly review of data

Term by term triangulation of data

Pre post assessment

Tell them from me

Teacher programs

# Strategic Direction 2: Wellbeing

## Purpose

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For every student to feel valued and to support wellbeing through practices that promote social, cultural, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

The student attendance rate will increase from 85% by 7.6% to at or above 92.6% (Upper bound system negotiated target)

Achieve by year: 2025

The % of students with positive wellbeing will increase to be equal to or above SSSG and State.

Achieve by year: 2025

Be You Student Survey Learning Resilience - I know how to work through problems and make good decisions increase by 15% from 50% to 65%.

Achieve by year: 2025

Be You Teacher Survey Learning Resilience - I understand how to assess children and young people's social and emotional learning skills and ways to further develop these increase by 15% from 45% to 60%.

Achieve by year: 2025

Be You Parent Survey; mentally healthy Communities - My child or young person's learning environment encourages my family to feel a sense of connection and belonging to the learning environment increase by 15% from 50% to 65%.

## Initiatives

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### Engagement

Build a positive learning environment characterised by supportive relationships and regular contact with students through systems of support.

- Establish systems that promotes trust and respect in partnership with parents, carers, AECG and the community.
- Build the capacity of staff to actively promote student progress and achievement to ensure that all students are known, valued and cared for across the school.
- Devise and implement collaborative strategies across the school, the school community, and other agencies to support the wellbeing and engagement of students.

### Positive learning environment

Create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking by establishing clear and consistent expectations for learning and behaviour

- Embed consistent PBL practice in the classroom and across the school.
- Be You (mental health) program will be used to help identify areas to support students K-6 in developing strategies to proactively teach healthy coping strategies, resilience and self-regulation.

## Success criteria for this strategic direction

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Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

## Evaluation plan for this strategic direction

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The school will use a variety of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures and guide future directions.

Attendance rates

Focus groups

Tell Them From Me survey

Participation rates in school activities

PBL data

LST minutes and referrals

Student leadership initiatives

Be You survey