

# Strategic Improvement Plan 2021-2024

## Mallawa Public School 4262



# School vision and context

## School vision statement

At Mallowa Public School we believe that every student should be inspired and challenged to learn, meet high expectations and realise their full potential. Our staff are dedicated to providing a high quality education for our students by creating a nurturing learning environment where students are creative, reflective and independent learners.

## School context

Mallowa Public School is a small rural and remote school located 60km west of Moree. Established in 1959, the school has a long and rich tradition of excellence and continues with an enrolment of 9 students. Our school directly caters for the needs of students from Kindergarten to Year 6. Students travel to school on a school bus, with 45% of students living on surrounding farms while 55% of students living in town.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching through evidence-based strategies. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

Students have high levels of access to technology, each having access to their own laptop.

Current staffing includes: Teaching Principal, Part-time Classroom Teacher, Part-time School Administration Manager (SAM) and a Part-time General Assistant (GA). Allocated Teaching Staff - 1.33 (1.3 teachers). Allocated SASS - 0.946 (SAM -4 days per week and GA 1 day per week). We have a current enrolment of 9 in 2021. Our school Family Occupation and Education Index (FOEI), currently at 118.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, data analysis and community engagement. Personalised Learning Plans/Pathways (PLPs) will be used for each student to promote learning and wellbeing growth as well as self-directed learning.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are student growth and attainment, high impact professional learning and quality partnerships.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student in literacy and numeracy, we will develop whole school data tracking systems to drive teaching practices and support the individual learning needs of all students.

## Improvement measures

### Target year: 2022

#### Reading

- 33% of students achieving in the top two bands in reading in year 3 and 5.

#### Numeracy

- 33% of students achieving in the top two bands in numeracy in year 3 and 5.

### Target year: 2024

Improvements measured by the School Excellence Framework:

#### Learning

- Learning Culture - moving from Sustaining and Growing to Excelling
- Wellbeing - moving from Delivering to Sustaining and Growing
- Student Performance Measures - moving from Delivering to Sustaining and Growing

#### Teaching

- Curriculum - moving from Delivering to Sustaining and Growing
- Assessment - moving from Delivering to Sustaining and Growing
- Reporting - moving from Delivering to Sustaining and Growing
- Data Skills and Use - moving from Delivering to Sustaining and Growing

## Initiatives

### Internal and External Assessment

Embed systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

- Data is collected every 10 weeks as regular part of teaching practice and monitor and reflect on the progress of every student to identify strengths and gaps in learning.
- School wide systems and structures are in place to record both qualitative and quantitative data
- Triangulate internal data (in-class assessments and Progressive Assessment Tasks PAT tests) and external data sources (NAPLAN and Check-in Assessments) to give a clearer and accurate picture of student learning
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth

### Personalised Learning

Ensure there is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

- All students have a Personalised Learning Pathway/Plan and it's created in consultation with parents/carers and discussed at regular intervals throughout the year
- Embed and regularly use (see initiative one) formative assessment practices into everyday teaching across the school to understand students' strengths and areas for improvement, and provide meaningful opportunities that cater to the full range of understanding and abilities in the classroom.
- Model goal setting and work with students to co-develop goals that are relevant, specific,

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement. Students are motivated to deliver their best and continually improve through effective partnerships between parents, students and staff. *SEF - Learning Culture, High Expectations.*

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by information about each student's wellbeing and learning needs in consultation with parents/carers. *SEF- Wellbeing - Individual Learning Needs.*

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improve learning. *SEF - Curriculum, Differentiation.*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. *SEF- Assessment, Whole School Monitoring of Student Learning.*

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. *SEF - Reporting, Parent Engagement.*

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *SEF- Student Performance Measures, Internal and External Measures Against Syllabus Standards*

Learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. *SEF- Data Skills and Use., Data Analysis.*

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Leading

- Educational Leadership - moving from Delivering to Sustaining and Growing

**Target year: 2023**

### System Negotiated Target; Expected Growth

#### Reading

- Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 33%.

#### Numeracy

- Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 33%

**Target year: 2024**

### School Based Targets

#### Literacy

- Increased (uplift) percentage in reading and numeracy of Years 2-6 will increase growth by 33% when comparing start and end year scale scores in PAT assessments.
- Increased (uplift) growth of Year 3 students will have achieved a Level 7 of Understanding Texts elements of the Progressions.
- Increased (uplift) percentage of Kindergarten students will have achieved a Level 4 of Understanding Texts elements of the Progressions.

#### Numeracy

- Increased (uplift) percentage in reading and numeracy of Years 2-6 will increase growth by 33% when comparing start and end year scale scores in PAT assessments
- Increased (uplift) percentage of Kindergarten students will have achieved AdS5 Additive Strategies

## Initiatives

- measurable, challenging and achievable, and aligned to their individual needs
- Establish clear and concise learning intentions and success criteria at the beginning of each lesson.

## Success criteria for this strategic direction

The Principal and staff support a culture of high expectations, resulting in sustained and measurable whole school improvement. *SEF - Educational Leadership.*

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

### Data:

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 directions. This analysis will guide the schools future directions:

- Internal assessment, e.g. PAT, PM Benchmarking
- External assessment, e.g. NAPLAN, Check-in Assessments
- Student work samples
- Literacy and Numeracy PLAN2 data
- Student PLPs
- Photos of collaborative goal setting of students, staff and parents/carers
- SEF SaS- School wide processes for addressing improvement in Student Performance Measure and Data Skills and Use.
- Survey - Tell Them From Me
- Documented analysis
- SCOUT data
- Attendance data

### Analysis:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

of the Progressions

- Increased (uplift) growth of Year 3 students will have achieved AdS8 Additive Strategies of the Progressions

---

**Target year: 2022**

### Attendance

- A minimum of 70% of students attend >90% of the time.

## Evaluation plan for this strategic direction

---

Analysis will be embedded within the project through progress and implementation monitoring, using QDAI (Question, Data, Analysis and Implications).

### Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year).
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.

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: High Impact Professional Learning

### Purpose

The school uses and engages in evidence-based professional learning which continuously builds teacher capacity and in turn supports learning outcomes for all students.

### Improvement measures

#### Target year: 2022

All teachers effectively implement learning intentions and success criteria into Literacy and Numeracy lessons. Students state and reflect on whether they have met the criteria.

Reading assessments (PAT, Check-in, PM Benchmark) show an improvement from pre-assessment to post-assessment.

PLAN2 data shows an increased (uplift) percentage of K-6 students achieving relevant levels in Understanding texts and Additive Strategies.

Delivering in the theme 'Explicit teaching' within the element 'Effective Classroom Practice'.

#### Target year: 2024

Learning intentions and success criteria is embedded across all learning areas. Students confidently state and reflect on whether they have met the criteria and achieved the learning intention. Students communicate how they will reach their target.

Internal and external assessments show student improvement and growth between pre- and post-assessments.

PLAN2 data shows an increased (uplift) percentage of K-6 students achieving relevant levels in Reading and Viewing, Writing, Additive Strategies and Multiplicative Strategies.

Maintain sustaining and growing in the theme 'Explicit teaching' within the element 'Effective Classroom Practice'.

### Initiatives

#### High Impact Professional Learning

A whole school approach to deepening teaching practice for ongoing growth in student learning, underpinned by the five elements of the High Impact Professional Learning model.

Professional learning is driven by identified student needs:

- Implement evidence-based teaching strategies to support the areas of need for student learning identified through analysis of assessment data

School leadership teams enable professional learning:

- Structured routines created for professional development. Supportive resources are provided to ensure growth in every teacher when new learning is applied to teaching practice.
- Teachers participate in targeted professional learning that focus on effective pedagogy that directly aligns with the future focused direction of the school.

Collaboration of professional learning opportunities strengthens teaching practice:

- Partnerships with the Barwon Community of Schools where teachers will collaborate, investigate and evaluate the effectiveness of professional learning on student learning.

Professional learning is continuous and coherent:

- Effective professional learning is aligned to Staff Performance Development Plans (PDPs) and the Strategic Improvement Plan.
- Decisions around chosen professional learning will be through evaluation of What Works Best (WWB), WWB in Practice and the School Excellence Framework (SEF).

Teachers and leaders are responsible for the impact of professional learning on student progress and

### Success criteria for this strategic direction

The school's curriculum and student learning is enhanced by learning alliances with other schools or organisations. *SEF- Curriculum, Curriculum Provision.*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. *SEF- Assessment, Whole School monitoring of Student Learning.*

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *SEF- Student Performance Measures, Internal and External Measures Against Syllabus Standards.*

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *SEF-Effective Classroom Practice, Feedback.*

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. *SEF-Learning and Development, Professional Learning.*

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. *SEF - School Planning, Implementation and Reporting, School Plan.*

### Evaluation plan for this strategic direction

#### Question:

## Strategic Direction 2: High Impact Professional Learning

### Improvement measures

Practice'.

#### School Excellence Framework:

##### Learning

- Curriculum- moving from Delivering to Sustaining and Growing
- Assessment - moving from Delivering to Sustaining and Growing
- Student Performance Measures - moving from Delivering to Sustaining and Growing
- Effective Classroom Practice - moving from Delivering to Sustaining and Growing

##### Teaching

- Learning and Development - moving from Delivering to Sustaining and Growing
- School Planning, Implementation and Reporting - moving from Delivering to Sustaining and Growing

### Initiatives

achievement:

- Assess student progress before and after implementing professional learning
- School and classroom systems created to consistently evaluate the effectiveness of implemented programs and strategies to determine the impact on student progress and achievement.

### Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact of evidence-based professional learning to build teacher capacity and support student outcomes?

#### Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- Evaluation of the school programs on the HIPL School Self-Assessment tool
- PLAN2 data
- PAT Assessments
- Meeting minutes
- Photos of collaborative learning for staff and students.
- Annotations and adjustments on programs

#### Analysis:

Analysis will be embedded within the project through progress and implementation monitoring, using QDAI. Annually the school will review progress towards the improvement measures, using QDAI.

#### Implications:

The finding of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the school website throughout the year)
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.

After analysis the data, a determination will be made as to the future of the four years' work and 'Where to Next?'



## Strategic Direction 3: Quality Partnerships

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop a strong culture in which collaborative planning, reflection and peer coaching are embedded into everyday school life. Teachers are supported, and support one another, to continuously develop their skills and knowledge for the benefit of student learning.

### Improvement measures

#### Target year: 2024

TTFM teacher survey data in the 'Collaboration', 'Teaching Strategies' and 'Learning Culture' show an uplift of 15% from baseline data.

100% of staff have participated in QTR in PLC.

100% of staff have embedded QTF elements within teaching and learning programs and classroom practice.

All aspects of the QTR fidelity checklist are embedded in practice across the school.

#### School Excellence Framework:

- Curriculum - moving from Delivering to Sustaining and Growing
- Effective Classroom Practice - moving from Delivering to Sustaining and Growing
- Learning and Development - moving from Delivering to Sustaining and Growing
- School Resources - moving from Delivering to Sustaining and Growing

#### Target year: 2024

### Initiatives

#### Quality Partnerships

Establish and embed explicit systems of high expectations where inter-school relationships provide collaboration, mentoring and coaching support to drive ongoing school-wide improvements in teaching practice and student results through good practice.

- Develop a strong Professional Learning Community (PLC) between Mallawa PS and Bellata PS
- Teachers engage in collaborative professional learning focusing on evidence-based teaching and pedagogy which aligns to Quality Teaching Framework
- Participation in the Quality Teaching Rounds to provide teachers with the skills to develop a professional learning community that monitors quality, distributes knowledge and creates standards of practice.
- Facilitation of collaborative practice through peer observation, mentoring and demonstration lessons where effective feedback is provided for quality teaching and leadership development
- Application of the Quality Teaching Framework

### Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices and implementation of the Quality Teaching Model. *SEF - Curriculum - Teaching and Learning Programs.*

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *SEF - Effective Classroom Practice - Explicit Teaching*

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback. *SEF - Learning and Development - Collaborative Classroom Practice.*

The staff evaluate professional learning activities within school and with other schools to identify and implement the most effective strategies to improve teaching and learning. *SEF- Learning and Development - Professional Learning.*

Resources are strategically used to achieve improved student outcomes and high quality service delivery, within the constraints of the school setting. *SEF- School Resources - Staff Deployment.*

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate an impact of a strong collaborative culture where teachers are supported and improve teaching practice to achieve student outcomes?

#### Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement



### Evaluation plan for this strategic direction

---

measures of the strategic directions.

- Teacher Professional Development Plans (PDP)
- Evidence of QT in teaching programs
- TTFM teacher and SCOUT data
- Photos of teachers in collaborative practice
- Reflection and feedback notes of peer observations
- Internal assessment -PLAN2 data
- External assessment - Check In Assessment

#### Analysis:

Analysis will be embedded within the project through progress and implementation monitoring, using QDAI. Annually the school will review progress towards the improvement measures, using QDAI.

#### Implications:

The finding of the analysis will inform:

- Future actions
- Effective resourcing
- Annual reporting on school progress measures (published in the Annual Report each year and on the school website throughout the year)
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.

After analysis the data, a determination will be made as to the future of the four years' work and 'Where to Next?'