

Strategic Improvement Plan 2021-2025

Mount Brown Public School 4423



School vision and context

School vision statement

Mount Brown is committed to nurturing independent, resilient problem-solvers who are creative life-long learners.

School context

Mount Brown Primary School is a medium-sized southern regional school located in a low socio-economic part of the Illawarra with this school's ICSEA steadily dropping over the last eight years. The school caters for students in Kindergarten to Year 6 with a steadily growing increase in the number of Indigenous students- predicted to be 50 in 2021. Mount Brown Primary School has 25 teaching staff with a student enrolment of 392. The school has strong relationships with a small but active P&C consisting of parents, caregivers and the wider community. Mount Brown Primary School has a proud sporting history, provides a multitude of opportunities in the performing arts and promotes student responsibility, respect, and safety.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around building greater student and family connectedness to school.

1. Student growth and attainment

When analysis was conducted against the student outcome measures, it was evident that we have steadily improving Value Added data between Kindergarten and Year 5 with growth from: K-3 achieving 'Sustaining and Growing'; Years 3-5 achieving 'Excelling'; with Years 5-7 'Working Towards Delivering'.

Recent years has seen relatively good growth in reading with numeracy an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: **Reading** - VOCABULARY and COMPREHENSION STRATEGIES, and **Numeracy** - NUMBER SENSE. Our whole school focus to improve student growth and achievement in Numeracy while maintaining student achievement in reading is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

2. Quality Teaching & Learning Cycle

Mount Brown Primary School will continue a strong focus upon Quality Teaching. School evaluations indicate great teacher satisfaction with the school efforts in building quality teaching through improved teacher observation and authentic feedback, teacher mentoring, team teaching, teacher collaboration in planning/ assessing and Consistent Teacher Judgement, the provision of leadership opportunities for teachers AND the inclusion of QTR (Quality Teaching Rounds).

3. Wellbeing

When conducting the analysis of the school wellbeing matrix - (TTFM), it was evident that great focus was placed upon this element in the current school plan. At Mount Brown Primary School this element is improving but 'Student Sense of Belonging' remains well

School vision and context

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below State norms. This is an area of ongoing focus. Similarly, interest and motivation are improving yet still well below State norms. Student perceptions for 'Bullying' and 'Sense of Belonging' are identified as areas necessary to focus upon in 2021-2024. Mount Brown students indicate clearly that they believe school and what they do here is important, they believe they do try hard and that their teachers teach them well-this does not correlate with their responses to 'Sense of Belonging' and 'Bullying'.

Additionally, the increased incidence of students and parents exhibiting problematic anxiety has been noted and in caring for our community, targeting anxiety support for students, families and our whole community is seen as a necessary function of our new school improvement plan. Continuing and building upon existing school wellbeing programs such as Bounce Back, Rock and Water and Be You will also be a focus of our plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their literacy and numeracy learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy towards the lower bound system negotiated target of 28.1%.

Target year: 2023

NUMERACY: (Expected growth)

MBPS students will achieve between the lower bound system negotiated target of 61.7% & the upper-bound target of 66.7% for expected growth in Numeracy by 2023

Target year: 2022

READING: (Top 2 bands)

Students will achieve its system negotiated target of between the lower-bound target of 35.79% and the upper bound target of 40.79% students in the top two bands for Reading by 2022

Target year: 2023

READING: (Expected Growth)

MBPS students will achieve Expected Growth of between the lower bound system negotiated target of 68.3% & the upper-bound target of 73.3% for expected growth for Reading by 2023

Target year: 2025

MBPS Aboriginal students MAINTAIN at least 17% more

Initiatives

Expert practitioners lead, observe and provide feedback to colleagues

Expert practitioners support, mentor, team teach, demonstrate effective practices and provide authentic feedback to colleagues.

- Mathematics lead teacher works with all teachers - demonstrates, observes, provides feedback.
- Teachers model exemplary practice to support colleagues.
- Key staff provide professional learning to positively impact teaching programs and their delivery.
- Develop flexible, research informed and effective teaching strategies.

Embedding data driven practices

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

- Professional learning in data literacy, data analysis, data use in teaching for all staff. This is linked to GAP analysis data.
- Establish and implement Mathematics Instructional leadership role to work with teachers reflecting on data to empower responsive teaching.
- Review and adapt teaching practices 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.

Success criteria for this strategic direction

Assessment data collected in Literacy and Numeracy on a regular basis, is used responsively as an integral element of classroom instruction.

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

Valid teacher judgement is evident across the whole school.

Teachers monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student, as evidenced through observations, programs and collegial discussions.

Regular Stage meetings review, analyse and evaluate student performance data.

The school identifies expected growth for each student and all students articulate learning intentions.

Progress and achievement of all equity groups is equivalent or better than the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

To what extent have we improved student growth in literacy and numeracy?

The school will analyse a combination of data sources. These include:

- NAPLAN data
- Scout - Value Added data
- Student work samples
- PLAN2
- Student PLPs
- Student focus groups
- PAT

Strategic Direction 1: Student growth and attainment

Improvement measures

students in the top three bands for Reading and Numeracy than the similar schools group.

Target year: 2025

At least 85% - 87% of students from Years 2 to 6 will demonstrate spelling growth as determined by school data.

Target year: 2025

(PAT) At least 77% of students from Years 2 to 6 will demonstrate growth annually when comparing a year's scale score to the previous year in the Progressive Achievement Test (PAT) in Numeracy.

Evaluation plan for this strategic direction

- Writing samples
- Formative Assessment

Regular stage meetings will be used to monitor and analyse student progress and achievement.

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 SEF elements and themes.
- Use of data to inform learning groups, small group instruction and teaching and learning programs.
- Collaborative planning.
Findings will be used to inform future directions and adjust our implementation and progress measures as required. If any findings from particular data sources are incongruous professional dialogue between teachers will determine where assessment and evaluation may need to be adjusted to improve and enhance further analysis.

Strategic Direction 2: Quality Teaching and Learning Cycle

Purpose

Our purpose is to empower teachers to enrich student learning through a shared vision of quality teaching.

Improvement measures

Target year: 2025

100% teachers engage in Quality Teaching Rounds.

Target year: 2025

100% of teachers will engage in leadership opportunities for high order collaborative practice (For example: Teacher Mentoring of early career teachers/ Curriculum grade and whole school leadership roles- CILS Mathematics, Technology, Teachers relieving - Higher Duties, QTR leadership roles and Learning & Support Leadership roles.

Target year: 2025

All SEF evaluations and External Validation demonstrate growth in all SEF domains.

Target year: 2025

100% of teaching programs meet DoE and NESA standards.

Initiatives

Curriculum Monitoring Processes

Embed a learning culture that enables teachers to create, receive feedback and reflect for responsive curriculum delivery

- Establish collegial support for teacher performance development and evidence based programs.
- Review and adapt practice to ensure reliable formative assessment tasks are effectively used to analyse student progress, evaluate growth over time and report student achievement
- Following intensive PL (Curriculum Based Monitoring) key teachers lead all colleagues through the process of preparing all teaching and learning programs and procedures for **DoE and NESA compliance**. In doing so the lead teachers will * Distribute school documents * Develop class documents * Collaborate to develop assessment schedules, scope & sequences for HSIE.
- Teams of key teachers will engage in PL to review all new curriculum as it emerges. The teams will work together to engage, inform and upskill colleagues and write highly professional school responses to the curriculum changes.

Quality Teaching

Use and embed professional learning models to build teacher capabilities and collective pedagogical practice.

- Develop effective 'Quality Teaching' professional learning that aligns closely with the High Impact Professional Learning model
- Review and adapt practice to ensure reliable formative assessment tasks are effectively used to analyse student progress, evaluate growth over time and report student achievement and evaluate teacher impact upon student learning.
- Enhance the collegial environment to further promote deep conversation around curriculum content and

Success criteria for this strategic direction

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

Assessments are developed/ sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension.

Quality teaching impacts student progress. Achievement is greater than students at statistically similar schools on external measures.

Teaching programs support equitable and ongoing participation of Equity groups within the school.

Leading Teachers work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.

Teachers will receive quality written and verbal feedback following their leadership in a wide variety of areas across the school- Teacher Mentoring of early career teachers/ Curriculum grade and whole school leadership roles- CILS Mathematics leadership role, Technology leadership, Teachers relieving - Higher Duties, QTR leadership roles and Learning & Support Leadership roles.

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:

- Professional learning.
- PDPs.
- QTR observation sheets.

Strategic Direction 2: Quality Teaching and Learning Cycle

Initiatives

delivery.

Evaluation plan for this strategic direction

- Staff surveys (now 100% participation+ 2024 for impact) and feedback.
- Programs.
- External Validation SEF evaluations.
- Teacher observation and feedback forms

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 SEF elements and themes.
- Collaborative Planning sessions.
- Feedback from the Primary Curriculum Self Assessment Survey.

Findings will be used to inform future directions and adjust our implementation and progress measures as required. If any findings from particular data sources are incongruous professional dialogue between teachers will determine where assessment and evaluation may need to be adjusted to improve and enhance further analysis.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to build a sense of belonging through connectedness, success and self-regulation to create a thriving, resilient school community.

Improvement measures

Target year: 2023

Overall **WELLBEING** as measured by the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging as measured through TTFM to be between at least the lower bound target of 88.2% and the upper bound target of 93.2% for overall Wellbeing.

Target year: 2025

SENTRAL behaviour referrals for 'Majors' decrease between our lower bound target of 5% and upper bound target of 10% per year from the baseline data provided in 2021.

Target year: 2025

There is an increase in parent engagement as measured through the use of online platforms- DOJO/ School Facebook/ School Partnership website/ School Counsellor's Parent website and workshops by at least 8% by 2024.

Target year: 2025

100% teachers embed a wide range of BOUNCE BACK strategies in teaching and learning programs and in daily interactions with students.

Target year: 2025

The number of students participating in school wellbeing programs increases annually.

Target year: 2023

The proportion of students attending school greater than 90% of the time is between the lower bound target of 81% and the upper bound target of 86% by 2022.

Initiatives

Building staff capability to authentically engage and motivate students

Build the capabilities of all staff to embed a range of wellbeing strategies that authentically engage students and community and enhance a sense of belonging through increased interest and motivation, including:

- embedding research-based wellbeing programs.
- building teacher capacity to deliver wellbeing programs & trauma informed practice.
- embed curriculum based play and project based learning as learning systems across the school.
- linking rewards using Bounce Back vocabulary to support school values and wellbeing systems.
- regular (weekly) attendance check-ups with corresponding parent contact and engagement by the AP managing student attendance
- Attendance data is used to inform planning

Building School Connectedness

Provide opportunities for students and community to engage in activities that promote a connection to school and a positive mindset.

- Provide multiple opportunities for extra-curricular activities.
- engaging the whole school community through online platforms and school-based activities.
- Provide students with opportunities to participate in programs that support healthy minds and healthy bodies.
- regular parent communications promoting the benefit and positive impact on student engagement with school and academic achievement through eNews, school newsletters, school Facebook site.
- inclusion of an attendance post, wellbeing and family friendly school information updates on the school's new Parent Partnership website.

Success criteria for this strategic direction

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

- **Improving Home School Partnerships-** The school engages in strong collaborations between parents, students and the community that inform and support the continuity of learning for all students at **transition points**, including our highly mobile students and students with atypical enrolment
- Whole of school and personalised attendance approaches improve regular attendance rates for all students, including those at risk
- Wellbeing data is analysed regularly to inform wellbeing program implementation.
- All teachers use Bounce Back/Mindfulness strategies to build resilience, improve student engagement and build a greater Sense of Belonging.
- The school demonstrates increasing parent engagement through the increasing parental use of online initiatives - Parent Partnership website, School Counsellor's website, Dojo, School Facebook etc.
- Teaching and Learning programs demonstrate the implementation of curriculum based play and project based learning.
- Students participate in extra curricular opportunities.

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 including:

- Survey data.
- SENTRAL data for Major referrals.
- Online platform data.

Strategic Direction 3: Wellbeing

Evaluation plan for this strategic direction

- Teaching and Learning programs.
- Student participation data for wellbeing and extra curricular programs .

The evaluation plan will involve:

- regular review of the data sources to provide clarity about whether we are on track for achieving the intended improvement measures.
- regular professional discussion around Bounce Back elements and themes.
- collegial discussion regarding student wellbeing.

Findings will be used to inform future directions and adjust our implementation and progress measures as required. If any findings from particular data sources are incongruous professional dialogue between teachers will determine where assessment and evaluation may need to be adjusted to improve and enhance further analysis.