Strategic Improvement Plan 2021-2025

Mount Riverview Public School 4435

School vision and context

School vision statement

At Mount Riverview Public School we strive to develop a positive culture where all people are respected and valued, and where high expectations for teaching and learning are achieved. We are committed to developing and maintaining open, collaborative relationships between students, staff, parents and the wider community. Our school is a place where students can achieve personal success in their academic, social-emotional, physical and behavioural development. Students are at the heart of all that we do.

School context

Mount Riverview Public School is situated in the Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community, a group of schools committed to working together to provide the best educational opportunities for our students.

The school has a student enrolment of 213 including 9% from a non-English speaking background and 4% identifying as Aboriginal. The school is a focal point of the local community and is supported by parents and carers who value having input into school decision-making and contributing to school initiatives. Parents have strong aspirations for their children to access rich, quality educational and extra-curricular experiences. They want them to be challenged, supported and encouraged in ways that help them achieve their best, develop a strong interest in learning and for them to feel nurtured, happy and confident in a safe, respectful learning environment.

Students are supported to be safe, respectful learners by strong 'Positive Behaviour for Learning' systems, explicit teaching and a culture of high expectations. Students with additional needs are well supported by our experienced Learning and Support Team, which provides access to targeted funding, learning assistance programs and specialist support.

The school provides many opportunities for students to engage in extra-curricular learning and events, and has strong traditions in sport, performing arts and community service.

The school is well-resourced by highly committed, professional teaching and administrative staff, most with significant experience working in schools. The school facilities are aligned to supporting effective teaching practices and quality learning experiences, including the provision of various technologies for students and staff. Our school is consistently ranked in the top 20% of socio-economic advantage.

Through our situational analysis, the school has identified a need to focus on the areas of student learning growth, quality teaching and student wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning performance and growth in literacy and numeracy through the use of individualised learning goals and differentiating learning for the needs of high potential and gifted students.

Improvement measures

Curriculum, Assessment and Reporting Improvements
Achieve by year: 2025

Reading and numeracy assessment tracking demonstrates improved learning growth for 100% of students.

100% of teachers differentiate learning programs and activities across all English and Mathematics strands to meet the specific learning needs of all students, including high potential and gifted students.

Significant majority of parents (75%) believe they are well informed about their child's progress in school curriculum areas.

Literacy and Numeracy Growth
Achieve by year: 2025

Increase students reading at or above expected benchmark levels to average 75% across K-2 and 85% across Year 3-6.

Increase students achieving top 20% in PAT Reading to 35%, based on national norms (from 17% K-2 and 29% Year 3-6).

Increase students achieving top 20% in PAT Maths to 25%, based on national norms (from 11% K-2 and 20% Year 3-6).

Numeracy growth
Achieve by year: 2023

Increase average percentage of Number and Algebra questions correct in Term 4 Year 3-5 Check In

Initiatives

Curriculum Differentiation in English and Maths

Ensure differentiated teaching practice in English and Maths meets the needs of all students.

- High Impact Professional Learning (HIPL) - curriculum programming requirements; quality differentiation strategies; goal setting with students.
- Embed regular teaching program sharing and collaborative development opportunities focused on strategies for implementing and documenting differentiated learning strategies.
- Establish communication systems for sharing information about student learning goals, expected student learning outcomes and progress with students and parents.

High Expectations Learning Culture

Embed a learning culture that enables high potential and gifted students to excel.

- High Impact Professional Learning (HIPL) - HPGE Policy; quality teaching strategies to address all four domains; personalising learning
- Establish systems for identifying HP/G students across the school and their areas of strength and need, and planning teaching/extra curricular opportunities for talent development.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Teaching programs document adjustments for students at various levels (as personalised plans, within units of work, within lessons, within assessment tasks).

Teachers use assessment data findings to guide the development of learning goals with students.

Teaching programs address aspirational expectations for all students.

Communication systems share information about expected student learning outcomes and progress.

Teachers involve students and parents in planning to support learning and share expected outcomes.

Students demonstrate motivation to improve in their learning.

Evaluation plan for this strategic direction

Q - How are individualised learning goals and differentiated learning practices used to support learning performance and growth for high potential and gifted students?

D - teaching programs; extra curricular programs; learning goal tracking; NAPLAN reading and numeracy data; reading benchmark data; PAT reading and numeracy data; report grades tracking; professional learning session notes; feedback from teachers and students

Strategic Direction 1: Student growth and attainment

Improvement measures

Assessment (from 57.7% in 2022).

Reading growth
Achieve by year: 2023

Increase average percentage of Reading questions correct in Term 4 Year 3-5 Check In Assessment (from 61.2% in 2022).

Strategic Direction 2: Quality teaching

Purpose

To develop and refine data driven teaching practices in literacy and numeracy that are responsive to the learning needs of all students.

Improvement measures

Achieve by year: 2025

100% of teachers provide timely feedback to students which explicitly supports their next steps in learning progress.

85% of students K-6 identify measureable success criteria for knowing they have achieved their learning goals. (increased from 37% of Year 4-6).

100% of teaching programs show evidence of various assessment strategies in English and Maths.

100% of teachers set explicit, challenging and achievable learning goals for all students.

85% of students identify a specific and measureable learning goal for English and Maths (increased from 37% of Year 4-6).

100% of students achieve their identified learning goals for English and Maths.

Achieve by year: 2025

100% of teachers regularly use student assessment data to analyse and evaluate student learning progress and to plan for future teaching.

School Excellence Framework self assessment in the element of Data Skills and Use shows improvement from 'working towards delivering' to 'sustaining and growing'.

Significant majority of students (95%) achieve at or above expected stage levels for English and Maths (from 89% in English and 92% in Maths).

Achieve by year: 2025

Initiatives

Assessment Practices

Ensure effective assessment strategies are used to support data driven teaching practices.

- High Impact Professional Learning (HIPL) - assessment for, as, of learning; Visible Learning strategies - effective feedback for learning, learning intentions and success criteria
- Establish school-wide systems of assessment to effectively inform data analysis.
- Expertly use learning goals to guide, evaluate and provide feedback about student learning progress in English and Maths.

Data Skills and Use

Ensure effective strategies and processes for data collection and anaylsis are used for responsive curriculum delivery.

- High Impact Professional Learning (HIPL) - literacy & numeracy progressions; PLAN 2; data walls
- Establish school-wide systems of regular data collection, analysis, tracking and monitoring to build teacher capacity in data literacy and use.
- Expertly use English and Maths assessment data and tracking information to plan teaching which addresses student needs and tracks student learning progress.

Instructional Leadership and Collaborative Practice

Ensure evidence-based professional learning strategies are used to support improved instructional leadership and teacher professional practice.

- High Impact Professional Learning (HIPL) - use Spirals of Inquiry process to identify and explore English and Maths professional learning areas of need, as part of self-directed research cycles.
- Engage with Principal Mentor to support Executive team in building their capacity and professional

Success criteria for this strategic direction

Teachers utilise a variety of assessment strategies (for, as, of learning) to gather information about student learning progress.

Teachers analyse and interpret literacy and numeracy student assessment data.

Teachers use assessment data findings to inform their development and refinement of teaching and learning programs.

The school uses systems that facilitate professional dialogue and collaboration between teachers.

Teachers regularly engage in classroom observations, modelling of effective practice and provision of specific and timely feedback about their professional practice.

Executive staff demonstrate a clear understanding of their role as instructional leaders.

Executive staff role model and continually enhance the school's culture of evidence-based teaching and ongoing improvement.

Every student makes measureable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Q- How are teaching practices responsive to the needs of all students demonstrated in assessment data?

D-teaching programs; data walls/tracking systems; data conversations; stage team meeting agendas and minutes; professional learning session/cycle notes; feedback from teachers and students

Strategic Direction 2: Quality teaching

Improvement measures

100% of teachers feel supported to improve their professional practice.

100% of Executive support for teachers in the development of professional practice is directly linked to an evidence-based approach.

100% of teachers engage in team-based collaborative practices, including professional dialogue, classroom observation and modelling of effective teaching practice.

Initiatives

practice as instructional leaders.

- Establish stage planning sessions focused on the use of assessment data to collaboratively plan teaching and learning programs.

- Establish school-wide systems of regular professional dialogue, classroom observation and modelling of effective teaching practice.

Strategic Direction 3: Student wellbeing

Purpose

To work collaboratively as a school community in developing safe, respectful learners by fostering a supportive environment where students are empowered to develop positive attitudes, values, goals and behaviours.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

95% of students achieving 90% or more attendance rate (projected upper bound system-negotiated target).

Achieve by year: 2025

School scores 80% across all tiers in the PBL Tiered Fidelity Inventory.

100% of teachers believe they are well informed about and capable of implementing effective strategies for supporting students with high level behaviour needs.

Achieve by year: 2025

Increase of students receiving School Medallions to 10% (from 1%).

Decrease of students having repeated (3 or more) minor behaviour incidents to 5% (from 8% in 2020).

Significant majority of students (75%) report having pride in their school (from 62%).

Increase in student rating of their sense of belonging (feeling valued and accepted by peers and others) in 'Tell Them From Me' to match the state norm (from 13% below state norm in 2020).

Increase in student rating of their advocacy at school (feeling they are supported by others who encourage and advise them) in 'Tell Them From Me' to match the state norm (from below state norm in 2020).

Initiatives

Attendance Procedures

Ensure students and families have a positive approach to attendance at school.

- Create school-wide attendance systems that articulate clear expectations and procedures related to attendance monitoring and analysis resulting in improved student attendance.
- Ensure students and families have personalised support.

Personalised Support Plans

Build capacity of staff to consistently and proactively support all students with developing positive wellbeing and behaviour.

- High Impact Professional Learning (HIPL) - trauma informed education; MAPA; DoE Behaviour Strategy; functional behaviour assessment; behaviour support planning
- Establish and implement strong systems of behaviour and learning support.

Positive School Environment

Ensure school environment supports positive wellbeing for all students.

- Establish and implement strong systems for student voice.
- Engage in facilities improvement projects.
- Use wellbeing data as foundation of improved practice.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic attendance processes.

Improved regular attendance rates for all students.

Planning for learning is informed by sound holisitic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff.

Expectations of behaviour are explicitly and consistently applied across the school.

Staff support student wellbeing needs to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

Q- How do we work with our school community to ensure positive wellbeing outcomes for all students?

D-Sentral incidents (positive and negative); TTFM survey data; photos of school improvement projects; Sentral and SCOUT attendance data reports; samples of personalised behaviour and learning support plans; feedback from parents and students; parent consultation meeting minutes; school procedure documents