Strategic Improvement Plan 2021-2025

Mawarra Public School 4466

School vision and context

School vision statement

At Mawarra Public School our vision is to maximise the potential of all our students and staff so they may flourish.

To achieve this, we will ensure that all our students are known, feel connected with our school and engaged in their learning. They will demonstrate strong measurable growth every year, working towards academic excellence. Our staff are lifelong learners and will continue to adopt best practice in response to the needs of their learners so as to be at the forefront of their profession.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden, on Dharawal country.

The school strives for consistent excellent academic achievement. Mawarra is recognised for providing experiences for its students in extracurricular activities such as; school band, choir, drumming, dance, cheerleading, sport, chess, public speaking and debating. The school community is supportive, appreciating the quality education and many extra-curricular opportunities offered. They are enthusiastic participants and willingly contribute in all aspects of school life in order to provide the best possible school experience for our children.

The school has engaging student wellbeing programs and a dedicated learning support team. Mawarra's vision is to maximise the potential of all our students and staff so they may flourish. This is achieved through committed staff providing quality teaching and learning opportunities in a happy, caring and encouraging environment.

Information and technology are embedded across all K-6 classrooms to support contemporary teaching, where students are actively engaged learners.

Mawarra Public School's current student enrolment is 370 students. The school's staffing entitlement is currently 21 full time teaching staff members and 3 non-teaching SASS staff. With Aboriginal and Torres Strait Islander enrolment of 4.8% and students from a background other than English making up 2.5% of the school's population, the school carefully manages the limited additional funding to maximise the support of these students. Mawarra's schools FOEI is 75 (NSW average is 100).

This plan closely aligns to recommendations from our 2020 situational analysis; the culmination of the collection and analysis of internal and external data, drawn from students, staff and community. The recommendations from the situational analysis were grouped to form three areas for improvement. Firstly, growth and attainment in literacy and numeracy, secondly, providing a culture of wellbeing, connectedness and engagement, and the third standardising processes and expectations across the school to provide consistency and continuity.

Strategic Direction 1: Student growth and attainment

Purpose

Purpose: Building strong foundations for academic success, we will maximise student achievement in literacy and numeracy through new and refined evidence based teaching and learning practices.

Improvement measures

Reading growth
Achieve by year: 2023

Students will demonstrate growth in reading using internal data sources.

Numeracy growth
Achieve by year: 2023

Students will demonstrate growth in numeracy using internal data sources.

Initiatives

Growth and Attainment in Literacy

- Refine knowledge and implementation of best practice in literacy pedagogy to achieve improved results.
- Build teacher capacity to better respond to identified individual student and cohort needs following the analysis of student performance data of both internal and external assessments in reading and writing.
- Build digital literacy skills so students have the familiarity and confidence to complete online learning tasks, reflecting their true ability. (eg using iPads/chromebooks as part of Guided Reading during literacy sessions on a regular basis i.e fortnightly. Regular programming of online interaction as part of weekly practice.

Growth and Attainment in Numeracy

- Establish whole school data processes and systems for collection, analysis and reporting of numeracy progress for individual students and the school as a whole to ensure continued improvement for every student in line with the Premier's targets.
- Develop and implement whole school professional learning opportunities and support for teachers, in order to advance evidence-based practice and innovative delivery of numeracy programs to improve targeted student assessment results and achieve growth for all students.
- Build digital numeracy skills so students have the familiarity and confidence to complete online learning tasks, reflecting their true ability.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of adjustments for individual student needs, revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- The school analyses student progress and teachers respond to trends in systematic and reliable student assessment data which lead to measurable improvement.
- The school achieves improved value-added results in all categories.
- An increased number of students achieve in the top two bands for reading, writing and numeracy.
- Students identify the difference between gaming and assessments online. Teachers plan explicit time to teach skills, knowledge and understanding of the purpose of online assessments resulting in students performing confidently and at their best
- An increased number of ATSI students achieve in the top three bands for reading, writing and numeracy.

Evaluation plan for this strategic direction

How will we monitor that our plan is building strong foundations for academic success and that we are maximising student achievement in literacy and numeracy through new and refined evidence based teaching and learning practices?

- Annual analysis of progress and student growth in yearly PAT tests (literacy and numeracy) will confirm our refined practices are maximising student achievement.
- Termly analysis of class reading levels and Lexile data will provide regular feedback of student progress in Reading.
- Annual analysis of NAPLAN and Check-in Assessments will measure improvement in growth and students performing in top bands

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Regular analysis of students in K-2 performing at their grade level expectation for "additive strategies" will ensure student growth is maximised.

- Student and staff survey will measure students' skills and confidence in online assessment practices so that any required action can be implemented

- Evaluation of teaching programs as evidence of the increased use of digital platforms for reading and writing will ensure student confidence in responding through digital technology.

- Tracking and analysis will occur each term to inform the success of strategies, with activities modified as a result to improve student outcomes.

Strategic Direction 2: Wellbeing, Connectedness and Engagement

Purpose

Purpose: We will develop and refine highly engaging curriculum and wellbeing practices to support the needs of our school community, creating an environment where all children can connect, succeed and thrive.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Attendance:

- Increase by 3.4% (from baseline data) the number of students attending school for 90% of the time or more during Semester 1. (System negotiated target)

Wellbeing
Achieve by year: 2023

Wellbeing and Connectedness:

- The proportion of students reporting 'Expectations for Success, Advocacy and Sense of Belonging at School' as reported in Tell Them from Me surveys rises by 2.7% from baseline data. (System negotiated target)

Initiatives

Improve Students' Connectedness & Engagement

Implement evidence-based change to whole school practices, resulting in measurable improvements in attendance, wellbeing, and engagement to support and improve learning.

- High Impact Professional Learning (HIPL) in whole school classroom management that builds student connectedness and engagement.
- Analysis of attendance patterns and development of initiatives to target patterns of absenteeism.
- Improve the connectedness of ATSI students to school and learning through creating culturally sensitive physical and learning environments.

Engagement through Literacy & Numeracy

Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading and numeracy engagement and conceptual learning for students:

- Teacher support for effective use of Lexile Program and consistent implementation yrs 2-6
- 100 book Lexile competition
- Library borrowing parameters to be increased
- Increase opportunities in the Loose parts pedagogy to increase student engagement
- Writing/reading competitions implemented K-6
- Quiet reading area in playground created to increase engagement
- TEN Lessons to build enthusiasm and engagement in Maths K-3
- Seesaw used for assessment and communication with parents

Success criteria for this strategic direction

- Students have regular opportunities to work with staff members who can provide advice, support and assistance to help students fulfil their potential.
- Students are engaged in the playground, participating in specific activities suited to their needs.
- The school has implemented evidence-basedwhole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- All staff will have an increase in knowledge of Trauma backgrounds.
- Whole school language used in reference to the Zones of Regulation
- The school analyses students' incidents recorded in the playground and classroom and appropriate actions are implemented
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- An increased number of students achieve a sense of belonging and advocacy from the TTFM annual survey.
- Digital Citizenship program will be implemented K-6, resulting in improved digital citizenship.
- Technology Scope and Sequence is implemented K-6, evidenced in
- Mawarra Mash Up is part of fortnightly communication to students to promote discussions about relevant issues for students.

Evaluation plan for this strategic direction

How will we monitor that the highly engaging curriculum and wellbeing practices we are developing and refining is creating an environment where all children can connect, succeed and thrive?

Strategic Direction 2: Wellbeing, Connectedness and Engagement

Evaluation plan for this strategic direction

- Regular monitoring of students who achieve a greater than 90% attendance rate will occur so that attendance initiatives can be adjusted where necessary

- Annual monitoring of students' expectation for success, advocacy and their sense of belonging in annual Tell Them from Me surveys will inform future activities.

- Regular analysis of wellbeing data in Sentral, including classroom and playground incidents will ensure initiatives are improving connectedness and engagement.

- Student surveys via random selection and SRC representatives will add student voice to future engagement and belonging initiatives.

- Tracking and analysis will occur each term to inform the success of strategies, with activities modified as a result to improve student outcomes.

Strategic Direction 3: Whole School Systems and Data

Purpose

Purpose: We will lead transformational change in the teaching cycle through evidence driven practice, by enhancing consistent school-wide systems of planning, assessment, data collection, storage and analysis.

Improvement measures

Achieve by year: 2025

- All school scope and sequence documents are reviewed and modified to ensure they are sequential, incorporate comprehensive content knowledge, are NESA compliant and facilitate coherently organised learning and teaching programs.
- Communication systems and document storage and sharing processes are reviewed and evaluated with the most effective platform adopted school wide.

Data skills and use
Achieve by year: 2025

The school will self-assess and be validated as excelling in the data skills and use element.

Initiatives

Systems for Consistency and Continuity in Literacy and Numeracy data collection and Analysis

- Develop and implement whole school assessment schedules for literacy and numeracy that are mapped against existing school scope and sequences. Staff trained in the use of this student progress and achievement data to develop and implement plans for continuous improvement and as a tool for reflecting on teaching effectiveness
- Create and implement a range of data templates utilizing Sentral for recording student progress data for school base assessments in literacy and numeracy. Enhance staff capacity in the collection and analysis of quality, valid and reliable data in order to monitor student progress and report on school performance.
- Implement a consistent schoolwide system to digitally store student work in an environment that allows for creation, reflection, collaboration and sharing of student work, giving students a voice and a platform where they receive feedback.

Systems for Consistency and Continuity in Planning and Documentation

Create Systems for consistency in planning and documentation across the school to provide consistency and continuity

- Align school documentation with NESA requirements
- Consistent whole school scope and sequences
- Consistent practices in planning, programming, assessing and evaluating

Success criteria for this strategic direction

- The school collects and analyses information to inform and support students' successful transitions.
- The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- Staff, following professional learning in the use of Sentral, record and analyse student data
- A whole school assessment schedule is redesigned and utilised by all staff.
- All Staff see the value of data use and are supportive as to what data will be collected and analysed.
- School diagnostic records are simplified and streamlined
- Seesaw is used as a digital portfolio for students by all classroom teachers

Evaluation plan for this strategic direction

How canwe be sure that we implement transformational change in the teaching cycle through evidence driven practice, through enhancing consistent school-wide systems of planning, assessment, data collection, storage and analysis?

- We will see student assessment and performance data entered into the agreed location and regularly reviewed.
- Termly Teaching and Learning programs will show evidence of the use of data to inform decisions on student learning and future focuses
- Reviewing the analytics of Seesaw on the school dashboard we can monitor, student posts, feedback and parent engagement will inform us of success.
- School wide systems developed will be monitored for staff uptake and the quality of data entered.
- Sprials sessions will use a focus on assessment schedules and quality data.
- Tracking and analysis will occur each term to inform the success of strategies, with activities modified as

Evaluation plan for this strategic direction

a result to improve student outcomes.