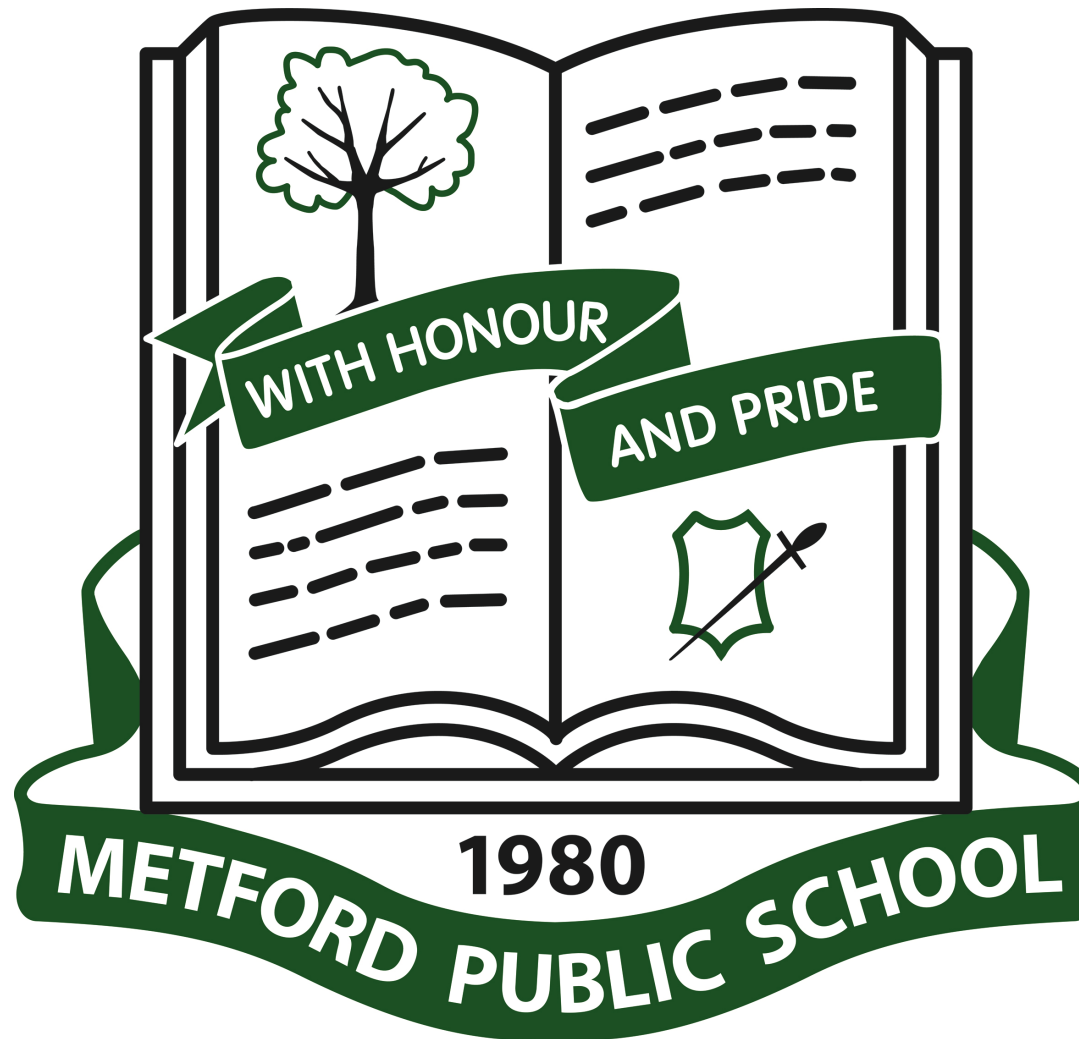


# Strategic Improvement Plan 2021-2024

## Metford Public School 4521



# School vision and context

## School vision statement

At Metford Public School we believe that when every student is known, valued and cared for, they are empowered to be successful and resilient learners. A culture that promotes a collaborative approach ensures the best possible learning opportunities for every student at every level across the school. As a school community we strive towards inclusivity in an environment that nurtures, encourages high expectations, continuous improvement, individual success and confidence to achieve.

## School context

Metford Public School is a focal point of the community and caters for students from Kindergarten to Year 6. Our current enrolment is 327 students in mainstream K-6 and 21 students with special needs in a three class support unit. 27% of our students identify as Aboriginal or Torres Strait Islander peoples, 45% of students require low level adjustments for disability and 8% of students have English as an Additional Language or Dialect. Our school has excellent facilities which include well maintained classrooms and access to large areas of green play space and two play equipment areas.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan, SIP. They are Student Growth and Attainment, Engagement and Leadership. These areas will build upon the work undertaken in the previous school planning cycle featuring student engagement and community engagement. We recognise that a whole school approach, including all members of the school community, will be needed to achieve improvement in student performance and wellbeing.

We will include:

- \* the evaluation, development and implementation of strong pedagogical practices from Kindergarten to year 6 with staff professional learning being key to underpin differentiated learning to meet student need
- \* the development of staff evaluative practices in data use and skills
- \* the strategic collection of relevant data and the development of systems that support the tracking of individual student performance of both internal and external assessments
- \* the development of a strong professional learning community which includes the evaluation of the impact of teaching practices on student learning achievement
- \* valuing culture and diversity as an acknowledged driver of students' engagement and success
- \* developing and embedding whole school and community practices to improve student attendance

The school's equity funding will be used to support the implementation of this plan through staffing enhancements focusing on instructional leadership, mentoring and coaching.

Continual monitoring of student performance data will determine areas of need and success at a class, stage and school level and the involvement of the whole school community in this will be crucial to our success.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To ensure every student has the essential reading and numeracy skills they need for growth and success, we will develop our understanding of data concepts, improve the quality and use of internal assessment data and utilise the power of collaboration across the school.

## Improvement measures

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### Target year: 2022

#### TOP 2 BANDS READING:

The percentage of students in the top two bands of NAPLAN Numeracy will be above the lower bound system negotiated target of 26.1%.

### Target year: 2022

#### TOP 2 BANDS NUMERACY:

The percentage of students in the top two bands of NAPLAN Numeracy will be above the lower bound system negotiated target of 18.7%.

### Target year: 2022

#### EXPECTED GROWTH READING:

The percentage of students that achieve expected growth in NAPLAN Reading will be above the lower bound system negotiated target of 55.2%.

### Target year: 2022

#### EXPECTED GROWTH NUMERACY:

The percentage of students that achieve expected growth in NAPLAN Numeracy will be above the lower bound system negotiated target of 51%.

### Target year: 2022

#### ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS READING

## Initiatives

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### DATA SKILLS AND USE

To improve teacher analysis of student data, to inform practice by knowing every student and meeting their needs at every level.

### ASSESSMENT

To improve the regularity, effectiveness and scope of internal assessments so that we can value student achievements and provide the best possible future learning opportunities for all students.

### IMPROVEMENT OF COLLABORATIVE PRACTICE

To improve teacher quality through frequent ongoing professional learning and dialogue including the sharing of expertise, coaching, mentoring and feedback.

## Success criteria for this strategic direction

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**Assessment: whole school monitoring of student learning:** The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measureable improvement.

The school has processes in place to support teacher's consistent, evidence-based judgements and moderation of assessments.

**Student Performance Measures: internal and external measures against syllabus outcomes:** School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal data measures.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

**Effective classroom practice: lesson planning:** All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

**Data Skills and Use: data literacy:** All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

## Evaluation plan for this strategic direction

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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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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The percentage of Aboriginal students in the top three bands of NAPLAN Reading will be above the lower bound system negotiated target of 28.2%.

### Target year: 2022

#### ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS NUMERACY

The percentage of Aboriginal students in the three bands of NAPLAN Numeracy will be above the lower bound system negotiated target of 20.6%.

## Evaluation plan for this strategic direction

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directions.

- NAPLAN data
- Check-in Assessment data
- SCOUT data
- PLAN2 data
- Internal formative and summative assessment data
- Teaching Sprints / Lesson Study - documentation and data
- Student work samples
- Student goals and PLPs
- Student surveys and focus groups
- School equity groups data breakdown

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended purpose and improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Deep analysis of the data will provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 2: ENGAGEMENT

## Purpose

To create teaching and learning environments that enable students to be healthy, happy, engaged and successful through respectful relationships and improved attendance at school.

## Improvement measures

### Target year: 2022

#### WELLBEING:

The percentage of students reporting positive wellbeing through Tell Them From Me will be above 85% which is the school determined lower bound target.

### Target year: 2022

#### ATTENDANCE:

The percentage of students attending school 90% of the time or more will be above 73.2% which is the school determined lower bound target.

### Target year: 2022

#### DIFFERENTIATION

All programs and classroom practice shows evidence of quality curriculum delivery that engages students and supports understanding at every level.

## Initiatives

### WELLBEING

To improve student engagement through differentiated learning, respectful relationships across the school community and a supportive environment, giving students the optimum conditions to fulfil their potential and be successful, resilient learners.

### ATTENDANCE

To improve student learning data through a collaborative approach between the school and the community that ensures that student absence does not impact on individual student success and the confidence to achieve.

### DIFFERENTIATION

Building leadership and skills capacity in all teachers to utilise all avenues for differentiation of teaching and learning in order to optimise their students learning potential. For example using C Tomlinson's differentiation model,

- An environment that encourages and supports learning
- Quality curriculum that engages students and supports understanding
- Assessment that informs teaching and learning
- Instruction that responds to student variance
- Leading students and managing variable routines

## Success criteria for this strategic direction

**Curriculum: differentiation:** 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 improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes.

**Wellbeing: a planned approach to wellbeing:** The school has implemented evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.

**Learning Culture: Attendance:** Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on student learning.

**Effective Classroom Practices: classroom management:** All classrooms and other learning environments are well managed within consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

## 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.

- Tell Them From Me (wellbeing measures)
- SCOUT Suspension and Attendance data
- Sentral Behaviour, Wellbeing and Attendance data
- Internal Surveys, Interviews and Focus Groups
- Programs and program evaluation re: engagement
- Student feedback and exit slips

### Evaluation plan for this strategic direction

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- Goal Hub goals
- Attendance meeting minutes
- Attendance phone logs
- Equity groups data breakdown

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended purpose and improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Leadership

## Purpose

To develop a student-centred school leadership approach to make decisions about challenges and strategies for school improvement so that it meets the needs of students and the community.

## Improvement measures

**Target year: 2022**

### IMPROVEMENT OF PRACTICE

The percentage of staff with the capacity to lead improvement of practice initiatives within their classroom and across the school will be above the school determined lower bound school target of 21%.

**Target year: 2022**

### TEACHERS ACHIEVING LEADERSHIP POSITIONS

The percentage of staff achieving leadership positions will be above the school determined lower bound target. of 15%

## Initiatives

### IMPROVEMENT OF PRACTICE

To improve every leader, every teacher and every student, every year through a culture of increasingly high expectations for all across the school.

School executive drive school improvement through;

- instructional leadership
- building capacity in aspiring leaders
- productive community engagement.

Building leadership capacity in;

- data analysis and use for future learning
- in the design and moderation of assessments
- coaching, mentoring and giving feedback
- collaboration of teams of teachers
- utilise all avenues for differentiation of teaching and learning
- development of school wide scope and sequences.

## Success criteria for this strategic direction

**Professional Standards: improvement of practice:** The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

**Educational Leadership: instructional leadership:** The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

**Educational Leadership: community engagement:** The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues at the school.

**School Resources: staff deployment:** The leadership team deploys teaching and non-teaching staff to make the best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

## 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.

- PDPs
- Classroom Practice Continuum
- EOI for Leadership opportunities

## Evaluation plan for this strategic direction

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- MyPL - Certificates gained
- Supervision and Observation notes
- Evaluation of initiatives and projects

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended purpose and improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will provide ongoing improvement to maximise student learning outcomes.