

# Strategic Improvement Plan 2021-2025

## Manning Gardens Public School 4552



# School vision and context

## School vision statement

Manning Gardens Public School is a unique educational setting where every student is challenged to be a respectful and engaged learner in an inclusive and high expectations environment. Our vision is to foster strong and effective partnerships with our students, families and the community to lead quality teaching and learning that empowers all our students to being confident, resilient, self-directed and successful learners. High expectations will be the hallmark of everything we do. This will also be underpinned by our commitment to robust and engaging wellbeing and attendance programs that reflect our strong understanding of our local community.

## School context

Manning Gardens Public School is located in the Manning Valley on the Mid North Coast of New South Wales. Our school has a current student enrolment of 182. This enrolment figure can be broken down as follows: 134 students in our mainstream K-6 department, 32 students in our support unit K-6 department and 16 children in our early childhood programs (10 children in our preschool and six children in our early intervention class). 60% of students identify as Aboriginal. The school Family Occupation Educational Index (FOEI) is 215, the highest FOEI of any educational setting in our school network.

Our mainstream department consists of 6 classes; one being a regular class and five being composite classes. Our support unit department is made up of five classes; two classes designated for students with moderate and/or severe intellectual disabilities, one class for students with a primary disability of Autism, one multi-categorical class for students with an Autism or mental health diagnosis and one early intervention class for students with a diagnosed disability aged 3-4 years (preschool). We also have a departmental preschool which consists of one preschool room for up to 20 children. Our preschool specialises in providing a quality early childhood curriculum for four year old children.

We have a comparably large staff for the size of our student enrolment. We have a staffing entitlement of 18 teachers, three executive staff and nine school administrative and support staff. A significant portion of our school budget is utilised in providing additional staff; including four teachers and eight school administrative and support staff. The high prevalence of students with intensive funding support allows us to employ six school learning support officers in our mainstream classes. Our Early Action for Success (EaFS) initiative provides additional literacy and numeracy support for our staff and students in preschool to Year 2. Funding is used to employ an Instructional Leader (DP level) for three days per week (0.6 FTE). Our Instructional Leader and mainstream Assistant Principal work collaboratively to ensure continuity of programs in literacy and numeracy across mainstream K-6.

Our students have access to a range of extra-curricula activities that also provide significant opportunities for integration experiences across our mainstream and support unit departments. Students engage in sporting, creative and performing arts activities, social skills programs and Aboriginal cultural experiences that provide a well rounded educational experience. A Positive Behaviour for Learning emphasis is embedded across our school and within the classroom and playground settings. The foundation of our Positive Behaviour for Learning philosophy is our expectations of Be Safe, Be Fair and Be A Learner.

The whole school community, involving students, staff, parents, Parents and Citizens Association and community were consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis, we have identified a need to develop and use systematic and consistent data driven practices that ensure all students have access to stage appropriate quality teaching and learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, via data driven practices.

Work will take place on developing quality summative and formative assessment tasks and

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data collection practices and developing greater consistency of judgement within and across our mainstream and support unit departments. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessment will be carried out to assess the impact of this support.

As a whole school, the data from our situational analysis shows a need to focus on a high expectations culture in all areas and aspects of the school. This area of refinement will be enhanced through an emphasis on explicit teaching in all classrooms across our school. The theoretical frame work of Lyn Sharratt will also be utilised to sharpen our work in these areas as we strive to create robust teaching, learning and leading for our students, staff and community.

Analysis of student attendance data indicates that significant action needs to be undertaken to improve whole day student attendance at school. We will develop strategies, processes and actions for monitoring and improving attendance to ensure student absences do not impact on the learning opportunities available to the students at our school. Wellbeing programs will align closely with our attendance and academic initiatives to effect long term, sustainable changes to student sense of belonging, self worth and notion of being a successful learner. Cultural programs will also strengthen student understanding of self and build a greater rapport and active partnership between home and school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy and ensure students grow in their learning through explicit, consistent and research-informed teaching practices. In order to improve student achievement, we will respond to individual learning needs through consistent, school-wide assessment and intervention practices that are responsive to the learning needs of individual students. This strategic direction focuses on the quality implementation of effective teaching strategies in reading and numeracy

## Improvement measures

### Reading growth

Achieve by year: 2023

### Reading Growth

All students are able to demonstrate growth and achievement in Understanding Texts over the year, using the learning progressions.

### Numeracy growth

Achieve by year: 2023

### Numeracy Growth

All students are able to demonstrate growth and achievement in Additive Strategies and Number and Place Value over the year, using the learning progressions.

### School-determined target - writing

Achieve by year: 2025

### Writing

All students are able to demonstrate growth and achievement in Creating Texts over the year, using the learning progressions.

## Initiatives

### Literacy

The school will embed sustainable whole school processes for collecting and analysing data. The evaluations of this data will regularly be used to inform:

- \* the selection of teaching strategies in relation to student learning needs;
- \* the impact of the implemented strategies on student learning;
- \* teacher professional learning and school resourcing;
- \* the systematic analysis and use of Literacy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth;
- \* use of high impact professional learning in data literacy, data analysis and data use in teaching for all staff to support the implementation of quality, evidence based teaching practices for literacy;
- \* the role of the Instructional Leader to work with teacher using data to monitor student progress in literacy and design future learning on a whole class, group and individual level;
- \* the implementation of Early Action for Success (EaFS) literacy strategies for K-2 students and teachers.

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## Success criteria for this strategic direction

- \* Staff collaborate to enhance curriculum knowledge and assessment strategies.
- \* Evaluate student learning over time and implement changes in teaching that lead to measurable improvement.
- \* Teaching programs and classroom practice across K-6 demonstrate the whole school focus on improving student reading and numeracy outcomes through formative and summative assessment.
- \* Explicit differentiated teaching of reading and numeracy via uninterrupted teaching sessions.

## Evaluation plan for this strategic direction

School based assessment data will be consistently used to guide quality teaching in classrooms. This analysis will guide the school's future directions:

- Q.** What has been the impact of using uninterrupted, explicit individualised learning protocols on student performance?
- \* Do teachers utilise data and collaborate to evaluate, reflect on and adapt assessment practices K-6?
- D.** External student performance measures (NAPLAN), internal school based assessments (PAT, SENA, Check-in assessments) student performance measures.
- A.** Ongoing analysis of all progress measures will identify the success of the initiatives and identify future areas for improvement or modification
- I.** Data analysis will inform the future directions of the initiatives and school budget allocations.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- \* the systematic analysis and use of Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth;
- \* use of high impact professional learning in data literacy, data analysis and data use in teaching for all staff to support the implementation of quality, evidence based teaching practices for numeracy;
- \* the role of the Instructional Leader to work with teacher using data to monitor student progress in numeracy and design future learning on a whole class, group and individual level;
- \* the implementation of Early Action for Success (EAfS) numeracy strategies for K-2 students and teachers.

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and explicit teaching practices.

### Improvement measures

Achieve by year: 2025

- \* 100% of teachers have participated in the refinement of a whole school assessment schedule.
- \* 100% of teachers use the assessment schedule to deliver explicit teaching.

Achieve by year: 2025

- \* 100% of teachers will be implementing, evaluating, recording and analysing formative and summative data to improve learning outcomes. This will be evidenced by the level of data that is being tracked in student assessment folders.
- \* 100% teachers successfully record and track data in the Learning Progressions sub-levels of Understanding Texts, Creative Texts, Additive Strategies and Quantifying Number. This will be evidenced by the quality of student movement of the schools data walls.

Achieve by year: 2025

- \* 100% of teachers demonstrate skills in formative and summative assessment strategies and use to ensure literacy and numeracy growth across K-6.
- \* 100% of teachers hold high expectations of themselves as professionals and of their students learning capabilities.

### Initiatives

#### High Expectations

The school will foster and sustain a high expectations culture across the school. This will be implemented by:

- \* participate in ongoing professional development around the theme High Expectations from What Works Best (WWB);
- \* reflection on NAPLAN and Tell Them From Me (TTFM) to analyse students understanding of expectations on them, and;
- \* upskill executive staff in the WWB theme of High Expectations so that they can be leaders in this area.

#### Explicit teaching

The school will embed explicit teaching practices in literacy and numeracy. This will be implemented by:

- \* embedding data informed formative assessment practices as an integral part of daily instruction in every classroom;
- \* expertly using student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities;
- \* a whole school approach in monitoring and reflecting on the progress of every student, with an emphasis on tracking Aboriginal students;
- \* embedding a learning culture that enables students to create, receive feedback and achieve their learning goals;
- \* building teacher capabilities in the use of PLAN 2, to inform teaching and provide feedback to students so that learning is maximised for all, and;
- \* embedding and using High Impact Professional Learning (HIPL) structures to build teacher capabilities and collective pedagogical practice.

### Success criteria for this strategic direction

#### High Expectations

- \* Participate in Professional Learning (PL) to develop a High Expectations Culture across the school
- \* Utilise assessment data to inform teaching practices for high expectations and student achievement.
- \* Use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

#### Explicit Teaching

- \* Explicit teaching practices are evident across the school.
- \* Learning Intentions and Success criteria are used across all aspects of literacy and numeracy.
- \* Yearly assessment schedule is used by all teachers.
- \* Explicit teaching leads to high quality differentiated learning for students.

### Evaluation plan for this strategic direction

**Q.** Have we implemented and achieved a successful assessment schedule? Has there been a positive impact on student learning and engagement? Do 100% of teacher hold high expectations for their students? Is explicit teaching practices evident throughout the school?

**D.** Access and utilise school based assessment data; TTFM surveys, Learning Walks, Teaching and learning program observations formative assessment records and summative data results.

**A.** Staff will analyse data and reflect on the evidence.

**I.** What are the implications of the data? What are our future directions from this data analysis?

## Strategic Direction 3: Engagement and positive relationships

### Purpose

To increase student attendance and sense of belonging through a planned approach to developing whole school wellbeing processes, that support high levels of wellbeing and engagement.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

- \* Increase the percentage of students attending school 90% of the time or more to be above the system negotiated lower bound target of 54.1%.

Achieve by year: 2025

- \* Increase parental perception of their child's safety at school, as indicated on the Tell Them From Me (TTFM) parent survey, from 78% to 83%.

#### Wellbeing

Achieve by year: 2023

- \* Proportion of students reporting Expectations for Success improving to or above NSW Government norm of 8.7 (TTFM).

### Initiatives

#### Attendance

To achieve the improvement measure for attendance we will:

- \* enhance parent and student communication regarding attendance expectations;
- \* review and refine administrative recording;
- \* review and refine school attendance procedures, and;
- \* provide professional learning to develop staff knowledge and skills.

#### Wellbeing

To achieve the improvement measures for wellbeing we will:

- \* embed a school wide culture, that is strongly focused on wellbeing and engagement, where there is a collective responsibility for student learning and success;
- \* review all wellbeing programs including PBL with findings/enhancements implemented, and;
- \* implement Peer Support/student mentoring initiative.

### Success criteria for this strategic direction

- \* Teachers, parents, students and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- \* Data and analysis informs practices for high expectations and student engagement.
- \* The implementation of whole school Positive Behaviour for Learning (PBL) practices that facilitate measurable improvements in wellbeing and engagement that support student learning.
- \* Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.
- \* Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- \* Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

### Evaluation plan for this strategic direction

**Q.** How can the school determine that its systems and processes for enhancing student wellbeing and engagement/attendance have been successful?

**D.** Increase in our parent safety satisfaction baseline data from the TTFM 2020 surveys.

Sentral incident reports.

Sentral suspension data.

Sentral attendance data.

**A.** Analyse the data to determine the extent to which the purpose has been achieved.

## Strategic Direction 3: Engagement and positive relationships

### Evaluation plan for this strategic direction

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I. What are the implications for our work? Future directions and next steps.