

# Strategic Improvement Plan 2022-2026

## Mayfield West Public School 2507



# School vision and context

## School vision statement

### **We are learning for life.**

We are a high-performing school where students value their learning.

We are *accountable, respectful, and engaged*.

We set high expectations for how we can all improve.

We work in partnership with families, the AECG, and community to develop collective wellbeing, a strong sense of self and flexibly support students to expand their potential.

## School context

Mayfield West Demonstration School sits on the lands of the Awabakal People near the south arm of the Hunter River in Newcastle, NSW. We are a proud public school that caters for students from Preschool to Year 6 and offers a balance between academic, performing arts and sporting opportunities. The school's motto is Learning For Life and promotes an environment for all students to connect, succeed and thrive.

We are one of only four demonstration schools in New South Wales, with a dynamic partnership with the University of Newcastle to support and develop programs for teacher education students. Staff demonstrate quality teaching practice and are involved in research and other pedagogy initiatives with the University.

Our school is one of 101 department schools that offer universal access to high-quality early childhood education in the year prior to school. Our preschool provides a secure, positive and stimulating learning environment to ensure 'all children make a strong start in life and learning and make a successful transition to school'.

The school has approximately 350 students with 11% identifying as Aboriginal or Torres Strait Islander and 15% having a language background other than English. We embrace our diversity and encourage students, parents, staff and the wider community to work together to implement quality teaching and learning. We are well supported by our school parents and citizens association.

The school is a member of Callaghan Education Pathways, who work together as a community of schools to provide a range of opportunities and partnerships that increase outcomes for students. We are a proud partner with Muloobinbah, our local Aboriginal Education Consultative Group.

During 2021 we participated in External Validation against the School Excellence Framework. We continued during 2021/ 22 in conducting a comprehensive situational analysis where we have identified that the initial three areas of school improvement focus should continue in order to complete this improvement cycle.

1. Student growth and attainment
2. Wellbeing and belonging
3. Engagement and partnerships

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise learning for every student, we will use data and research to create a cohesive curriculum and tailored pedagogy that enable students as self-directed learners.

## Improvement measures

### Valid Achievement

Achieve by year: 2026

Increase the average VALID score by 1%

### High Challenge

Achieve by year: 2026

Increase the proportion of students reporting high skill, high challenge on the TTFM survey by 1% each year.

### Reading growth

Achieve by year: 2023

Achieve an uplift of 2% in matched cohort data for student performance Check-In from 2022 to 2023

### Numeracy growth

Achieve by year: 2023

Achieve an uplift of 2% in matched cohort data for student performance Check-In from 2022 to 2023

## Initiatives

### What we teach

Cohesive and rigorous high expectations curriculum and assessment

- Embed cross-stage collaboration to align curriculum, student voice, Aboriginal perspectives, and expectations K-6
- Refine whole-school approach to authentic assessment practices with improved consistent teacher judgement
- Employ resources to support student ownership of learning

### How we teach

A tailored pedagogical base for whole-school teaching and learning.

- Use rapid cycles to reflect on the impact of evidence based teaching practices for student learning
- Use learning walks and observations to align consistency of practice
- Amplify Embedded Formative Assessment structures through the use of teacher-lead professional learning

## Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (CP - E)

Students' learning and courses of study are monitored longitudinally (P-7) to ensure continued challenge and maximum learning. (CP-E)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (WSM -E)

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (WSM-E)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (ET-E)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (CP-E)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (FA-E)

## Evaluation plan for this strategic direction

Q: Have we created a cohesive curriculum and tailored

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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pedagogy that have lifted student outcomes?

D: Data sources will include a combination of:

- Internal assessment
- External assessments
- Document Analysis (programs and work samples)
- Observations of practice
- Focus groups

A: Analysis will include an annual review toward improvement measures and assessment against success criteria, with an ongoing monitoring of progress through initiatives.

I: Findings from the analysis will guide future actions.

## Strategic Direction 2: Wellbeing and belonging

### Purpose

In order to maximise collective wellbeing, we will use data and research to create a cohesive approach with tailored support that enable students to be *known, valued and cared for*.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending greater than 90% of the time by 5%

#### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 5% on the TTFM survey.

#### Aboriginal student belonging

Achieve by year: 2026

Increase the proportion of Aboriginal students reporting that they feel good about their culture and teachers understanding their culture as reflected by the TTFM survey and focus groups..

### Initiatives

#### Looking after ourselves and others

A cohesive approach to whole school wellbeing framework

- Embed evidence-based strategies used across the school to improve self-regulation and wellbeing
- Facilitate a culturally safe and enabling learning environment where all students feel supported to take risks
- Embed a planned approach to social cohesion that values individuality and where students feel belonging

#### Help when it is needed

A responsive and tailored system that flexibly supports students

- Embed strengthened Learning Support Team practices and tiered intervention that tracks and supports at risk students
- Amplify a focus on Aboriginal student support
- Improve identification and differentiation for gifted and high potential students

### 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. (A-E)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (PAW - E)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (B-E)

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 in the school.(CE - E)

The leadership team deploys teaching and non-teaching staff to make 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. (SD - E)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (ILN-E)

### Evaluation plan for this strategic direction

Q: Have we created a systems environment where students belong and have access to responsive support that lifts student outcomes?

D: Data sources will include a combination of:

- SCOUT and Sentral attendance and wellbeing data
- Surveys including Tell Them From Me

## Strategic Direction 2: Wellbeing and belonging

### Evaluation plan for this strategic direction

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- Focus groups
- Document analysis
- Observations
- Referral data

A: Analysis will include an annual review toward improvement measures and assessment against success criteria, with an ongoing monitoring of progress through initiatives.

I: Findings from the analysis will guide future actions.

## Strategic Direction 3: Engagement and partnerships

### Purpose

In order to maximise student engagement and opportunities, we will use data and research to create cohesive communication and tailored partnerships that enable family and community support of learners.

### Improvement measures

#### Parent engagement

Achieve by year: 2026

Increase the proportion of parents reporting feelings of being informed by the school by 5% on the TTFM survey.

#### Supporting students

Achieve by year: 2026

Increase the proportion of parents reporting supporting students learning at home by 5% on the TTFM survey.

### Initiatives

#### Clear expectations and understanding

Cohesive communication and engagement

- Employ a coordinated approach to school communication
- Provide parent resources to support them in enhancing student learning
- Enhance student voice through school structures, including Junior AECG and Reconciliation Action Plan

#### Help to support our students

Tailored partnerships

- Strengthen transition practices both within the school and outside the school
- Enhance relationships with external agencies including the University of Newcastle
- Engage community expertise to enhance learning opportunities

### Success criteria for this strategic direction

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SD-E)

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. (ASP-E)

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. (ASP-E)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (HE-E)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (HE-E)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (TCL-E)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (EI-E)

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. (CE-D)

### Evaluation plan for this strategic direction

## Strategic Direction 3: Engagement and partnerships

### Evaluation plan for this strategic direction

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Q. Have we developed the systems and capacity for parents and the community to support the learning of our students?

D: Data sources will include a combination of:

- Document analysis
- Surveys including Tell Them From Me
- Partnership analysis tool
- Excellence in school administration tool
- Focus Groups

A: Analysis will include an annual review toward improvement measures and assessment against success criteria, with an ongoing monitoring of progress through initiatives.

I: Findings from the analysis will guide future actions.