

Strategic Improvement Plan 2022-2026

Medowie Public School 2512



School vision and context

School vision statement

Medowie Public School will *ignite the spark* by:

- engaging **collaboratively**
- **communicating** confidently
- learning **creatively**
- reflecting **critically**

being the *light that illuminates* the future.

School context

Medowie Public School is situated on Worimi country in a semi-rural setting. The name 'Medowie' comes from the Aboriginal word meaning place of tall trees and the school grounds reflect this. Students, parents, staff and members of the community value this environment and support each other by upholding the school's expectations by being respectful, responsible and resilient. There are currently 359 students who attend the school. 11% of the school's student population identify as being Aboriginal. The school has one multicategorical special education class catering for 7 students with diverse learning needs. The school's FOEI is 98 with 100 being the average for New South Wales schools. FOEI's greater than 100 are representative of schools in locations with greater disadvantage.

While focusing on improving students' literacy and numeracy skills, Medowie Public School also provides a range of extracurricular activities, catering to the wide and varied interests of our students. In the area of performing arts, the school has a concert band where staff teach children how to play a variety of instruments. There is also a choir which is continuing to grow in numbers. The school always enjoys performances from dance groups and has enjoyed a long history of having dance groups participate annually in Star Struck. The school has a range of sporting endeavours - from gala teams to student representation in zone teams and zone and regional carnivals. Senior students participate in debating competitions with schools in the wider Hunter area and students K-6 participate in public speaking competitions.

The school has a variety of leadership opportunities for students to become active members in. The students have a parliament consisting of 8 councillors and 4 school captains. In addition, the school has a Junior AECG which is raising the profile and leadership opportunities for young Aboriginal leaders, providing a platform for student voice to be heard and acted upon.

The school is fortunate to have the support of the community and an active P&C. The P&C operate the school canteen and uniform shop. They also coordinate a variety of fundraising initiatives with a number of parents who regularly volunteer their time to these projects. As a result, the P&C is able to provide financial support to the school.

Medowie Public School is a member of the Lakeside Learning Community consisting of Irawang High School and its partner primary schools of Irawang, Grahamstown and Wirreanda Public Schools. In addition, the school is part of Raymond Terrace Community PBL and works with 10 other schools to promote the STARS acronym of safety, trust and honesty, acting responsibly, respect and success.

Through our situational analysis, our school has identified areas of focus for this Strategic Improvement Plan. Some of these focus areas build upon existing work whilst other areas will require professional and new learning for our staff and community.

To improve the literacy and numeracy outcomes for our students, using data effectively as well as improved formative and summative assessment practices will be employed. Both of these areas complement one another and will be instrumental to improve differentiation of

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the curriculum to meet the individual needs of our students.

The wellbeing of students underpins all of the teaching and learning practices at Medowie. To continue to ensure our school can best cater to the wide and varied needs of our students, wellbeing will continue to remain a focus. Systems and processes will underpin this work to align with the new policy, Inclusive, Engaging and Respectful schools.

As per Medowie's vision statement, our school aims to lead and transform in all areas of the curriculum through the four capabilities of collaboration, creativity, communication and critical thinking. High quality professional learning and opportunities for staff to authentically collaborate will be utilised to build the collective efficacy of stage and school teams. Again, these two areas compliment each other to ensure our school can successfully lead and transform.

Strategic Direction 1: Student growth and attainment

Purpose

The school's situational analysis identified the need for improved data informed and assessment practices to drive improvement in student learning. To continually improve the learning outcomes for every student in reading and numeracy, all staff will use the literacy and numeracy progressions to inform differentiated teaching practices for individual and groups of students. Assessment for, as and of learning will underpin data practices.

Improvement measures

Reading growth

Achieve by year: 2023

There is an uplift of 5% in student Check-in reading growth from Year 3 and 5 cohorts from 2022 when compared to the Year 4 and 6 cohorts in 2023.

Improvement in School Excellence

Achieve by year: 2026

Improvement as measured in school evaluation against the *School Excellence Framework*

Learning Domain:

Assessment (Excelling)

Teaching Domain:

Data Skills and Use (Excelling)

Numeracy growth

Achieve by year: 2023

There is an uplift of 5% in student check-in assessment numeracy growth from Year 3 and 5 cohorts from 2022 when compared to Year 4 and 6 cohorts in 2023.

Initiatives

Data Driven Practices

Strengthen and build teacher understanding of the role of data in classroom practice to ensure teaching and learning programs are responsive to the academic needs of students. The teaching and learning cycle will underpin practices to ensure learning is differentiated to meet the needs of all learners.

- Learning goal folders established in all K-6 classrooms to assist teachers in using collecting accurate data to differentiate lessons and form student groups.

- Knowledgeable teachers work side by side with their colleagues to ensure all teaching practices respond to data by assisting teachers to effectively use data in the planning of their teaching and learning programs.

- Case management approach to identify 'at risk' students and provide appropriate early intervention strategies.

Assessment Practices

Formative assessment takes place before (assessment for learning) and during (assessment as learning) teaching; summative assessment (assessment of learning) takes place after the teaching..

- Learning intentions that incorporate several curriculum expectations and co-constructed success criteria are used in all K-6 classrooms.

- Student work is supported by teachers providing different types of feedback.

- Peer and self-assessment is explicitly taught to enable students to effectively determine 'where to next' in their learning journey.

Success criteria for this strategic direction

All teachers use student assessment to inform planning, identify interventions and modify teaching practice. (SEF: Data skills and Use - Data literacy)

Student learning goals are informed by internal and external data and monitored through collection of quality, valid and reliable data. (SEF: Data Skills and Use - Data analysis)

Teachers apply and reflect on a full range of assessment strategies to determine teaching directions, student progress and achievement. (SEF: Data Skills and Use - Data use in teaching)

Assessment is part of daily classroom instruction and practised expertly by teachers. The school responds to trends in student achievement at individual, group and whole school levels. (SEF: Assessment - Formative and summative assessment)

Students and parents understand school assessment approaches and feedback from students on their learning is derived from assessment. (SEF: Assessment - Student engagement)

The school has process in place to support teachers' consistent evidence-based judgment and moderation of assessments. (SEF: Assessment - Whole school monitoring of student learning)

Evaluation plan for this strategic direction

What has been the impact of using literacy and numeracy learning progressions to inform student learning goals on improving student performance? What impact is assessment for, as, and of learning having on student to student and teacher to student feedback?

These data sources will be collected and analysed by relevant teachers, leaders and teams. These include: Bump it Up Walls, Learning Intentions and Success Criteria, Student focus groups on feedback, document analysis of learning goal folders, structured classroom

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

observations, external performance measures - NAPLAN and Check-In Assessments.

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measure have achieved.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 2: Wellbeing

Purpose

The situational analysis identified the need for student wellbeing to be strengthened to ensure every student (regardless of cultural ethnicity, confirmed disability, socio-economic background, academic ability or social and emotional wellbeing) is included, respected and engaged in their learning at Medowie. Strong systems and processes will underpin wellbeing.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

80% of the total student population attend school greater than 90% of the time.

Wellbeing

Achieve by year: 2023

88.2% of students in Years 4-6 have a positive wellbeing in expectations for success, advocacy and sense of belonging at school..

Improvement Against School Excellence Framework

Achieve by year: 2026

Improvement as measured in school evaluation against the *School Excellence Framework*

Learning Domain:

Wellbeing (Excelling)

Initiatives

Wellbeing

Research was conducted into enhancing primary students' sense of belonging and learning engagement. This was undertaken to address the decreased levels of these two attributes as found in TTFM and internal school data.

- Strong relationships developed and sustained with local Aboriginal community members.

- Classroom and playground wellbeing data triaged through a case management approach with appropriate strategies and interventions implemented.

- Engagement groups established to build authentic relationships with at least one staff member.

Systems and Processes

Utilising systems and process to ensure the well-being of students is nurtured and continuously monitored.

- High potential and gifted students identified and supported by classroom teaching practices.

- Professional learning and integration of Inclusive, Engaging and Respectful Schools policy in to well-being practices.

- The Learning Disposition Wheel is embedded into classroom practices to monitor student interpersonal, intrapersonal and cognitive skills.

Success criteria for this strategic direction

The school is organised so all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. (SEF: Wellbeing - Caring for students)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF: Wellbeing - A planned approach to wellbeing)

There is a 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. (SEF: Wellbeing - Individual learning needs)

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. (SEF: Wellbeing - Behaviour)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF: Learning culture - Attendance)

Evaluation plan for this strategic direction

To what extent do students feel included, respected and engaged in the school setting?

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. Data sources include: Sentral data - negative incidents, document analysis of IEPs, success criteria incorporating Learning Disposition Wheel, attendance scout data, TTFM student survey results, student focus groups

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

Regular analysis and triangulation of these data sources to provide clarity on whether the school is on track to achieve the intended improvement measures.

Detailed analysis of the data will guide future school planning to ensure ongoing improvement occurs in the area of wellbeing.

Strategic Direction 3: Leading and Transforming

Purpose

The situational analysis identified the need for staff to have time to authentically collaborate to produce engaging teaching and learning activities and observe colleagues teaching practice. Alongside collaboration, staff and school transformation will occur through the strategic planning of professional learning, within and outside of our school.

Improvement measures

Improvement in Teaching Domain SEF

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

Teaching:

Learning and Development (Excelling)

Improvement in Leading domain (SEF)

Achieve by year: 2026

Improvement as measured by the School Excellence Framework;

Leading:

Educational Leadership: (Excelling)

Initiatives

Collaboration

Authentic collaboration will be embedded into school practices and processes by using a coherence maker for collaboration - offering; yielding; challenging, evaluating and extending; advancing co-constructions and connections.

- Quality Teaching Rounds and Collaborative Classroom Visits (CCVs) are routinely scheduled to build collective efficacy of quality teaching and student learning needs.

- School Walk and Talks are implemented to create opportunities for regular conversations with students about their learning.

- Planning days scheduled for stage teams to work collaboratively.

Transformative Learning

To engage in evidence based processes to transform teaching and school practices.

- Strategic coordination of professional learning to assist staff in embedding transformative practices.

- Collaborative inquiry to drive professional learning communities within school and partnership schools.

- Seamless integration of new syllabi into everyday school practices and routines.

Success criteria for this strategic direction

The school embeds explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing, school-wide improvement. (SEF: Learning and Development - Collaborative practice and feedback)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. (SEF: Learning and Development - Coaching and mentoring)

The staff evaluate professional learning activities and implement the most effective strategies to improve teaching and learning Staff collaborate with other schools to share and embed good practice. SEF: Learning Development - Professional Learning)

The leadership team maintains a culture of effective, evidence-based teaching and ongoing improvement and establishes a professional learning community so every student makes measurable learning progress and gaps in student achievement decrease. (SEF: Educational Leadership - Instructional leadership/High expectations culture)

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers and the leadership team supports higher levels of accreditation. (SEF: Educational Leadership - Performance management and development)

Evaluation plan for this strategic direction

To what extent does collaboration and professional learning have on changing teacher practice?

Data sources will be routinely collected and analysed. Data sources include professional learning entry and exit slips, action questions DNAs, data from school walks and

Strategic Direction 3: Leading and Transforming

Evaluation plan for this strategic direction

talks, student focus groups on ICT skills.

Data sources will be analysed and triangulated to determine if improvement measures have been achieved.

Strategic teams to continuously analyse the data to determine ongoing implementation and future school planning to ensure the school is leading and transforming.