Strategic Improvement Plan 2022-2026

Menai Public School 2520

School vision and context

School vision statement

At Menai Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. We take immense pride in our school motto, *Together We Learn and Grow,* and value its place at the heart of everything we do. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Menai Public School is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement embedded in a culture of high expectations and active support of improvement in other schools.

School context

Menai Public School is a close-knit, inclusive school where every student is encouraged to learn and grow in a beautiful bushland setting. We are a small school striving for excellence and one that provides quality education in a nurturing, community-focused environment. Enrolment numbers have built to 120 following a six-year period of strong educational leadership. This number is expected to continue to rise over the coming years and the school is planning strategically to facilitate this anticipated growth. Our school has a dedicated, stable team of professionals with classroom teachers, support staff and administrative staff working collaboratively to take shared responsibility for student improvement. Our school staff are passionate and committed to continually improving their practice and supporting all students throughout their time at Menai Public School, creating a welcoming and supportive learning environment.

Menai Public School works cohesively with local primary and secondary schools and enjoys wonderful partnerships with the P&C, local preschools , high schools and community organisations to support student learning and wellbeing across the school. as well as transitions and continuity of learning.

Through our situational analysis and external validation report, we have identified two areas of focus for this Strategic Improvement Plan: the need for an emphasis on embedding quality teaching practices in order to facilitate student growth and attainment in literacy and numeracy and the need to move towards deeper reflective practices based on quality data analysis, collaborative practice and feedback to sustain quality teaching practice.

1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by the School Excellence Framework (SEF2), What works best: 2020 update and Lyn Sharrat's *Clarity*. As the literature suggests, we will focus on developing an integrated approach to quality teaching, curriculum planning and delivery, an assessment to promote learning excellence and responsiveness in meeting the needs of all students.

The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching can benefit all students (that is, across all year groups and ability levels) when learning new or complex concepts and skills. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding.

The evidence strongly supports teachers' use of explicit teaching practices, including:

- telling students what they will be learning, and being clear about the purpose of tasks

- demonstrating or explaining new ideas, and checking that students understand * giving time for asking and answering questions * giving specific feedback based on success criteria

- systematically delivering skills, concepts and content knowledge in the right sequence

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to provide the building blocks towards mastery

- asking students challenging questions, such as 'why, why-not, how, what-if, how does X compare to Y, and what is the evidence for X?'
- assessing and confirming whether students understand what they are learning before progressing
- reviewing learning and explaining how it contributes to related and more complex skills
- providing opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills.

Consistent use of explicit teaching practices across the whole school supports teachers' use of effective practices. A whole-school approach creates a common language around practice which in turn supports teacher collaboration and strengthens classroom observation practice.

2. Educational leadership, learning and development

Our second whole school focus is underpinned by the evidence base provided by What works best: 2020 update, Lyn Sharrat's *Clarity: what matters most in learning, teaching and leading* and *Towards a Moving School* by John Fleming and Elizabeth Kleinhenz.

In order to drive ongoing, school wide improvement in teaching practice and student results, we will embed explicit systems that facilitate the development of a high expectations, professional learning and performance culture. These systems will informed by an explicit and sustained focus on:

- Instructional leadership - driving excellence to support a high expectations culture, performance management and development and community engagement
- Collaborative practice and feedback - driving excellence in coaching and mentoring, professional learning, expertise and innovation

Instructional Leaders work with teachers to identify students who may require additional literacy and numeracy support and tailor interventions to address these needs. Professional learning opportunities are facilitated by instructional leaders for both school executive and classroom teachers through a wide range of approaches including peer observation, structured feedback on lesson observation, and one-on-one mentoring and coaching in specific aspects of pedagogy. Maintaining a focus on distributed instructional leadership can 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.

Effective collaborative practice improves teacher quality. Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Collaboration is most successful when

School vision and context

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it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others. This drives ongoing school-wide improvement in teaching practice and student results.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine effective classroom practices through the use of explicit teaching, dynamic programming and evidence-based teaching. An integrated approach to quality teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness in meeting the needs of all students

Improvement measures

Attendance >90%
Achieve by year: 2023

At least 80% (system-negotiated target lower bound trajectory) of students are in attendance >90% of the time.

Reading growth
Achieve by year: 2023

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

Numeracy growth
Achieve by year: 2023

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

Progress measure Improvement as measured by the School Excellence Framework:
Achieve by year: 2026

2026 Progress measure Improvement as measured by the School Excellence Framework:

SEF Element: Learning Culture - excelling

SEF Element: Curriculum - excelling

SEF Element: Assessment - excelling

Initiatives

Quality teaching & learning - Reading and Numeracy

Differentiation is critical in small schools. Curriculum delivery needs to be tailored to the correct levels for students to achieve their best. This will include adjustments being provided for supported learning where required, and increased challenges to others. In order to maximise the learning outcomes for every student, all staff will focus on how differentiation can occur in teaching and learning programs.

We will do this by:

- ensuring teachers have a deep knowledge of syllabus content;
- developing clear scope and sequences which align curriculum and syllabus expectations to assessment tasks and methods;
- improving programming and explicit lessons;
- selecting teaching strategies based on student learning needs;
- analysing the impact of the implemented strategies on student learning;
- embedding high impact professional learning to build teacher capacity in the delivery of quality teaching of numeracy and reading across K-6;
- teachers and support staff using curriculum differentiation effectively to ensure that all students are able to learn and progress at their ability levels.
- sourcing professional learning to support development of how to achieve curriculum differentiation in multi-age/multi-staged classroom settings.
- staff using ICT to effectively communicate, program, plan and monitor student progress.

Assessment

Assessment will be developed/sourced and used regularly across all stage levels and subject areas. Staff will use data, driven by these assessments, to highlight student

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. **(Literacy and numeracy focus - SEF2)**

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. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning. **(Curriculum provision - SEF2)**

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. **(Teaching and learning programs - SEF2)**

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. **(Differentiation - SEF2)**

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, student feedback, and provides continuous improvement for all students across the full range of abilities. **(Lesson planning - SEF2)**

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. **(Explicit teaching -**

Strategic Direction 1: Student growth and attainment

Improvement measures

SEF Element: Effective Classroom Practice- excelling

SEF Element: Data Skills and Use - excelling

Initiatives

growth against the syllabus. Students will be made aware of their own progress and what they need to develop in order to progress and feel confident with their learning.

We will do this through:

- developing a consistent whole-school assessment strategy to inform student growth and attainment over time;
- monitoring and evaluating the whole-school assessment strategy and refine it where necessary;
- continuing to build teacher capabilities to ensure data collection is used to inform teaching and provide feedback to students so that learning is maximised for all;
- systematic analysis and use of Literacy and Numeracy Progressions to personalise teaching for all students;
- continuing to develop school-based methods for tracking progress and growth of students. This could include use of the Progressions for tracking on specific individuals, learning areas and directions;
- staff employing reflective strategies to assess their practice, this could include the incorporation of the QTR process.

Success criteria for this strategic direction

SEF2)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. **(Formative assessment - SEF2)**

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. **(Summative assessment - SEF2)**

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. **(Student engagement - SEF2)**

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. **(Whole school monitoring of student learning - SEF2)**

Evaluation plan for this strategic direction

Questions: How can we show evidence that teaching and learning programs across the school are adjusted to address individual student needs?

What has been the impact of using consistent, explicit teaching on student performance?

Do teachers collaborate to evaluate, reflect on and adapt practice?

Are consistent school-wide practices for assessment used to monitor, plan and report on student learning across the curriculum?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources to measure the effectiveness of our curriculum provision. These will include:

- Internal assessment, e.g. PLAN2, PAT, pre and post tests, formative assessment tools
- External assessment, e.g. NAPLAN, Check in
- Survey
- Observation - learning walks
- Student voice
- Scout data - attendance

Analysis: Analysis of the data will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year)
- Ongoing implementation and progress monitoring.

Strategic Direction 2: Educational Leadership, Learning and Development

Purpose

By modelling instructional leadership, our school leadership team will support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Aligning professional learning with the school plan, and evaluating its impact on the quality of teaching and student learning outcomes will enable us to create explicit systems for collaboration and feedback to sustain quality teaching practice.

Improvement measures

Educational Leadership
Achieve by year: 2026

Community engagement - In consultation with community members feedback will be addressed in collaboration with students and staff. This ensures a culture of high expectations is embedded to effectively cater for the inclusion of all students.

School self-assessment of the element 'Educational Leadership' will improve from Sustaining and Growing to Excelling

Wellbeing
Achieve by year: 2026

Behaviour - 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.

School self-assessment of the element 'Wellbeing' will improve from Sustaining and Growing to Excelling

Data Skills and Use
Achieve by year: 2026

Data use in planning - School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on

Initiatives

Learning and Development

Professional learning is aligned with the school plan, and its impact on the quality of learning and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

To facilitate success in this area we will focus on the following strategies:

- Seeking professional learning opportunities to share and gain expertise in evidence-based teaching practices
- Regularly participating in structured lesson observations that focus on how different teaching approaches impact on student learning
- Regularly dedicating time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs
- Working in partnership with colleagues to achieve shared collaboration goals
- High Impact Professional Learning (HIPL) processes are utilised
- Building all staff capabilities to work in cooperative teaching environments. This could also involve staff visiting and learning from other settings using this methodology for teaching.
- Identifying and implementing the best form of Quality Teaching Rounds (QTR), that can effectively operate within a small school context. This should involve classroom teachers collaborating with staff in other schools to share and embed good practice.
- Establishing a forum to facilitate professional dialogue around collaborate teaching practices, methodology and effective classroom practice.
- Teaching staff being able to demonstrate and share their expertise within their school and with other schools.
- Supporting teachers to trial innovative or evidence-

Success criteria for this strategic direction

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. **(Collaborative practice and feedback - SEF2)**

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. **(Coaching and mentoring - SEF2)**

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. **(Professional learning - SEF2)**

The staff team demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary knowledge and deploy effective teaching strategies . The school trials innovative practices and has processes in place to evaluate, refine and scale success. **(Expertise and innovation - SEF2)**

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 measurable learning progress and gaps in student achievement decrease. **(Instructional leadership - SEF2)**

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **(High expectations culture - SEF2)**

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

Strategic Direction 2: Educational Leadership, Learning and Development

Improvement measures

best practice and include ongoing monitoring of success.

School self-assessment of the element 'Data skills and Use" will improve from Delivering to Excelling

Initiatives

based, future focused practices.

- Establishing a process by which innovative practices are evaluated, refined and scaled to continue to achieve success.

Educational Leadership

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

To facilitate success in this area we will focus on the following actions:

- The school will continue to gather regular feedback on school performance from students, staff, parents and the broader school community.
- The school develops a culture of high expectations and effectively caters for a range of equity issues in the school.
- Develop a culture of continuous improvement of teaching and learning.
- Technology that supports learning is available and expertly integrated into lessons by classroom staff.
- The school uses teaching and non-teaching staff to make best use of available expertise to meet the needs of students.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Success criteria for this strategic direction

supports the recognition of this through the teacher accreditation process. **(Performance management and development - SEF2)**

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. **(Community engagement - SEF2)**

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community **(Community satisfaction - SEF2)**

Evaluation plan for this strategic direction

Question

To what extent has the quality of teaching practice improved as a result of teachers having engaged with collaborative practice?

To what extent has the collaborative culture across the school improved?

To what extent has collaborative practice improved student growth and attainment?

To what extent has high impact professional learning been implemented with fidelity?

Data

Pre and post teacher surveys focusing on strength and impact of PLCs and HIPL on collaboration, explicit teaching and high expectations

TTFM teacher and student SCOUT data

Teacher professional development plans

Evidence of inclusion of collaboration, feedback and

Strategic Direction 2: Educational Leadership, Learning and Development

Evaluation plan for this strategic direction

WWB in teaching programs.

SCOUT school dashboard student performance data

PLAN2 data

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- future actions
- effective resourcing
- annual reporting on annual progress measures
- ongoing implementation and progress monitoring

Initiative 2

The extent to which students are succeeding through 'innovation and engagement practices will be determined by using the following data sources to analyse the effectiveness of initiatives: * Wellbeing Framework - Self-Assessment pre and post data. * Professional Development Plans

School Attendance Data * Incident Reports - Sentral * Suspension Data * Tell Them From Me (TTFM) - Student Wellbeing, Family Satisfaction. * Family/community focus group feedback on the effectiveness of the partnerships in learning.