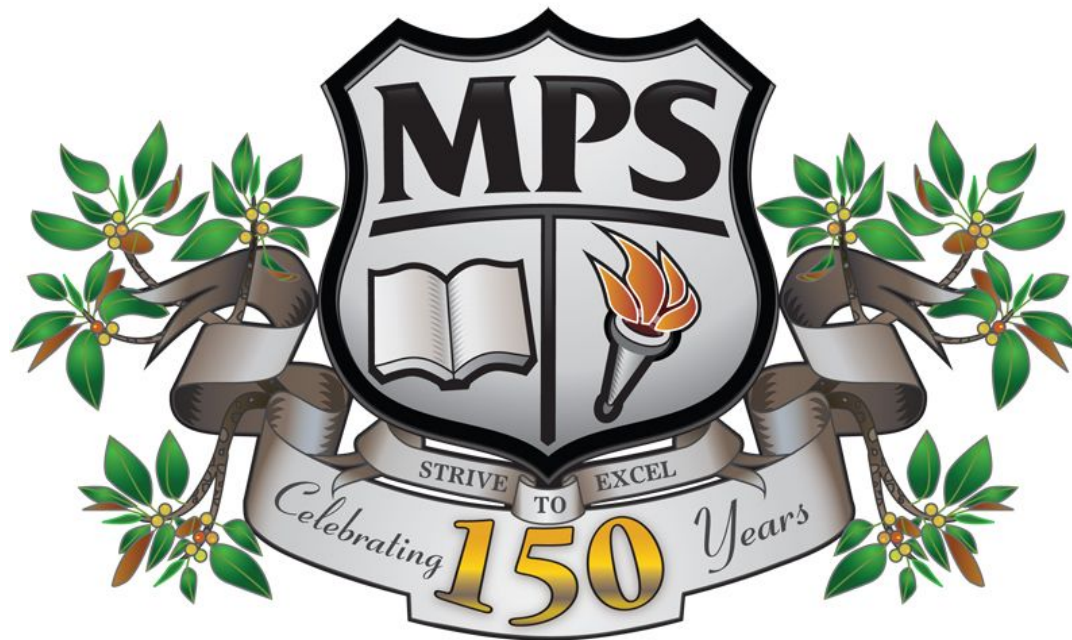


Strategic Improvement Plan 2022-2026

Morpeth Public School 2623



School vision and context

School vision statement

Morpeth Public School is committed to providing an inclusive, engaging and respectful school culture that supports the well-being, growth and attainment of all students and staff.

We look forward to working in collaboration and partnership with our families.

Our school will continue to focus on measurable, continuous and sustainable improvement, underpinned by quality practices, the rigorous evaluation of data and the embedding of productive alliances with school stake holders.

School context

Morpeth Public School is situated in the picturesque and historic township of Morpeth, a suburb of the city of Maitland.

The area has rich historical links with the early settlement of Newcastle and Maitland.

Student enrolment, at the time of 2023 census, is 243.

31 students (12%) identify as being of Aboriginal or Torres Strait Islander (ATSI) background while 5 students (2%) were born in a country other than Australia.

In 2023, Morpeth Public School will offer ten classes, from Kindergarten to Year 6, comprising 5 regular grade classes and 5 composite groupings.

The school's Family Occupation and Education Index (FOEI) is 77, which indicates a lower than average (100) level of disadvantage.

Improving the learning outcomes of all students, within an inclusive, engaging and respectful environment, will remain the school's primary focus.

The school's Situational Analysis (SI), completed in Term 2, 2021 and External Validation (EV), Term 3, 2021, provided a thorough overview of school performance.

Findings from the SI and EV, and further reflection against School Excellence Framework domains, have been used to inform the development of our 2022-2026 Strategic Improvement Plan (SIP).

Our school has identified three areas of focus to drive school improvement.

- 1 - Student growth and attainment
- 2 - Continuous and targeted improvement in teacher quality
- 3 - Effective systems and processes to drive continuous school improvement.

Our school will support the growth and attainment of students through explicit teaching, data informed practices and the provision of personalised learning in every room.

Students, requiring additional support or extension, will be identified through effective assessment, the analysis of achievement data and targeted intervention.

Our school will continue to use the Instructional leadership model to enhance teacher quality through collaboration, lesson demonstrations, feedback on practice and general mentoring processes.

Professional learning will be research based and will be used strategically to support the development of teacher capacity, attainment of school improvement targets and the

School vision and context

School vision statement

School context

professional goals of teachers.

Other identified areas to support school improvement will include a focus on the effective evaluation of operation, through targeted professional learning and liaison with department specialists.

Ensuring that rigorous systems are in place to review operational practices will provide authentic information to drive school planning.

Monitoring of school operation, to enhance efficiencies and service delivery, will be continuous and strategic.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment will be underpinned by student focused learning, explicit teaching and data driven practices.

Improvement measures

Explicit Teaching - What Works Best Self Assessment

Achieve by year: 2026

What Works Best toolkit self assessment reflects that 90% of teachers respond with an average score of 3 or more in Explicit Teaching.

Wellbeing

Achieve by year: 2023

The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School will be superior to the baseline figure (86.9%) and trending towards the system generated lower bound target figure of 90.5%.

Attendance (>90%)

Achieve by year: 2023

The proportion of students attending school at least 90% of the time will be superior to the baseline figure (75.8%) and trending towards the system generated lower bound target figure of 81.5%.

Explicit Teaching - Check In Assessment; Reading

Achieve by year: 2026

Check In assessment Reading data, for students in Years 3-6, will be commensurate with or superior to SSSG and State performance.

Explicit Teaching - Check In Assessment; Numeracy

Achieve by year: 2026

Check In assessment Numeracy data, for students in Years 3-6, will be commensurate with or superior to SSSG and State performance.

Initiatives

Explicit Teaching

All teachers develop a deep understanding of explicit teaching practices to drive student growth and attainment.

Key components:

- Development of a pedagogical and practice handbook
- Meta cognition
- Learning intentions
- Success criteria
- Personalised learning goals
- Visible learning
- Explicit questioning and instruction
- Feedback to support 'point of need' student learning
- 'I do, we do, you do' structures.

Reading Fluency

All teachers develop a deep understanding of how to improve reading fluency for all students

Key components:

- Student learning is driven by effective teaching practice
- Reading fluency is taught explicitly using research based pedagogy
- Student performance is monitored using formative and summative assessment
- Students are provided with opportunities to self-assess
- Effective reporting processes are evident
- Teachers evaluate own practice
- Student and cohort data is analysed to inform teaching and learning analysis
- Longitudinal data is collated to identify achievement

Success criteria for this strategic direction

Explicit Teaching

Evidence that:

- Learning is 'visible' in all classes.
- All teachers clearly explain why students are learning something and how it connects to what they already know.
- All teachers clearly explain what students are expected to do, how to do it and what it will look like when they have succeeded.
- All teachers use cumulative and systematic processes
- All teachers effectively evaluate student learning
- Students are provided with opportunities to evaluate their understanding, ask questions and respond to feedback
- Students demonstrate meta cognitive processes to support learning, including well organised strategies for thinking, understanding and doing.

Reading Fluency

Evidence that:

- Student reading fluency shows measurable improvement
- Teachers implement effective processes to support point of need learning for students
- Student and cohort achievement is assessed and analysed
- Assessment data is used to inform teaching and learning and in the development of personalised support / intervention

Personalised Learning

Evidence that:

- The learning needs of students are effectively identified through authentic assessment and reporting

Strategic Direction 1: Student growth and attainment

Improvement measures

Reading Fluency - Fluency Assessment

Achieve by year: 2026

85% or more of students will reach expected fluency rates in online Fluency assessments

Explicit Teaching - Student Reports

Achieve by year: 2026

Semester 2 student reports will indicate that at least 90% of students in Years 1-6, will be achieving at 'Sound' or above in Reading

Personalised Learning - SEF-SaS; Individual Learning Needs

Achieve by year: 2026

School Excellence Framework Self Assessment will indicate that the school is 'Excelling' in the learning domain theme of 'Individual Learning Needs'

Explicit Teaching - SEF-SaS

Achieve by year: 2026

School Excellence Framework Self Assessment will indicate that the school is 'Excelling' in the teaching domain of 'Explicit Teaching'.

Reading Fluency - Phonological Awareness

Achieve by year: 2026

90% of Early Stage 1 students will be 'Proficient' in Phonological Awareness, according to the Online Phonological Diagnostic Assessment.

Reading Fluency - Phonics

Achieve by year: 2026

85% of Year 2 students will have acquired the extended alphabetic code knowledge, according to the Online Phonics Diagnostic Assessment.

Numeracy growth

Achieve by year: 2023

Initiatives

trends

Personalised Learning

Effective intervention and extension initiatives are implemented to support point of need learning for students

Key Components

- Data is used effectively to identify student needs
- School staffing allocations and teacher expertise are used to drive programs
- Quality programs are implemented to support student learning
- Student learning is monitored using formative assessment
- Students are provided with opportunities to reflect on and evaluate own learning
- Collaborative PLASP and PLPs are developed to support students
- School develops authentic alliances with specific support agencies, including 'Team around the School' to inform practice
- School initiatives align with relevant policy documents, including 'Inclusive, Engaging and Respectful Schools'.

Success criteria for this strategic direction

- Effective programs are developed and implemented to support students
- School develops alliances with 'Team around the School' and relevant allied health personnel to develop specific support and effective intervention for students

Evaluation plan for this strategic direction

Effective IPMs are developed for all initiatives and evaluated using authentic processes

Evaluation

- Assessment data - NAPLAN, Check In, ALaN, On Demand, fluency reads
- Learning progressions (PLAN 2)
- Attainment of PLASP goals
- Continuous growth in achievement data
- Lesson / teaching observations conducted by supervisors
- Student work samples
- Internal / school based teacher surveys
- Tell Them From Me - student and teacher surveys
- What Works Best - self reflection tool
- High Impact Professional Learning - survey
- School Excellence Framework - self assessment
- Attainment of PLASP goals
- Supervisor 'walk throughs' to ensure quality practice is evident in all classes.

Strategic Direction 1: Student growth and attainment

Improvement measures

Check In Term 4 2023 Numeracy assessment will indicate that students in Years 3 and 5 (2022) will demonstrate a 5% or more growth in cohort performance in Number Sense and Algebra.

Reading growth

Achieve by year: 2023

Check In Term 4 2023 Reading assessment will indicate that students in Years 3 and 5 (2022) will demonstrate a 5% or more growth in cohort performance in comprehension.

Strategic Direction 2: Continuous and targeted improvement in teacher quality

Purpose

Continuous improvement in teacher quality will be underpinned by research based professional learning and productive collaborative practices.

Improvement measures

Evaluation of Teaching Practice

Achieve by year: 2026

High Impact Professional Learning self assessment tool will reflect that >80% of teachers believe our school is excelling in 'Teachers measure the impact of professional learning on student progress and attainment'.

Collaboration and Explicit Teaching - What Works Best Self Assessment

Achieve by year: 2026

What Works Best toolkit teacher self assessment reflects that > 80% of teachers respond with an average score 4 in collaboration and explicit teaching.

Professional Learning - Drivers of Student Learning

Achieve by year: 2026

Tell Them From Me teacher surveys will reflect that the average response score for Data Informs Practice and Teaching Strategies is > 9.

Professional Learning - Improvement of Practice

Achieve by year: 2026

School Excellence Framework Self Assessment indicates that the school is 'Excelling' in the teaching domain theme of 'Improvement of Practice'.

Professional Learning - Literacy and Numeracy Focus

Achieve by year: 2026

School Excellence Framework Self Assessment indicates that the school is 'Excelling' in the teaching domain theme of 'Literacy and Numeracy Focus'.

Collaborative Practices - Coaching and Mentoring

Initiatives

Professional Learning

High impact and evidence based professional learning will drive improvements in teacher quality and support student attainment and growth

Key Components

- Employment of AP C&I to source, coordinate and deliver professional learning for all staff
- Development of a K-6 professional learning plan, aligned to professional standards, will support teacher development, including accreditation at higher levels
- Teacher professional learning, underpinned by research based and high impact pedagogy and effective PDPs, drives continuous improvement in student growth and attainment.

Collaborative Practices

Collaboration is used effectively to develop teacher capacity and to ensure continuous improvement in practice, leading to improved student learning outcomes

Key Components

- Staff develop a deep understanding of key components of effective collaboration and planning
- School systems, including strategic use of staffing allocations, timetabling and resourcing, support and facilitate collaboration
- Mentoring and coaching practices support teacher development, through peer observations, lesson demonstrations, feedback and reflective evaluation of practice
- Collective efficacy is utilised to ensure high quality teaching and learning is implemented across KLAS
- Staff develop professional alliances to with DoE personnel

Success criteria for this strategic direction

Professional Learning

Evidence that:

- Teachers demonstrate professional responsibility for improving their teaching practice in order to improve student learning outcomes
- Professional learning is strategic, targeted and continuous
- Teachers use research based professional learning to drive PDP goals and to develop capacity
- Teachers develop professional learning plans, aligned to SIP, career stage and professional goals
- Evidence, from self evaluation, observation and student achievement data, that professional learning and mentoring is improving practice
- Staff maintain accreditation requirements

Collaborative Practices

Evidence that:

- Effective systems are in place to facilitate staff mentoring, lesson observations, feedback on practice, conferencing and planning
- Teachers develop productive professional learning alliances and networks to build capacity
- Teacher expertise and strategic staffing is used to ensure quality teaching is evident in all KLAS

Evaluation plan for this strategic direction

Effective IPMs are developed for all initiatives and evaluated through authentic processes

- Development of effective Performance and Development Plans (PDPs)
- Attainment of professional goals
- Maintenance of accreditation
- Accreditation at higher levels - HALT

Strategic Direction 2: Continuous and targeted improvement in teacher quality

Improvement measures

Achieve by year: 2026

School Excellence Framework Self Assessment indicates that the school is 'Excelling' in the teaching domain theme of 'Coaching and Mentoring'.

Professional Learning - SEF SaS; Excellence in Teaching

Achieve by year: 2026

School Excellence Framework Self Assessment indicates that the school is 'Excelling' in the teaching domain theme of 'Professional Learning'.

Professional Learning - Effective Professional Learning Plan

Achieve by year: 2026

High Impact Professional Learning self assessment tool will indicate that our school is 'Excelling' in 'School has developed an effective professional learning plan'.

Collaborative Practices - Collaboration

Achieve by year: 2026

Tell Them From Me teacher surveys will reflect that the average response score for 'Collaboration' is > 9.

Evaluation plan for this strategic direction

- HIPL survey
- Tell Them From Me - Teacher survey
- Internal teacher reflection survey
- What Works Best - Reflection tool
- School Excellence Framework - self assessment
- Professional learning Plan
- Timetables and rosters
- Minutes of LST, staff and stage meetings

Strategic Direction 3: Effective systems and processes to drive continuous school improvement

Purpose

Continuous improvement in school performance will be underpinned by effective systems and processes that are rigorously monitored and refined by effective evaluative practices.

Improvement measures

Systems and Processes - Professional Learning; Effective Professional Learning Plan

Achieve by year: 2026

High Impact Professional Learning self assessment tool will reflect that >80% of teachers believe our school is excelling in 'School has developed an effective professional learning plan'.

Systems and Processes - Professional Learning; Systems Drive Professional Learning

Achieve by year: 2026

High Impact Professional Learning self assessment tool will reflect that > 80% of teachers believe our school is excelling in 'School has developed systems to support continuous and coherent professional learning'.

Systems and Processes - Attendance; Managing Attendance

Achieve by year: 2026

What Works Best toolkit self assessment reflects that the school is 'Excelling' in the learning domain theme of 'Attendance'.

Systems and Processes - Aboriginal Education; Teachers Understand Culture of Aboriginal Students

Achieve by year: 2026

Tell Them From Me student surveys indicate that 90% of Aboriginal students believe that teachers either agree or strongly agree that teachers understand their culture.

Evaluative Practices - Effective Use of Data

Achieve by year: 2026

Initiatives

Effective Systems and Processes

School will develop effective systems and processes to drive identified areas of school operation

Key components:

- Continuous review and amendment of existing policies, including the management of student attendance
- Development of effective practices, underpinned by policy, professional learning and authentic consultation, to ensure excellence in Aboriginal Education

Evaluative Practices

School operation is reviewed and refined through rigorous and continuous evaluation.

Key components:

- Qualitative and quantitative data, from a range of sources, is collected, analysed and evaluated
- Staff develop capacity in the use of effective evaluative practices, including the embedding of QDAI frameworks
- Evaluation is systematic and informs future planning
- Findings from evaluation is communicated to key stakeholders
- Evidence is gathered systematically and evaluated effectively to inform future planning
- Consultation and collaboration with stakeholders is evident in all planning and amendments to practice
- School progress and performance is monitored systematically through the development of effective IPMs

Success criteria for this strategic direction

Systems and Processes

Evidence that:

- Planning and review of practice is underpinned by authentic consultation, effective partnerships and alignment with policy
- Whole school practices are implemented to identify and support students, and their, families with attendance concerns
- School forms authentic partnerships with AECG and key stakeholders to inform and drive Aboriginal Education practices
- Staff complete targeted professional learning to develop deep knowledge and understanding of strategies to support Aboriginal students and their families
- All Aboriginal students have effective PLPs, with clearly articulated and measurable goals, developed in consultation with student, families and teaching staff.

Evaluative Practices

Evidence that:

- School progress is monitored through regular and rigorous reflection against activity markers (IPMs)
- School operation is flexible and responsive to performance review
- Qualitative and quantitative data is analysed to reflect on and amend practice
- Consultation and a commitment to creating a shared vision drives school planning and continuous improvement.

Evaluation plan for this strategic direction

- **Effective IPMs are developed for all initiatives and evaluated through QDAI processes**

Strategic Direction 3: Effective systems and processes to drive continuous school improvement

Improvement measures

School Excellence Framework Self Assessment will indicate that our school is 'Excelling' in the teaching domain theme of 'Data Analysis'.

Evaluative Practices - Use of Data to Inform Planning

Achieve by year: 2026

School Excellence Framework Self Assessment will indicate that our school is 'Excelling' in the teaching domain theme of 'Data use in Planning'.

Evaluative Practices - Evaluation of Impact of Teaching Practice

Achieve by year: 2026

High Impact Professional Learning self assessment tool will indicate that our school is 'Excelling' in 'Teachers measure the impact of professional learning on student progress and attainment'.

Systems and Processes - Aboriginal Education; Success, Advocacy and Belonging

Achieve by year: 2026

The proportion of Aboriginal students reporting Expectations for Success, Advocacy, and Sense of Belonging at School will be commensurate with or superior to whole school, SSSG and State figures.

Systems and Processes - Attendance; Improvement in Attendance

Achieve by year: 2026

Fewer than 5% of students attend school less than 80% of the time.

Evaluation plan for this strategic direction

- SCOUT attendance data
- Feedback from HSLO
- Student achievement data
- Student and family surveys
- Attainment of PLP goals
- School Excellence Framework - Self Assessment
- Tell Them From Me' Partners in Learning' surveys
- High Impact Professional Learning (HIPL) Self Assessment
- What Works Best toolkit
- School Improvement Tool