

Strategic Improvement Plan 2022-2026

Mungindi Central School 2675



School vision and context

School vision statement

Through Precision in Practice, Mungindi Central School is committed to delivering an innovative, engaging education, promoting self-advocacy, within an inclusive environment.

Staff are driven and focused on self-improvement, collaborative practice, individual student aspiration, growth and achievement and the modelling of lifelong learning in the pursuit of excellence for all.

School context

Mungindi is a small, exciting, resilient and community minded, rural and remote border town, located on the New South Wales and Queensland border, divided in half by the Barwon River, 120 kilometres North West of Moree.

Built on the land of the Kamilaroi people and established in 1893, Mungindi Central School has a proud history that celebrates the positive traditions of our past, while embracing the challenges of our future. A preschool to year 12 comprehensive school with a current enrolment of 70, Mungindi Central is comprised of 55% Aboriginal enrolment where strong kinship ties within the community are mirrored in school life, and this sense of community provides the basis for enabling students to aim for excellence.

Our committed, qualified and dedicated staff provide a continuity and connectedness to community and breadth of skills and interests that support students beyond curriculum learning.

With a low student to teacher ratio, the staff are able to recognise the individual needs and talents of every child providing tailored educational opportunities that allow students to reach their optimum potential.

Our school's current staffing includes a Principal, Head Teacher Secondary Studies, Assistant Principal, a School Administration Manager (SAM), two Aboriginal Education officers (AEO), seven secondary and five primary classroom teachers, a preschool teacher, four student learning support officers (SLSO), two school administration assistants (SAO) and two general assistants (GA). As we are the hub school for the Northern Border Senior Access Program, our staffing also includes an acting Deputy Principal and School Administration Manager.

Mungindi Central School has a strong secondary enrolment which is supported by the Northern Border Senior Access (NBSA) Program. This program connects Mungindi, Collarenebri, Goodooga and Boggabilla Central Schools to broaden curricular and engagement opportunities. The utilisation of up to date technology allows for high levels of student retention to the completion of stage 6.

This plan 2022-2026 reflects a rigorous self-assessment and external validation process delivering three strategic directions, these being student growth and attainment, strong and sustainable systems and practices and community connections.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment occurs through a culture of shared beliefs and understandings that all students can achieve high standards.

Improvement measures

Reading Growth - Primary

Achieve by year: 2026

Reading Growth - Secondary

Achieve by year: 2026

Reading Growth - Aboriginal Students - Primary

Achieve by year: 2026

Reading Growth - Aboriginal Students - Secondary

Achieve by year: 2026

Numeracy Growth - Primary Students

Achieve by year: 2026

Numeracy Growth - Secondary Students

Achieve by year: 2026

Numeracy Growth - Aboriginal Students - Primary

Achieve by year: 2026

Numeracy Growth - Aboriginal Students - Secondary

Achieve by year: 2026

Aboriginal student HSC attainment

Achieve by year: 2023

Systems Negotiated Target

Increase in the proportion of Aboriginal students attaining the HSC while maintaining cultural identity to 100%.

Attendance >90%

Achieve by year: 2023

50% - 100% of students attending >90% of the time

Initiatives

Whole School Literacy and Numeracy

- Whole school Literacy and Numeracy plan targets and monitors:
 - Individual Achievement and Growth
 - Reading and Comprehension
 - Writing - Fluency and Stamina
- Utilise High Impact Professional Learning (HIPL) process and practices to build and strengthen understanding/implementation of literacy and numeracy progressions into teaching and learning practice.
- Targeted specific interventions are in place to support, develop and enhance Aboriginal education and student achievement.
- At the elbow support in class, QDAI sessions and data conversations will support consistency and excellence in these areas.

FACES and Data Driven Practice

Staff are expert in the utilisation of data to inform teaching and learning and drive improvement.

- Academic progress is monitored, and interventions utilised to effectively support student growth and attainment.
- Aboriginal students are provided with cultural opportunities and a supportive education network to ensure completion of the Higher School Certificate.
- Supportive interventions through a highly effective Learning and Support Team to support student achievement.
- Individualised targeted stage 5/6 post school

Success criteria for this strategic direction

Whole School Literacy and Numeracy

- Teaching and learning programs are:
 - dynamic, showing evidence of revisions based on teaching practices. Student assessment and tracking of student progress and achievement occurs every five weeks.
 - monitored on a term basis and show evidence of adjustments in addressing individual student needs.
 - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
 - Teachers model and share flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
 - 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.
- The school has a high performing teaching staff as measured against the Australian Professional Standards as part of the PDP process.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers driving ongoing improvement.

FACES and Data Driven Practice

- Teachers are informed by analysis of data and involve students and parents in planning to support learning, and share expected outcomes (PLP's), reviewed each term.
- Expected growth for each student is equivalent or better than state growth, as measured through external measures.

Strategic Direction 1: Student growth and attainment

Initiatives

- transition program for Students with Additional Needs (SWANS).
- A comprehensive and ongoing staff professional learning program continually builds staff capacity to best utilise data to inform their teaching practice and improve student achievement.
- Systematic analysis and use of Literacy and Numeracy Progressions personalise learning and differentiated teaching for all students.
- Reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement as a whole school practice.
- Embed practices for rigorous school self-assessment through the expert use of authentic self-assessment processes to embed reflective practice for all school, teaching and learning practices.
- Instructional Leader (3-10) leads teachers in using data to monitor and assess student performance.

Success criteria for this strategic direction

- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students' have clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.
- The school analyses student progress, achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- 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.
- All teachers have a sound understanding of student assessment and data concepts (eg. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement on student outcomes in reading, numeracy and post school destinations.

Data:

We will utilise a combination of data sources, these will include:

- Internal assessment eg PLAN2

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- External assessment, eg NAPLAN, HSC Check in Assessment, Tell Them From Me
- Best Start Kindergarten and Year 7 - Reading, Writing and Numeracy
- SCOUT data
- Lesson observations
- PAT, SENA Testing
- Phonological Awareness Testing

Analysis:

Will incorporate implementation and progress embedded within individual initiatives. Progress towards improvement measures will be reviewed each term.

Implications:

The findings of the analysis will inform and guide:

- Future directions and resource allocation

Strategic Direction 2: PRECISION in Practice

Purpose

Enhancing teacher efficacy through collaboration, reflection and commitment to continuous improvement; encouraging new possibilities and innovation in classroom practice that support individual student achievement in a 'fail fast' culture.

Improvement measures

Achieve by year: 2026

School Self-Evaluation against the School Excellence Framework in the domain of Assessment moves from Working towards Delivering (2020) to Sustaining and Growing (2026).

Achieve by year: 2026

Embedded cyclic process for consistent school improvement as measured against all 14 School Excellence Framework Elements.

Optimal use of SPARO evidence bank features.

Initiatives

CLARITY in Learning, Teaching and Leading

<https://cls1.claritylearningsuite.com.au/>

- Develop shared language, values and processes that create optimal learning conditions support positive behaviour and employ effective strategies.
- Foster professional learning community which monitors, evaluates and improves teaching and learning practices.
- Learning Walks and Talks develop and support teacher collaboration, observation and feedback to sustain high quality teaching practices K-12.
- Build collaborative environments focused on positive teacher, student and community relationships.
- Create process that ensure all students are supported to achieve their academic, creative, physical, social and emotional potential.
- Explicit teaching, learning intentions, success criteria and authentic feedback.
- HIPL - High Impact Professional Learning supports professional need linked to student performance. Clear expectations of performance are articulated in PDP's and supported by executive staff. (CLARITY)

Strengthening School Improvement Cycle Processes

- Refine and strengthen whole school processes for evidence management in SPARO to assist in embedding a culture of reflection for ongoing improvement against School Excellence Framework.

Success criteria for this strategic direction

CLARITY in Learning, Teaching and Leading

- Whole school use of contextual common language.
- Teaching and learning programs are dynamic, showing evidence of revisions based on best teaching practices.
- Ongoing tracking of student progress and achievement as evident in case management meeting (CMM's) and data wall.
- Accommodations and adjustments in addressing individual student needs are clear and evident in all teaching and learning programs.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Well-planned, student-centred teaching is embedded.
- Through case management meetings (CMM's), teachers' model and share flexible repertoire of strategies for classroom management and
- Promotion of student engagement and responsibility for learning.
- 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, based on current research.
- The school has a high performing teaching staff as measured against the Australian Professional Standards as part of the PDP process.
- Maximised explicit teaching and learning time and minimised disengagement.

Strengthening School Improvement Cycle Processes

- All staff will collect and tag evidence to be utilised within the whole school improvement process.
- All staff will have evidence of and be fluent in the purpose, domains and elements of the school excellence framework and how they utilise this to

Strategic Direction 2: PRECISION in Practice

Success criteria for this strategic direction

contribute to leading whole school improvement.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement on student outcomes through improved systems and practices.

Data:

Data sources will include:

- Internal assessment eg PLAN2
- External assessment, eg NAPLAN, HSC Check in Assessment, Tell Them From Me
- SCOUT Data
- Surveys including post school destinations
- Best Start Kindergarten and Year 7 - Reading, Writing and Numeracy
- Observation
- Student Voice
- Document Analysis
- PAT, SENA Testing

Analysis:

Will incorporate implementation and progress embedded within individual initiatives. Progress towards improvement measures will be reviewed each term.

Implications:

The findings of the analysis will inform:

- Future directions and resource allocation

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all members of the school community are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement.

Improvement measures

Achieve by year: 2026

School Self-Evaluation against the School Excellence Framework in the domain of Learning Culture moves from Working towards Delivering (2020) to Sustaining and Growing (2026).

Achieve by year: 2026

School Self-Evaluation against the School Excellence Framework in the domain of Educational Leadership moves from Delivering (2020) to Sustaining and Growing (2026).

Achieve by year: 2026

School Self-Evaluation against the School Excellence Framework in the domain of Management and Processes moves from Working towards Delivering (2020) to Sustaining and Growing (2026).

Transition

Achieve by year: 2026

Transitions and Continuity of Learning: The school actively plans for student transitions MPS to MCPS, MCPS to Kindergarten, Year 6 to Year 7, Year 10 to Year 11 and post school. The school clearly communicates its transition activities to the school community.

Wellbeing Secondary

Achieve by year: 2023

70.5% - 75.5% of students will report expectations of Success, Advocacy and Sense of Belonging at school.

Wellbeing Primary

Achieve by year: 2023

Initiatives

Wellbeing

- A structured approach to support student performance through wellbeing.
- A deep understanding of attendance policy improves shared responsibility between school and community in significantly improving student attendance.
- A whole school approach to processes ensures monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.
- Professional Development processes (HIPL - High Impact Professional Learning) supports all staff in identified professional needs linked to student performance. Clear expectations of performance are articulated in PDP's and supported by executive staff.
- Build the capabilities and cultural awareness of staff through the effective utilisation of professional learning to embed Aboriginal perspectives and contextually relevant learning in all areas of the curriculum.
- Embed the teaching of Gamillaroi language into the P-12 curriculum through the employment of a Gamillaroi language teacher.

Strengthened Community Partnerships

- A P-12 Transition program engages the local and wider community to best meet the needs of a future community.
- The school is inclusive, responsive and meets community needs and aspirations through strengthened relationships.
- Northern Border Senior Access Program is responsive in meeting student needs to attain HSC

Success criteria for this strategic direction

Wellbeing

- All students have regular opportunities to meet with an identified staff member who provide advice, support and assistance to help students fulfil their potential.
- An evidence-based approach to whole school practices, resulting in measured improvements in well-being, attendance and engagement to support learning.
- Students P-12 are taught Gamillaroi language, delivered effectively and integrated into whole school practices, processes and strategies.

Strengthened Community Partnerships

- 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 a typical enrolment.
- Aboriginal perspectives are embedded in all teaching and learning programs, scopes and within the whole school environment.
- Accessible feedback methods provide the school with the capacity to analyse, develop and improve school community relationships and connections to country for all students.
- There is a collective responsibility for student learning and success, which is shared by parents and students.
- The school is recognised positively 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.
- The school collaborates with the local community where appropriate on decisions about - and access to - school assets and resources, delivering benefit to both the school and the community.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Improvement measures

70.5% - 75.5% of students will report expectations of Success, Advocacy and Sense of Belonging at school.

Advocacy

Achieve by year: 2026

School Self-Evaluation against the School Excellence Framework in the domain of Assessment moves from Working towards Delivering (2020) to Sustaining and Growing (2026).

Initiatives

and improving transition to post school destinations.

- Implementation of regular YARNUP sessions - LALC - community - feedback - engagement -

Success criteria for this strategic direction

delivery and customer experience.

- The leadership team measures, analyses and provides feedback on school community satisfaction through the implementation of the TTFM, school generated surveys, feedback post school events.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improved school community engagement and partnerships leading to high quality student outcomes.

Data:

Data sources will include:

- SCOUT Data
- Surveys including post school destinations
- Parent/Community Feedback
- Focus group
- Student Voice
- Interview
- Document Analysis

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

Implications:

The findings of the analysis will inform:

- Future directions and resource allocation