

Strategic Improvement Plan 2022-2026

Minnamurra Public School 4498



School vision and context

School vision statement

At Minnamurra Public School we believe that a positive, respectful and inclusive learning environment is essential to ensure that everyone belongs and feels valued. The school community works together to build a culture of high expectations for staff and students, with opportunities for every person to learn and improve every year. Our vision is for students and their families to be highly engaged in the learning process, as we nurture the critical and creative thinking skills needed for the future.

School context

Minnamurra Public School, enrolment of 465 students, sits in a beautiful coastal environment near the Minnamurra River. The school community acknowledges the traditional owners of this land and promotes connections to Country for the 26 Indigenous students.

The school is committed to delivering quality, data-informed learning programs, based on current research. Regular opportunities are provided for students to develop and demonstrate their talents and interests in all areas, including STEM, sport and creative arts. Differentiated learning occurs in classes throughout the school to cater for individual learning needs, with specialist programs for High Potential and Gifted students integrated into the school timetable. In addition to 19 mainstream classes, the school also has an Autism Support class and is committed to providing an inclusive, positive learning environment. Positive Behaviour for Learning is currently being implemented, with students encouraged to be responsible, be respectful and be their best. Additional wellbeing programs are also a feature of the school, developing emotional literacy skills for all students.

The school is closely aligned to the Kiama Community of Schools, working collaboratively on areas such as mental health and Aboriginal Education. An active and committed P&C Association supports the school in achieving a shared vision for the future.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student progress and achievement in reading and numeracy, we will embed school-wide evaluative processes to ensure the most effective teaching methods are used to cater for all students.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

School Excellence Framework - Data Skills and Use

Achieve by year: 2026

Improvement in the element of Data Skills and Use to the level of Excelling.

Initiatives

Effective Classroom Practice

To ensure a consistent, whole-school approach to the effective teaching of reading and numeracy that supports students' growth and attainment and creates a high expectations learning culture where students are motivated to deliver their best and continually improve, we will:

- Develop, document and embed a school-wide, explicit and evidence-based teaching model that provides clear and consistent teaching and learning in reading and numeracy.
- Develop and embed systems and processes of assessment to ensure that tools and strategies are aligned to the curriculum and inform teachers' planning for instruction.
- Develop systems and practices for all school staff to collect, collaboratively analyse and interpret student assessment data to inform explicit teaching and adjust and improve teaching and learning programs.
- Design and deliver high-impact professional learning for staff that engages them in the formal analysis of current systems, school and classroom growth and attainment data to tailor and modify instruction to students' strengths, needs and prior learning across the full range of abilities.
- Develop teacher capacity in the use of formative assessment including the use of challenging and visible learning goals in order to ensure students are active participants in the learning process.
- Design classroom environments and programs that support future-focused learning, including collaborative learning, critical and creative thinking and the integration of technology.

Success criteria for this strategic direction

Assessment: Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers respond to trends in student achievement and use systematic assessment measures to track student growth and plan for targeted intervention.

Data Skills and Use: Teachers effectively and collaboratively use data to evaluate student understanding, inform planning and modify teaching practices. Assessment data is used to identify areas for improvement and extension.

Curriculum: All teachers are committed to understanding and implementing quality, research-driven practices. Programs are flexible and include targeted strategies to ensure students are supported and challenged in their learning. The LaST and HPGE team are an integral component of the whole school approach.

Evaluation plan for this strategic direction

Question: To what extent are school-wide evaluative processes ensuring the most effective explicit teaching methods used to cater for the reading and numeracy needs and abilities of all students?

Data: The school will use a variety of data sources to regularly analyse the effectiveness of the initiatives. These will include: NAPLAN data, literacy and numeracy PLAN2 data, Progressive Achievement Test (PAT) data, 'Check in Assessment' data and student work samples

Analysis: Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications: The findings from the analysis of data will inform professional learning in support of our improvement goals, future actions, activities and resourcing for this strategic direction and annual reporting on school progress measures.

Strategic Direction 2: Wellbeing

Purpose

In order for all of our students, staff and community to develop a sense of belonging and connection to Minnamurra Public School, we will implement a planned approach to whole-school practices and processes for an inclusive, engaging and respectful school.

Improvement measures

Wellbeing

Achieve by year: 2023

Improvement in the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 72.47%.

Attendance (>90%)

Achieve by year: 2023

Improvement in the percentage of students attending school 90% or more of the time to be at or above the lower bound system negotiated target of 83%.

School Excellence Framework - Wellbeing

Achieve by year: 2026

Improvement in the element of Wellbeing to the level of Excelling in all elements.

Initiatives

Belong, Connect and Thrive

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. All teachers are a teacher of wellbeing. This will be achieved through:

- Aligning inclusive whole-school wellbeing processes with the DoE Wellbeing Framework .
- Building staff capacity in the use of effective evidence-based wellbeing strategies, through staff professional learning on evidence-based practices to support student wellbeing.
- Embedding whole-school systems for collecting and analysing wellbeing data in order to identify student needs and evaluate impact.
- Strengthening cultural connections by embedding Aboriginal Education programs and building connections with our local Aboriginal community.
- Providing engaging and inclusive learning experiences so that students are attending school regularly.

Success criteria for this strategic direction

Wellbeing: The school collects, analyses and uses data and feedback to implement a whole-school, planned approach to wellbeing. Positive, respectful relationships are evident and widespread to promote positive behaviour and wellbeing.

Effective Classroom Practice: All learning environments are managed with a consistent, school-wide approach to positive behaviour where all students can engage in productive learning.

Aboriginal Education: Teachers and Aboriginal and Torres Strait Islander families discuss students' individual learning styles, family cultural experiences, strengths, academic and personal needs to develop PLPs that support academic success at school and at home. Aboriginal Education is embedded into our school culture through strong connections with our local Aboriginal community.

Evaluation plan for this strategic direction

Question: To what extent has a planned approach to whole-school practices and processes supported high levels of student wellbeing and engagement?

Data: The school will use a variety of data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic directions. These will include: Wellbeing Framework, monitoring of attendance, student Attendance and Wellbeing Support Plans, TTFM data, Personalised Learning Pathways (PLPs) and informal and formal feedback.

Analysis: Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications: The findings from the analysis of data will inform professional learning in support of our improvement goals, future actions, activities and

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

resourcing for this strategic direction and annual reporting on school progress measures.

Strategic Direction 3: Educational Leadership

Purpose

In order to build a culture of continuous improvement through educational leadership, we will embed collaborative and reflective practices for staff and students, fostering educational aspiration throughout the school community.

Improvement measures

School Excellence Framework - Educational Leadership

Achieve by year: 2026

Improvement in the element of Educational Leadership to the level of Excelling as measured by the School Excellence Framework.

Tell Them From Me - Staff Collaboration

Achieve by year: 2026

Increased performance in the Tell Them From Me (TTFM) staff survey in the measure of "Staff Collaboration".

School Excellence Framework - Learning and Development

Achieve by year: 2026

Improvement in the element of Learning and Development to the level of Excelling.

Achieve by year: 2026

Improvement in the element of Data Skills and Use to the level of Excelling.

Initiatives

Collaborative and Reflective Practice

Streamlined and effective communication processes exist to support strong connections across the school community. These networks will facilitate high levels of parental and community engagement and cultural awareness. To create a collaborative culture of reflective practice for both staff and students that supports continuous improvement for all learners, we will:

- Establish communication networks within and outside the school through a documented and consistent whole-school approach.
- Embed practices and processes that support parents and families to authentically connect and engage in the life of the school to deliver the best outcomes for their children.
- Structure processes and develop leadership capabilities through identifying and solving problems of practice as part of an ongoing cycle of improvement.
- Sequence inquiry-based professional learning that builds capacity, informs instructional practice and contributes to a culture of learning for teachers and students.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice.
- Provide the conditions for teaching teams (time, structures, support, partnership with Assistant Principal Curriculum and Instruction) that enable them to work together to analyse and evaluate teacher effectiveness and modify programs to meet students' needs.

Success criteria for this strategic direction

Educational Leadership: The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement, establishing a collaborative, professional learning community which is focused around proactive, continuous improvement.

Learning and Development: Teachers engage in professional discussions and coaching to collaborate and improve teaching and learning. The school uses systems to support collaboration, observation and feedback to ensure the ongoing development and improvement of all staff by expert teachers and leaders.

Learning Culture: Students are motivated to deliver their best and continually improve through high expectations and effective partnerships between home and school. Students are engaged with their learning and driven to succeed and improve.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate the impact of collaboration, aspirational thinking and reflective practices for students and staff?

Data: The school will use a variety of data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures. These will include: Teacher programs, TTFM data, Professional Development Plans (PDPs), student work samples.

Analysis: We will undertake regular reviews and triangulation of data sources including qualitative and quantitative data and engage in frequent professional discussion around the SEF elements and themes. Annually, the school will review and report on progress towards the improvement measures.

Implications: The findings from data analysis will inform future actions, activities, resourcing and annual school

Evaluation plan for this strategic direction

reporting.