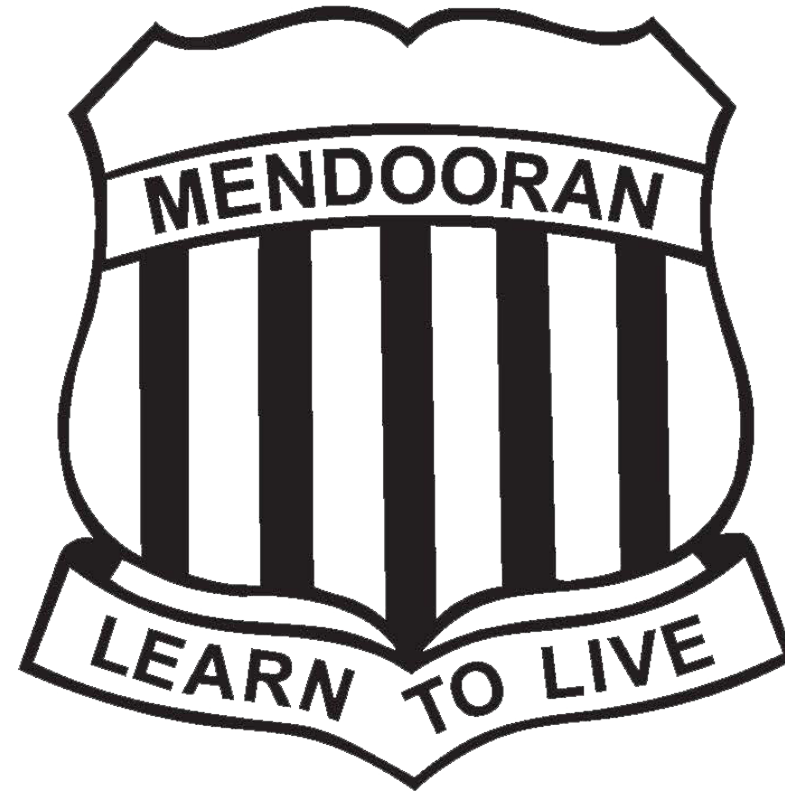


Strategic Improvement Plan 2023-2026

Mendooran Central School 2522



School vision and context

School vision statement

The whole school community will foster a learning environment that enables students to engage in their education in an inclusive and motivated manner. Our students will have the opportunity to grow and develop into resilient, critical thinkers and problem solvers. Their attitudes and behaviours will be guided by the principles of respect, engagement and safety. Students will also use effective and collaborative practice to support learning and to become productive global citizens.

School context

Mendooran Central School is an innovative, small, rural school serving a diverse community with enrolments of 110 students (of which 36% identify as Aboriginal) from Kindergarten to Year 12. The school draws its students from the immediate township and the surrounding area. We provide a quality K-12 education in an inclusive and supportive environment.

Consultation on decision making with students, staff, parents, carers, the broader community and the AECG has been collaboratively undertaken through surveys, interviews and workshops. We provide staff and students with updated technology to ensure a collaborative, dynamic and up-to-date learning environment. Staff focus on developing individual and collective commitments to learning with each and every student being encouraged to strive for excellence. We ensure that every student learns, grows and belongs in an equitable and outstanding education system at Mendooran CS. Our students have access to a range of training providers to ensure the broadest and most relevant curriculum possible. The school is well supported by the P&C and we are partners with the local preschool and wider community.

In 2023 we undertook a review of our Strategic Improvement Plan. In doing so we:

- analysed the 2021 plan and the outcomes and recommendations of the associated external validation process
- updated the situational analysis and also took account of the findings of recent analysis by Department of Education consultants around attendance, literacy and behaviour management
- reflected on the 2022 School Excellence Framework Self-assessment survey findings
- undertook extensive consultation which included our students, parents and carers, broader community including the Mendooran Community Development Group and AECG through meetings, online forums and phone surveys.

Whilst feedback from consultation suggested a high level of satisfaction with the school's performance overall, respondents also provided their valuable perspectives around new opportunities that might be explored by the school as well as areas of teaching, learning and wellbeing that may be improved. This has resulted in the revision of our two strategic directions to include a focus on the learning environment we are providing, especially in relation to the opportunities and activities that promote the personal growth and development of our students in a more holistic sense. This refinement led to a clearer acknowledgment of: the diversity of our students and community, their needs, interests and aspirations, the unwavering desire of our teachers to see all of their students thrive in a respectful, engaging and safe environment and, finally, the expectations of our community that Mendooran Central School provides its students with the environment, educational foundations and attitudes for successful lives and to succeed in their chosen pathway as informed, responsible citizens..

Strategic Direction 1: Student growth and attainment

Purpose

Mendooran Central School will:

- adopt effective practice in teaching
- develop and refine data driven teaching practices
- work collaboratively at all levels and facilitate a strong and cohesive support network around each student

In order to effectively respond to their individual learning needs which will maximise student learning outcomes in literacy and numeracy.

To provide every student with quality teaching and learning experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To deliver learning experiences that are evidence based and data driven, giving our students the knowledge, skills and expertise to achieve their goals. To build staff capacity, including best practice, establishing a school culture that effectively leads and delivers school excellence.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for Reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023

Initiatives

Evidence-based personalised learning

A personalised learning culture is embedded across the school to support individual growth and attainment by:

- strengthening the focus on effective teaching and learning experiences by ensuring there is a clear foundation of literacy and numeracy learning in most lessons delivered in the secondary school, regardless of subject area.
- effective implementation of differentiation and adjustment strategies to address individual student learning needs, ensuring that all students are suitably challenged.
- active provision of individualised support for Aboriginal students K-12 to meet their educational potential.
- fostering a high expectations culture K-12 that includes individual student growth and achievement with a focus on key transition points, within the school and the broader community.
- leading strengthened whole-school processes which are driven by data to improve attendance and engagement.

Data driven practices

Teachers and leaders will collaborate with Department of Education experts and resources to develop systems and opportunities for collaboration to develop and analyse data; this will inform teaching and improve student growth in literacy and numeracy by:

- developing functional proficiency in data literacy, analysis, use in teaching and use in planning.
- accessing, collecting, analysing and acting on an appropriate range of data to track individual, cohort and whole school growth and attainment in reading and numeracy.
- engaging with an appropriate range of assessment tools to assess student capacity, to inform future planning.

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.

Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs including the development and maintenance of Individual Learning Plans or Personalised Learning Pathways, in consultation with parents/carers.

The whole school community demonstrates aspirational expectations of learning progress, achievement and engagement for all students and is committed to the pursuit of excellence.

Aboriginal students are supported academically and culturally to achieve their individual potential.

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.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert, contemporary content knowledge and deploy effective teaching strategies. Staff are given opportunities to participate in professional learning that is relevant to their individual professional goals and aligns with school priorities.

Evaluation plan for this strategic direction

The approach for measuring achievement of this strategic direction is guided by the extent to which student outcomes in literacy and numeracy can be linked to teaching practice and the various collaborations which wrap around our students.

A range of data sources may be used to assess the effectiveness of the initiatives:

Strategic Direction 1: Student growth and attainment

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for Numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

- embedding clear collaborative practices for the collection, analysis and use of data across the school.

Collaboration

Collaborative relationships between all stakeholders will enhance learning outcomes for all students by:

- the encouragement and support of parents, carers and the broader community to actively engage in student learning, including by the co-development of Individual Learning Plans and Personalised Learning Pathways.
- the initiation, improvement and maintenance of alliances within the school, across surrounding schools, learning communities and partner organisations, to further enhance curriculum provision, student learning and wellbeing.
- the utilisation of internal and external resources to support Aboriginal cultural awareness and promote cultural safety across all stages and Key Learning Areas, including Elders, parents, carers, our broader community and Aboriginal organisations like the AECG.

Evaluation plan for this strategic direction

- an assessment of the pedagogy adopted by teachers and the nature of the collaborative student supports in place.
- school assessment results, targeted testing (e.g. MacqLit) and external testing (e.g. Check-in assessment), which can be used to determine growth over time in cohort literacy and numeracy indicators.
- the extent of teacher participation in professional dialogue, peer observations including feedback, team teaching and opportunities for networking outside of the school.

Analysis of these data sources overtime will provide ongoing assessment of the efficacy of the teaching practices employed and the collaborations in existence which will guide future directions.

Strategic Direction 2: High quality teaching and engaging learning environment

Purpose

To embed effective teaching strategies that are supported by High Impact Professional Learning, leading to enhanced teacher capacity for quality teaching. This will support the maintenance of a quality school learning and wellbeing environment that is challenging, aspirational, supportive and responsive to student and community needs and a respectful, engaging and safe place for all.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 81.6% in 2023 to 82.4% by 2027

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students enrolled in an SBAT while completing Year 12

Initiatives

Building Capacity

Staff will deliver and engage in High Impact Professional Learning to ensure a self-sustaining learning culture where teachers are motivated by the opportunities provided by the leadership team through:

- the alignment of Performance & Development Plans with the Australian Professional Teaching Standards as a framework for teacher professional growth.
- the embedding of collaborative processes and evaluative practices to support improvements in teacher efficacy.
- the utilisation of expertise within the school including the development of effective coaching and mentoring practices.
- ongoing development of dynamic teaching programs which incorporate innovative practices which reflect research, feedback, consistent and reliable student assessment and continuous tracking of student progress.
- adoption of effective practice by teachers including explicit teaching techniques, learning intentions and success criteria, across all stages and subject areas.

Student Engagement

Development of the whole person through a targeted approach to educational delivery, which better serves the identities, inclinations and aspirations of each individual student and promotes student engagement by:

- embedding goal setting and evaluative practice through the processes of creating, adjusting and monitoring Individual Learning Plans and Personalised Learning Pathways.
- the provision of a careers program K-12 that ensures students set high expectations from an early age and facilitates workplace learning experiences for eligible secondary students including consideration of school-based apprenticeships and traineeships.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards for Teachers, whose capacities are continually building, to ensure every student experiences high impact teaching.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

Accommodations and adjustments are made to suit student needs as they arise. Lesson planning references student information including progress and achievement data and curriculum requirements and supports continuous improvement for all students.

Students, in particular secondary students, will increasingly perceive school as a vehicle to access a range of opportunities and activities, not limited to the notion of the traditional classroom. They will increasingly recognise life possibilities and the value of goal setting and evaluative practice as they influence continuous improvement, career and life opportunities.

Increased engagement will positively impact attendance and transition points will be celebrated and managed to minimise anxiety and maximise senses of possibility and anticipation.

Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Students will increasingly recognise they are known, valued and cared for and their voices are important and listened to. Students will understand the notions and significance of wellbeing and mental health, be able to recognise when they are compromised and be aware of the avenues for assistance.

The profile and significance of Aboriginal education will be recognised and Aboriginal culture consistently celebrated across the school community. Aboriginal education and culture will be accessible to all.

Leadership will be sought after and valued for the

Strategic Direction 2: High quality teaching and engaging learning environment

Initiatives

- prioritising student experiences and exposure to people, places, lifestyles and life possibilities beyond the school setting, locality and the familiar, K-12, through excursions, virtual experiences and expert guest speakers or facilitators.
- consistent implementation of attendance policy and processes including active and timely engagement with students who have attendance concerns, their parents, carers and support network; identification of barriers to attendance and consideration of innovative strategies for re-engagement.
- leadership of effective transition programs which include additional focus on students requiring additional support, to ensure seamless student passage.

Positive School Culture

Development of a whole-school learning environment which reflects the expectations of individual excellence, continuous improvement, inclusion, empathy, consideration for others, self-regulation along with the school's key behavioural priorities of respect, engagement and safety by:

- valuing and promoting all aspects of Aboriginal culture including the notion of cultural safety; our Aboriginal students will increasingly understand their heritage whilst teachers and the broader community will strive to reduce the gap in life outcomes for our Aboriginal students, compared to their non-Aboriginal peers.
- development of leadership skills within the student body through regular, routine consultation, formally through the Student Leadership Team and SRC as well as informally, to ensure student voice is encouraged, valued and considered in school decision-making.
- evidence based strategies to support student mental health and wellbeing through a range of programs, strategies, internal and external interventions, which are increasingly proactive in nature.
- consistent implementation and monitoring of

Success criteria for this strategic direction

opportunity to influence positive change in the school they are proud to attend and represent, and whose uniform they are proud to wear.

Positive behaviour expectations and behaviour management frameworks are fit for purpose, dynamic, reinforced and applied consistently, predictably and equitably.

Evaluation plan for this strategic direction

The approach for measuring achievement of this strategic direction is guided by the extent to which the strategies identified to improve teacher capacity, support student engagement and strengthen our school's culture can be linked to the development and maintenance of an effective teaching, learning and wellbeing environment.

A range of data sources may be used to assess the effectiveness of the initiatives including:

- classroom observations of the impact on engagement of teaching strategies.
- observations around the extent to which individual teacher proficiency improves in each classroom, around content delivery, differentiation and classroom management.
- MyPL registers, NESA accreditation attainment and maintenance applications and certifications at Proficiency or higher, Performance and Development Plans, feedback surveys (teachers and students), teaching and learning programs and registers.
- observations around the consistency and extent to which classrooms and learning spaces are calm and productive and students engaged, collaborative, inclusive and considerate.
- Sentral data will provide evidence of positive and negative trends on individual, cohort and whole school basis' as well as wellbeing considerations.
- Tell Them From Me and internal student satisfaction surveys.

Strategic Direction 2: High quality teaching and engaging learning environment

Initiatives

behaviour management policies and processes underpinned by reinforcement of the negotiated set of positive behaviour expectations.

Evaluation plan for this strategic direction

- participation in Aboriginal Education and Aboriginal cultural activities across the student cohort and broader community.
- records of participation in Individual Learning Plans and Personalised Learning Pathway programs including by parents and carers.
- attendance data by individual, class cohort, primary, secondary and whole school.
- records of take up of work experience, school-based apprenticeships and traineeships and post-school destinations.
- school reports will provide indications of individual student engagement, attitudes and achievement.
- records around student preparedness to nominate for leadership positions and responsibilities as well as student leadership initiatives.

Analysis of these data sources overtime will provide ongoing assessment of the respective capacities of staff and their practice, degrees of student engagement and the health of our school's culture at any point. Such analysis will guide future directions.