

Strategic Improvement Plan 2023-2026

Michelago Public School 2540



MICHELAGO PUBLIC SCHOOL

School vision and context

School vision statement

At Michelago Public School we have high expectations and continually strive to improve our services. The school and community work together in partnership to ensure our students have equitable access to learning and extra - curricular opportunities so they can succeed, thrive and learn.

We aim to ensure our students are engaged citizens and life long learners by continually improving our academic programs and providing them with strong foundations in literacy and numeracy. At Michelago Public School we work with our families and community to create positive learning environments in which all students and teachers feel a sense of belonging and are supported to achieve excellence.

School context

Michelago Public School has a positive and future focused learning environment in which all students and teachers are supported to achieve excellence. We support student learning and wellbeing by providing a supportive learning environment, highly engaging learning programs and opportunities to expand knowledge, skills and experiences through high impact, evidence based practices. We foster a collaborative approach to school improvement by working in partnership with the community, our families, neighbouring schools and our students. The school is valued as a community hub and boasts a long tradition of providing a high quality education for the community for over 150 years. The school has a Positive Behaviour for Learning approach to whole school wellbeing. Our school values are be your best, be responsible, be respectful and be safe. Our motto is School and Family Working Together.

The school has a current enrolment of 47 students and a FOEI 111. There are 23 students in K-2 and 24 in 3-6. The student populations is: Aboriginal and Torres Strait Islander 20%, LBOTE 10% and OOHHC 7.5%. There are 2 multi-stage classrooms. An infants classroom (K-2) and primary classroom (3-6). There is currently: one permanent teacher, a teaching principal, a full-time temporary teacher, an Assistant Principal (Curriculum and Instruction) a two day a week teacher and two part time SLSOs. The school has a new principal who started in 2021. Michelago village sits on Ngarigo country in the Monaro region of NSW, Australia. The village is in the Snowy Monaro Regional Council local government area. The town and school are 54 kilometres south of Canberra on the Monaro Highway. Michelago is located between the Murumbidgee River and the Tinderry mountain range. The school is situated on Ryrie St which is the main road into Michelago from the Monaro Highway. The town consists of a small cafe/shop, local rural fire station, town hall, local police station and de-commissioned train station (still used by the community for events). The community has been significantly impacted by bushfires and drought over last 10 years which have left some lasting impacts on the community.

In 2022/23 the school undertook a rigorous Situational Analysis, which was supported and informed by the school's participation in External Validation in 2021. This assessment process identified a number of areas, which required development over the next school planning cycle. Analysis of internal and external student achievement data highlighted a need for improvement in the differentiation of instruction in class, particularly in numeracy. Further, the school has identified a need to improve the way that it uses data to inform teaching and learning.

Throughout the situational analysis, consultation with all relevant stakeholders was undertaken and feedback and input was gathered from the community, students, parents/carers, staff and relevant key groups.

The triangulation of multiple data sets and analysis of all information led us to determine our two strategic directions of Student Growth and Attainment and Wellbeing and Engagement.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students at Michelago Public School grow in their learning through explicit, consistent and research-informed effective classroom practice. Teachers at Michelago Public School will collect and analyse student data. They will plan and program carefully sequenced learning experiences based on student needs. Teachers will implement programs using appropriate procedures, strategies, resources and organisation. Our teachers will evaluate the effectiveness of our teaching and learning programs through careful evaluation, which will inform the next steps in their teaching. This will ensure that each student and each teacher improves every year.

Improvement measures

Effective Classroom Practice in Reading

Achieve by year: 2026

Improve the school's self-assessment level in the elements of effective classroom practice in reading to excelling against the School Excellence Framework.

Effective Classroom Practice in Numeracy

Achieve by year: 2026

Improve the school's self-assessment level in the elements of effective classroom practice in numeracy to excelling against the School Excellence Framework.

Reading growth

Achieve by year: 2023

Increase the percentage of year 4-6 achieving or exceeding expected growth in the fluency of the National Literacy Learning Progressions.

Numeracy growth

Achieve by year: 2023

Increase the percentage of 4-6 achieving or exceeding expected growth in additive strategies of the National Numeracy Learning Progressions.

Initiatives

Quality Teaching

The school demonstrates excellent teaching practice by effectively using the teaching and learning cycle, which considers the individual learning needs of all students. Teachers create nurturing learning environments that supports student growth and attainment. Teachers undertake regular and ongoing analysis of students' progress to ensure they are making progress and to identify need for intervention. Teachers use evaluative thinking in order to collaborate, identify student needs, professional learning and improve pedagogical practice.

- Explicit Teaching - research, develop and implement a whole school approach to the application of high-impact, evidence-based teaching methods that optimise learning progress for all students, across the full range of abilities. This includes the application of differentiated evidence-based effective teaching strategies such as those outlined in 'what works best' to ensure all students succeed, thrive and learn.
- Assessment - evaluate and refine our assessment practices to ensure a strategic and planned approach to assessment, which provides reliable and informative data that is used as part of the teaching and learning cycle.
- Data skills and use - enhance staff data literacy through a sustained professional learning program, that builds staff capacity to engage in evaluative thinking, evidence based decision making and strategic school planning at all levels in the school.
- Feedback - research, develop and implement a whole school approach to feedback, which supports student growth and attainment in literacy and numeracy.
- Collaboration - research, develop and embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice to achieve consistency in the implementation of high impact teacher practice across all classrooms.
- Professional Learning - refine and enhance our

Success criteria for this strategic direction

- The school has rigorous assessment practices supported by an assessment schedule and evidence of its use within teaching and learning programs.
- Evidence-based teaching strategies are embedded into teaching and learning programs and evident during observational rounds.
- Evidence of effective use of the teaching and learning cycle in teaching and learning programs.
- Consistent school-wide feedback practices are evident within teaching and learning programs and within all classrooms..
- The school regularly engages with its network of schools to provide opportunity for professional development, assessment moderation and knowledge sharing.
- Staff engage in regular professional learning targeting students needs in literacy and numeracy.
- Data use is evident within teaching and learning programs and throughout the school.
- Students are regularly engaged in formal and informal feedback sessions as part of the teaching and learning cycle.
- The school maintains a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question

To what extent has a focus on improving the quality of our teaching had an impact on student growth and attainment in reading and numeracy?

Data

We will use a combination of data sources, such as:

- Internal Assessments: Reading Fluency measured in words per minute (wpm), internal phonological

Strategic Direction 1: Student growth and attainment

Initiatives

professional development planning to implement targeted High-Impact Professional Learning (HIPL) to improve student outcomes in literacy and numeracy.

Evaluation plan for this strategic direction

awareness and phonics assessments, K-6 writing rubrics, numeracy reasoning formative assessments, regular key ideas assessments in numeracy across K-6, school data wall tracking.

- Essential Assessment (formative and summative)
- Check-in Assessment Data (years 3-6)
- NAPLAN
- teaching programs
- Interview for Student Reasoning (IfSR)
- Phonics screening Assessment
- Phonological Awareness Assessment
- ACARA Literacy and Numeracy Progressions
- Quality Teaching Rounds
- Focus Groups
- Surveys
- Resource allocation analysis

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.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Michelago Public School is dedicated to prioritising student wellbeing and engagement by creating a highly engaging curriculum that fosters a fun, engaging and enthusiastic learning culture. We aim to create an environment where students are excited to come to school and are motivated to become eager and active participants in their education. We aim to offer students opportunities to engage in extra curricular opportunities by designing dynamic and interactive learning experiences that cater to individual interests and learning styles. We strive to ignite a passion for knowledge, promote critical thinking skills, and nurture a strong sense of belonging in our learning community.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target.

Community Engagement

Achieve by year: 2026

Improve the school's self-assessment level in the theme of community engagement to excelling against the School Excellence Framework.

Initiatives

Learning Culture

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

- High Expectations - develop and embed a whole school approach to high expectations and student aspiration by strategically implementing a challenging curriculum, high-impact evidence-based teaching practices, and offering targeted support to all students in a positive and inclusive learning environment.
- Community Partnerships - establish and evaluate community partnerships to embed a positive school climate that motivates, supports and extends student focusing on attendance, engagement and learning across the school curriculum.
- Communication - create, implement and evaluate an effective school communication strategy that maximises partnerships to support school improvement.
- Attendance - research, implement and refine our attendance procedures so that students are supported to maximise their engagement with the school and its curriculum.
- Engagement - implement high impact and engaging differentiated curriculum where teachers are leaders in differentiated practice and collaborate to build staff capacity in curriculum delivery.
- Wellbeing - review and implement evidence-based wellbeing strategies and procedures to embed school wide collective responsibility for student engagement and wellbeing.

Success criteria for this strategic direction

- Curriculum is differentiated to support student engagement to maintain high expectations from K-6 and this is evident within teaching and learning programs.
- Teachers hold aspirational hopes for each and every student and this is reflected within staff surveys and focus groups.
- Students and parents are provided with the opportunities to engage with the local university to raise student expectations about future academic study.
- The school regularly hosts celebrations of learning and these events are well attended by the community.
- Parent teacher interviews have a high attendance rate.
- Students have opportunities to engage in extra curricular activities based on their interests and this is reflected in our Tell Them From Me results.
- Community feedback demonstrates that our communication is purposeful, regular, has a high readership and utilises technology.
- Attendance data is regularly reviewed, analysed and communicated within newsletters and staff meetings.
- Uplift in percentage of students responding positively to 'expectations for success', 'effort', 'interested and motivated', 'valuing school outcomes' and 'aspirations for university' in the Tell Them From Me Survey.

Evaluation plan for this strategic direction

Question: To what extent has our focus on the improvement of Learning Culture had a positive impact on the wellbeing and engagement of our students?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives.

- Student survey data (internal and Tell Them From

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

Me)

- Sentral negative and positive incidents data
- Staff survey data
- Parent survey data
- Parent community event attendance data
- Student, staff and parent feedback
- Student observations
- Attendance data
- Complete/ incomplete homework data

Analysis: Staff will collaborate and engage in regular professional discussions around the data collected and through analysis determine the extent to which the purpose has been achieved. This will occur with all staff at regular intervals each term.

Implications: The findings of the analysis will continue to drive teacher practice to support engagement and wellbeing. This will inform future actions to improve student connection to school which will be communicated in the annual school reports.