

# Strategic Improvement Plan 2023-2026

## Mallawa Public School 4262



# School vision and context

## School vision statement

At Mallowa Public School we believe that every student should be inspired and challenged to learn, meet high expectations and realise their full potential. Our staff are dedicated to providing a high quality education for our students by creating a nurturing learning environment where students are creative, reflective and independent learners.

## School context

Mallowa Public School is a small rural and remote school located 60km west of Moree. Established in 1959, the school has a long and rich tradition of excellence and continues with an enrolment of 9 students. Our school directly caters for the needs of students from Kindergarten to Year 6. Students travel to school on a school bus, with 55% of students living on surrounding farms while 45% of students living in town.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching through evidence-based strategies. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

Students have high levels of access to technology, each having access to their own laptop and iPad.

Staffing allocation at Mallowa is determined by NSW DoE budget and the Online Management of School Entitlements and Enrolments (OMSEE) report which fluctuates with student enrolment. Current staffing includes: Teaching Principal, Part-time Classroom Teacher, Part-time School Administration Manager (SAM), Part time Student Learning Support Officer (SLSO) and a Part-time General Assistant (GA). Allocated Teaching Staff - 1.33 (1.3 teachers). Allocated SASS - 0.946 (SAM -3 days per week and GA 1 day per week). We have a current enrolment of 9 in 2023. Our school Family Occupation and Education Index (FOEI), currently at 118.

Based on the outcome of our Situational Analysis, we have determined that we will strengthen our capacity to deliver quality learning for all students through full implementation of the new curriculum. Formative and summative assessment practices and data analysis for improved student growth and attainment will be prioritised. Personalised Learning Plans/Pathways (PLPs) will continue to be used for each student to promote individualised learning and well-being growth as a school and Barwon Community of Schools focus.

This Plan 2023-2026 is based on rigorous self-assessment leading to two strategic directions. These are student growth and attainment and whole school connection and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student in literacy and numeracy, we will develop whole school data tracking systems to drive teaching practices and support the individual learning needs of all students.

## Improvement measures

### Reading growth

Achieve by year: 2023

#### Reading

- All students demonstrate reading growth and achievement from Term 1 to Term 4 using PLAN as a key data point.

### Numeracy growth

Achieve by year: 2023

#### Numeracy

- All students demonstrate Numeracy growth and achievement from Term 1 to Term 4 using PLAN as a key data point.

### Attendance (>90%)

Achieve by year: 2023

#### Attendance

- A minimum of 70% of students attend >90% of the time.

## Initiatives

### Internal and External Assessment

#### Reading and Numeracy (growth and attainment)

Embed systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

- Data is collected regularly as part of teaching practice and monitor and reflect on the progress of every student to identify strengths and gaps in learning.
- School wide systems and structures are in place to record both qualitative and quantitative data
- Triangulate internal data (in-class assessments and Progressive Assessment Tasks PAT tests) and external data sources (NAPLAN and Check-in Assessments) to inform effective teaching and learning cycles.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth

### Personalised Learning

Ensure there is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.

- All students have an agreed Personalised Learning Pathway/Plan which is created in consultation with parents/carers, discussed and modified at regular intervals throughout the year to suit students' academic, social and aspirational needs.
- Through research and best practice, all staff will develop deep understandings about the moral purpose of personalised learning plans through the modeling of goal setting with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement. Students are motivated to deliver their best and continually improve through effective partnerships between parents, students and staff. *SEF - Learning Culture, High Expectations.*

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by information about each student's wellbeing and learning needs in consultation with parents/carers. *SEF- Wellbeing - Individual Learning Needs.*

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improve learning. *SEF - Curriculum, Differentiation.*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. *SEF- Assessment, Whole School Monitoring of Student Learning.*

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. *SEF - Reporting, Parent Engagement.*

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *SEF- Student Performance Measures, Internal and External Measures Against Syllabus Standards*

Learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. *SEF- Data Skills and Use., Data Analysis.*

# Strategic Direction 1: Student growth and attainment

## Initiatives

individual needs.

- Establish clear and concise learning intentions and success criteria with students so that students are able to articulate what they have learnt and how they have learnt to guide future learning.

## Attendance

The school will utilise 'Attendance Matters' to inform, guide and improve student attendance.

- School will fully implement attendance policy [https://education.nsw.gov.au/content/dam/main-education/en/home/inside-the-department/attendance-resources/Attendance\\_Policy\\_and\\_Procedures\\_Process\\_Map.pdf](https://education.nsw.gov.au/content/dam/main-education/en/home/inside-the-department/attendance-resources/Attendance_Policy_and_Procedures_Process_Map.pdf)

## Success criteria for this strategic direction

The Principal and staff support a culture of high expectations, resulting in sustained and measurable whole school improvement. *SEF - Educational Leadership.*

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions. This analysis will guide the schools future directions:

- Internal assessment, e.g. PAT, PM Benchmarking
- External assessment, e.g. NAPLAN, Check-in Assessments
- Student work samples
- Literacy and Numeracy PLAN2 data
- Student PLPs
- Photos of collaborative goal setting of students, staff and parents/carers
- SEF SaS- School wide processes for addressing improvement in Student Performance Measure and Data Skills and Use.
- Survey - Tell Them From Me
- Documented analysis
- SCOUT data
- Attendance data

### Analysis:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Analysis will be embedded within the project through progress and implementation monitoring, using QDAI (Question, Data, Analysis and Implications).

### Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website throughout the year).
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.

After analysing the data, a determination will be made as to the future of the four years' work and 'Where To Next?'

## Strategic Direction 2: Whole school connection and engagement

### Purpose

To develop a strong culture in which collaborative planning, reflection and peer coaching is embedded into everyday school life through evidence-based professional learning which continuously builds teacher capacity and in turn supports learning outcomes for all students.

### Improvement measures

#### High Impact Professional Learning

Achieve by year: 2026

Professional Development supports and enhances student needs, deepen teaching knowledge and aligns to all teaching staff PDP's.

#### Collaboration

Achieve by year: 2026

Collaborative practice is enhanced through inter-school shared systems with the Barwon Small Schools focusing on Professional Learning and student interactions.

### Initiatives

#### High Impact Professional Learning

A whole school approach to deepening teaching practice for ongoing growth in student learning, underpinned by the five elements of the High Impact Professional Learning model.

Professional learning is driven by identified student needs:

- Implement evidence-based teaching strategies to support the areas of need for student learning identified through analysis of assessment data

School leadership teams enable professional learning:

- Structured routines created for professional development. Supportive resources are provided to ensure growth in every teacher when new learning is applied to teaching practice.
- Teachers participate in targeted professional learning that focus on effective pedagogy that directly aligns with the future focused direction of the school.

#### Collaboration

Collaboration of professional learning opportunities strengthens teaching practice:

- Partnerships with the Barwon Community of Schools where teachers will collaborate, investigate and evaluate the effectiveness of professional learning on student learning.

Professional learning is continuous and coherent:

- Effective professional learning is aligned to Staff Performance Development Plans (PDPs) and the Strategic Improvement Plan.
- Decisions around chosen professional learning will be through evaluation of What Works Best (WWB), WWB in Practice and the School Excellence

### Success criteria for this strategic direction

The school's curriculum and student learning is enhanced by learning alliances with other schools or organisations. *SEF- Curriculum, Curriculum Provision.*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. *SEF- Assessment, Whole School monitoring of Student Learning.*

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *SEF- Student Performance Measures, Internal and External Measures Against Syllabus Standards.*

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *SEF-Effective Classroom Practice, Feedback.*

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. *SEF-Learning and Development, Professional Learning.*

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. *SEF - School Planning, Implementation and Reporting, School Plan.*

### Evaluation plan for this strategic direction

**Question:**

## Strategic Direction 2: Whole school connection and engagement

### Initiatives

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Framework (SEF).

Teachers and leaders are responsible for the impact of professional learning on student progress and achievement:

- Assess student progress before and after implementing professional learning
  - School and classroom systems created to consistently evaluate the effectiveness of implemented programs and strategies to determine the impact on student progress and achievement.
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### Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and can demonstrate impact of evidence-based professional learning to build teacher capacity and support student outcomes?

#### Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- Evaluation of the school programs on the HIPL School Self-Assessment tool
- PLAN2 data
- PAT Assessments
- Meeting minutes
- Photos of collaborative learning for staff and students.
- Annotations and adjustments on programs

#### Analysis:

Analysis will be embedded within the project through progress and implementation monitoring, using QDAI. Annually the school will review progress towards the improvement measures, using QDAI.

#### Implications:

The finding of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the school website throughout the year)
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.

After analysis the data, a determination will be made as to the future of the four years' work and 'Where to Next?'