

Strategic Improvement Plan 2024-2027

Murrumburrah Public School 2685



School vision and context

School vision statement

The Murrumburrah Public school community ensures every student learns, grows and belongs.

School context

Murrumburrah Public School has a proud history of providing over 160 years of quality school experience for the children in the townships of Harden, Murrumburrah and surrounding areas. It has a student population of 212 whose learning needs are met in 11 classes and 2 Multi-categorical classrooms. Many students come from low socio-economic backgrounds and the nearest regional centre is 150 kilometres away. 18% of students have Aboriginal heritage.

Our school motto is 'Learn To Live'. This motto underpins all we do. MPS has a systematic, evidence-based approach to support the learning and wellbeing of all students, with data informed tiered (universal, small group, individual) intervention supports. The practices of Visible Learning support explicit teaching that is centred on the needs of all students. Staff continually seeks improved learning outcomes for all students with the support of the Learning Support Team, multi-categorical classes and an Instructional Leader, is the guiding principle of our school culture, together with our core values of respect, responsibility, and empathy.

Our students experience a wide range of extra-curricular opportunities. We have a band and drum programs, working in partnership with the Young Regional School of Music. Other programs include: debating and public speaking, lunchtime clubs and HPGE programs. We participate in many Primary Schools Sport Association (PSSA) sporting competitions. Our school sporting teams have enjoyed success at the highest levels and many of our students have competed individually at State level.

The evaluation and reflection processes undertaken as part of the situational analysis, identified some key areas for improvement in this Strategic Improvement Plan (SIP). It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching instruction and differentiation. Clear and accurate monitoring and analysis of student achievement data on a regular basis will aim to inform whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data should determine areas of need and success at a whole school level. The involvement of the whole school community in this process is essential and work across the learning community should be utilised.

The school will utilise staffing entitlements and flexible equity resourcing to ensure the additional employment of both teaching and support staff to ensure that we are meeting the individual learning needs of students through a range of tiered support and an evidence-based professional learning model.

Strategic Direction 1: Student growth and attainment

Purpose

Student learning outcomes in reading and numeracy are maximised, building strong foundations for educational success, through the development and refinement of data driven teaching practices that are responsive to the learning needs of individual students.

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 3 and 5 for 2024 compared with Year 3 (355.7) and 5 (369.2) in 2022.

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 (337.2) and 5 (360.5) in 2022.

Initiatives

Explicit Teaching Practices

Engage in evidence-based whole school teaching strategies in reading and numeracy, continually improving effective practice through professional learning, collaboration and data analysis.

Embed evidence-based whole school teaching strategies in reading and numeracy across all curriculum areas to improve student progress and attainment - closing the gap for all equity groups.

Through the teaching and learning cycle, teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Success criteria for this strategic direction

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.

Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Students understand and are actively engaged to provide feedback on assessment approaches used in learning.

Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Evaluation plan for this strategic direction

Question

Is there evidence of a planned approach and shared understanding of consistent use of data to inform teaching practice?

To what extent has evidence-informed teaching improved student outcomes in reading and numeracy?

Data

- NAPLAN data
- Check-in assessment data
- Best Start
- Student work samples
- Student feedback
- Literacy and numeracy PLAN2 (drill down from checkin assessments)
- SMART Goals
- Essential Assessment
- SEF SaS
- Observations

Evaluation plan for this strategic direction

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Staff feedback and collaboration (stage meetings, planning days and staff meetings)

Strategic Direction 2: Learns, Grows and Belongs

Purpose

Building educational aspiration through a positive learning culture supports staff and students to work together so that students learning is maximised.

A strategic and planned approach to whole school wellbeing processes support the wellbeing of all students so they connect, succeed, thrive and learn.

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 90.4% in 2026 to 90.6% by 2027.

Initiatives

High Expectation Culture

Attendance and engagement Embed a school culture strongly focused on attendance, transitions, wellbeing, fostering educational aspirations and ongoing improvement through the school community.

Teachers, parents and the community work together to:

- Develop and communicate whole school and personalised attendance approaches to improve regular attendance rates for all students
 - Review and adapt practices to ensure regular attendance monitoring
 - Develop strong systematic approaches for supporting range of student at transition needs.
-

Success criteria for this strategic direction

There is 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 wellbeing and learning needs in consultation with parents/carers.

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

Positive and respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Evaluation plan for this strategic direction

Question

How effective has a strategic and planned approach to embedding whole school wellbeing processes been in supporting the wellbeing of all students so they can connect, succeed, thrive and learn?

To what extent have we developed a culture of high expectations and community engagement, resulting in sustained and measureable partnerships to support student learning?

Data

- Positive wellbeing data - Learning Support Meetings, feedback, data from Tier 2 and Tier 3 intervention
- School Bytes -Behaviour, Wellbeing and attendance
- Student and Parent surveys
- IEP Review meetings, Therapy Connect Team Meetings

Evaluation plan for this strategic direction

- Case Management- OOHC, IFS, MC student documentation
- Attendance Matters - policy and Procedures
- PBL - Embed into our staff meetings to review data and where to next and identify areas for improvement/uplift

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff and PLC reflective sessions

Strategic Direction 3: Educational Leadership

Purpose

Developing outstanding leadership that supports and empowers teachers to embed systems that facilitate professional dialogue, collaboration, curriculum planning and assessment to deliver effective teaching practices including explicit teaching and effective feedback underpinned by high expectations.

Improvement measures

Achieve by year: 2027

Initiatives

Leading, Teaching and Learning

The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

Success criteria for this strategic direction

The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration.

This sustains a culture of effective, evidenceinformed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

Evaluation plan for this strategic direction

Question

Is there evidence of distributed leadership with strong focus on continuous school improvement?

Data

- School Excellence Framework Self assessment survey
- Clarity -14 parameters
- High Impact Professional Learning
- Whats works best document 2020
- PDP goals

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.

