

# Strategic Improvement Plan 2024-2027

## Murrurundi Public School 2686



# School vision and context

## School vision statement

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At Murrurundi Public School, we believe education is the responsibility of all. High expectations ensure every student reaches their full potential. Students will thrive in an inclusive, connected and engaging environment, where they have the opportunity to participate in new and positive experiences. We aim to promote a culture of school excellence where students develop into self-motivated, independent and confident learners and are active participants in their own learning and wellbeing.

## School context

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Murrurundi Public School with a current enrolment of 42 students, is a rural school located in the Upper Hunter area. School numbers have fluctuated over the past five years, with student numbers ranging from 49 - 61. We anticipate that this trend will continue in the future.

Our Aboriginal student population has remained reasonably stable with 16% of students identifying as being Aboriginal over the past five years. The English as a second language or dialect (EAL/D) student population has decreased slightly with 4% of students identifying as EAL/D.

Murrurundi Public School is the 7th oldest school in NSW and will celebrate 175 years of operation this year. The school is made up of a mixture of heritage buildings and newer facilities. These buildings are surrounded by several trees that were donated by the Botanical Gardens in Sydney, when the school first opened. These trees are now heritage listed.

Students have the opportunity to participate in a range of extra curricula activities. Combined small schools days are held to allow students to work with a larger group of students in areas such as science, maths, music and sport. Sporting Schools grants are used to provide a wider range of sports such as gymnastics, athletics, swimming and cricket, ensuring students have access to personnel with specialised training. Students also have the opportunity to try out for Primary School Sports Association (PSSA) sports and compete at zone, region and state level in swimming, cross country and athletics.

Students have access to leadership opportunities. School Captains run school assemblies and some school functions. They represent the school at community events such as Remembrance Day and ANZAC Day. They lead the Student Representative Council, who hold fundraising activities throughout the year and represent the school at the Upper Hunter Youth Council. Year 5 participate in a leadership day at Scone High and also join other schools from the Upper Hunter for Burn Bright. Our senior students have the opportunity to volunteer to deliver Meals on Wheels once a month.

The school has a sustainability program in place. Students enjoy growing and harvesting fruit and vegetables from the garden. They collect scraps for the worms, which is then fed back into the garden. In 2018, a SOURCE water system was installed in the school as a solution to deteriorating drought conditions. Students, and the wider community now enjoy pure drinking water that is harvested from the air via a solar powered system. In 2023, the school was awarded a green flag from the Eco-Schools Sustainability program.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

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# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, student assessment data will be regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness. Consistent school-wide practices for assessment utilising both internal and external data, will be used to monitor, plan and report on student learning across the curriculum.

## Improvement measures

### Reading and Numeracy

Achieve by year: 2027

Student cohorts in 2027 demonstrate improved reading and numeracy scores compared to 2025 and 2026.

### Data and Assessment Practices

Achieve by year: 2027

On balance judgement of school self assessment indicates that there has been movement from sustaining and growing to excelling.

## Initiatives

### Data skills and assessment practices

#### Initiative 1 - Data Skills and Assessment

Build teacher capacity to ensure student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Systematic analysis and use of Literacy and Numeracy Progressions and PLAN2 to track progress and growth and differentiate teaching for all students.
- High quality assessment tasks are used to assess student achievement in reading and numeracy.
- Implement the use of data walls to monitor and track student achievement in reading and numeracy.
- Embed the practice of using data analysis to plan for explicit teaching.

#### Curriculum Reform

Build teacher capacity to navigate new syllabus documents, plan teaching and learning activities and assess content that has been taught. This will ensure student needs are being met.

- revising current units of work to suit the needs of the school context and specific learning needs of students in both reading and Mathematics.
- Embedding effective pedagogical approaches for teaching English - intentional text selection
- exploring effective teaching practices.

## Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Regular data analysis of student progress is informing teaching programs and practices.

School data shows that student progress and achievement is equal to or greater than students at statistically similar schools on external measures and this is consistent with student progress and achievement using internal measures.

Goal setting for all students occurs at 5 weekly intervals in reading and numeracy and is tracked through PLAN, closely aligned to the school's scope and sequences.

Quality assessment tasks are utilised to assess student knowledge and progress in reading and numeracy, which are closely aligned to the school's assessment schedule.

Evidence based teaching strategies are in evidence in classroom observations and learning walks.

Formative assessment is evident and used flexibly to respond to the daily needs of the students.

## Evaluation plan for this strategic direction

**Q** How can the school determine the extend to which quality assessment tasks, regular analysis of internal and external data and reflective teaching practices have contributed to improved student outcomes in reading and numeracy?

**D** Student progress checked and monitored against progressions and syllabus standards using PLAN2

5 weekly PLAN2 reports on understanding text, phonemic awareness, quantitative numbers, additive strategies and multiplicative strategies

## Evaluation plan for this strategic direction

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Teaching programs show evidence of data informing classroom practices with ongoing adjustments

Program feedback

Classroom observations/Learning Walks

Professional Development Plans

External data analysis against syllabus requirements - NAPLAN, Check In Assessments

Student work samples

Personalised Learning Pathway Plans

Individual Educational Plans

**A** Analyse the data to determine the extent to which the purpose has been achieved.

**I** What are the implications moving forward? Future directions and next step?

# Strategic Direction 2: Connect, Succeed and Thrive

## Purpose

To ensure that all students connect, succeed and thrive, there will be a planned approach to develop whole school wellbeing and attendance processes that support high levels of wellbeing and engagement. The school team will support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

## 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 87.04% in 2023 to 90% in 2027.

## Initiatives

### Striving for improvement

An integrated approach to quality teaching, curriculum planning and delivery and assessment practices, that promote learning excellence and responsiveness to meeting the needs of all students. To boost student achievement and build teacher capacity to learn, teach and lead through collaborative processes that share knowledge, equity and expertise will contribute to every class activity being more effective and every teacher feeling more empowered.

- implementation of parameters - 1, 3, 6, 7, 12, 14; as outlined by Lyn Sharrat's research in Clarity: What Matters Most in Learning, Teaching and Leading.

### Attendance

A whole school approach to attendance data analysis will build in systems to regularly monitor attendance trends over time and areas for growth.

- clear and regular communication with parents regarding unexplained and unjustified
- 5 weekly celebration of students achieving attendance target
- staff have access to professional learning that supports the implementation of the school's approach to analysing and monitoring attendance data.

## Success criteria for this strategic direction

Evidence that the targeted parameters are in place:

- shared beliefs and understandings
- quality assessment informs instruction
- case management approach
- focused professional learning at staff meetings
- parental and community involvement
- shared responsibility and accountability

## Evaluation plan for this strategic direction

**Q** How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

**D.** SENTRAL data collection - attendance and wellbeing, documented trends

Survey data

Clarity evidence -collaborative practice, shared beliefs, staff meeting minutes, classroom programs, student data analysis, high expectations, shared accountability, quality assessment tasks, intervention - student plans/differentiation in the classroom, classroom resources, community/parent involvement.

**A.** Analyse the data to determine the extent to which the purpose has been achieved.

**I.** What are the implications for our next steps? Future directions.