

Strategic Improvement Plan 2024-2027

Mount Riverview Public School 4435



School vision and context

School vision statement

At Mount Riverview Public School students are at the heart of all that we do.

We strive to develop a positive and inclusive culture where all people are respected, valued and encouraged to be active members of our school community. We have high expectations for teaching and learning, and for the care of our students. We inspire a love of learning in our students and staff. We see challenges as learning opportunities and embrace them with creativity and determination. Our school is a place where students strive for personal growth in their academic, social-emotional, physical and behavioural development. We are committed to developing and maintaining open, collaborative relationships between students, staff, parents and the wider community.

School context

Mount Riverview Public School is situated on Darug lands in the lower Blue Mountains and has strong links with the local community, including our Aboriginal Education Consultative Group and the Lower Blue Mountains Learning Community of schools.

The school has a student enrolment of 236 including 10% from a non-English speaking background and 4% identifying as Aboriginal. 18% of students have a disability and 5% receive targeted funding support.

The school provides many opportunities for students to engage in extra-curricular learning and events, and has strong traditions in sport, creative arts and community service.

Students are supported to be safe, respectful learners by strong, embedded 'Positive Behaviour for Learning' systems, explicit teaching and a culture of high expectations. Students with additional needs are well-supported by our teachers and experienced Learning and Support Team.

The school community works together in collaboration to achieve common goals and provide the best educational opportunities for our students. Parents and carers value having input into school decision-making and contributing to school initiatives.

The school is well-resourced by highly committed, professional teaching and administrative staff, most with significant experience working in schools. The school facilities are aligned to supporting effective teaching practices and quality learning experiences. Our school community is consistently ranked in the top 20% of socio-economic advantage.

Through our situational analysis, the school has identified a need to focus on the areas of student wellbeing and engagement, quality teaching and student learning growth, particularly in reading and mathematics.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning performance and growth in **numeracy** through teacher use of evidence-based, explicit and data informed teaching practices.

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

Increased Check In Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2024, compared with Year 3 and Year 5 in 2023.

Initiatives

Feedback

Teachers provide explicit, specific and timely feedback to students based on formative and summative assessments.

Teachers' feedback supports improved student learning.

Differentiation Practices

Teachers use data driven quality teaching practices, adjusting their learning programs to address the individual academic needs of all students which leads to improved engagement for learning.

Success criteria for this strategic direction

Feedback

Teachers use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet learning needs of students.

Teachers share criteria for assessment with students.

Formative and summative assessments provide students with opportunities to receive and reflect on their learning.

Differentiation

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

All students are challenged and all adjustments lead to improved engagement for learning.

The school provides support for staff to collaboratively plan, deliver and evaluate the use of explicit numeracy teaching practices.

Explicit teaching

There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Progressive Achievement Test (PAT) data
- Check In Assessment data
- SCOUT data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student work samples
- Numeracy PLAN2 data
- Student IEPs
- Staff PDPs
- Student reports
- School Excellence Framework Self Assessment

This analysis will guide the school's future direction.

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.
- Executive team and whole staff reflective sessions.
- Collecting evidence of activity, process quality and impact.

Strategic Direction 2: Student growth and attainment

Purpose

To improve student learning performance and growth in **reading** through teacher use of evidence-based, explicit and data informed teaching practices.

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

Increased Check In Assessment mean scaled score for reading in Year 3 and Year 5 for 2024, compared with Year 3 and Year 5 in 2023.

Initiatives

Spiral of Inquiry

Through the collaborative Spiral of Inquiry process, teachers implement explicit, evidence-based practices to improve student learning outcomes in reading. Teachers use formative assessment and data driven quality teaching practices to inform their teaching and ensure the learning needs of all students are met.

Success criteria for this strategic direction

Formative Assessment

Teachers use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet learning needs of students.

Data use in teaching

Assessments are developed and sourced to help monitor student learning progress and identify skill gaps for improvement and areas for extension.

Explicit teaching

There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques.

Evaluation plan for this strategic direction

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 direction:

- Check In Assessment
- Progressive Achievement Test (PAT) Reading
- school-based fluency assessment
- National Literacy Learning Progression

This analysis will guide the school's future directions.

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.
- Executive team and whole staff reflective sessions.
- Collecting evidence of activity, process quality and

Strategic Direction 2: Student growth and attainment

Evaluation plan for this strategic direction

impact.

Strategic Direction 3: Student Wellbeing and Engagement

Purpose

To ensure all students feel a sense of belonging in order to connect, succeed and thrive at our school.

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 91.9% in 2023 to 93% in 2027.

Initiatives

Attendance Data

Data Systems Element:

- Attendance data systems are used to provide transparency around individual student attendance.
- Attendance data is used to inform actions that deliver attendance improvements.

Quality Practices Element:

- Tier 1 Interventions (for students with 80-89% attendance rate)
 - Proactive and Affirmation Strategies (for students with 90-100% attendance rate)
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Resilience Project

Support students to develop positive wellbeing strategies.

Develop capacity of staff and families to support positive student mental health.

Success criteria for this strategic direction

Attendance data is regularly analysed and trends are identified and shared with staff and parents.

Factors that impact on attendance and engagement are used to inform planning of action and support.

Whole school attendance approaches are improving regular attendance rates for students.

Personalised supports and working together with parents/carers results in improved regular attendance rates for target students.

Staff and parents are aware of the school's high expectation culture of high attendance rates for all students.

There is a planned approach for collecting and analysing whole school wellbeing data.

Positive and respectful relationships are evident throughout the school community.

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

Processes are embedded to ensure all students feel empowered and can access support and guidance from staff.

Evaluation plan for this strategic direction

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 direction.

This analysis will guide the school's future directions:

- SCOUT data - School Dashboard, School Attendance reports, School, Attendance Target Progress

Evaluation plan for this strategic direction

- School Bytes - Absence and Attendance reports
- SCOUT data - School Dashboard Wellbeing Aggregate, Wellbeing Target
- 'Tell Them From Me' student survey
- Resilient Youth Survey mental health report

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.
- Executive team and whole staff reflective sessions.
- Collecting evidence of activity, process quality and impact.