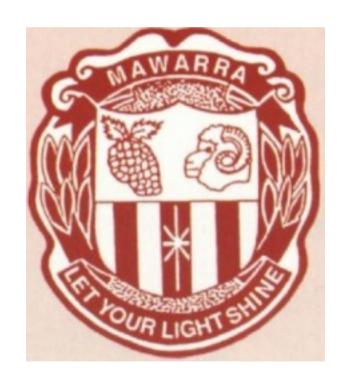# Strategic Improvement Plan 2024-2027

Mawarra Public School 4466

School vision and context

School vision statement

Our school is dedicated to fostering an inclusive and engaging learning environment, where collaboration, respect, and high expectations are embedded. We strive to empower each student to achieve their full potential through active learning and meaningful engagement, nurturing their journey towards academic and personal excellence.

School context

Mawarra Public School, situated at 68 Macarthur Road, Elderslie, NSW 2570 in Camden, is a vibrant school with an enrolment of 368 students. The school has 14 mainstream classes and 3 Autism support classes. We have 22 Aboriginal students. Our students learn on Dharawal land.

In Dharawal language, Mawarra means a 'most pleasant place'.

Our school is firmly rooted in its core values of respect, responsibility, being a learner, and safety.

We are committed to the academic, social, and cultural support of all our students. We are dedicated to nurturing young minds, fostering inclusivity, and upholding the values of respect, responsibility, and continuous learning.

Student wellbeing is at the forefront of everything we do. Evidence-informed programs are responsive to student needs and are implemented daily. This proactive approach ensures that our students have the tools and support they need to thrive academically and personally. Positive Behaviour for Learning is embedded across the school. The framework supports the improvement of social, emotional, behavioural and academic outcomes for our students.

We prioritise quality literacy and numeracy education. Our teachers are continuously improving their skills through engagement in quality professional learning. Collaboration is key to our programs' success.

We offer a wide range of extracurricular activities, providing our students with opportunities to explore their interests and passions beyond the classroom. Our commitment to nurturing well-rounded individuals extends to the sporting arena, where our students consistently excel, showcasing their talents and sportsmanship.

We are proud to have an engaged and supportive parent community that actively contributes to realising our educational objectives. Regular collaboration between our staff and the community fosters continuous improvement, and our dedicated P&C plays a pivotal role in enhancing our school's educational outcomes.

The school celebrates student success in diverse ways that foster engagement and motivation. We recognise and acknowledge achievements both big and small, creating a positive and empowering learning environment where every accomplishment is valued. Through these initiatives, we aim to build strong, confident, and resilient students who are prepared for a successful future.

Our Strategic School Plan outlines our future directions, which closely align with our situational analysis, coupled with extensive collaboration sessions with stakeholders. Over the next four years, our school community will prioritise three key areas:

1. Student Growth and Attainment

School vision and context

School vision statement

School context

2. Engagement and Inclusion
3. Collaborative Culture

Strategic Direction 1: Student growth and attainment

Purpose

We will foster an educational environment where every student thrives in literacy and numeracy. This will be achieved through innovative, evidence-based practices, collaborative learning, and a continuous focus on individual student needs and strengths. Our commitment is to raise academic standards and nurture confident, capable learners who are well-equipped for the challenges of the 21st century.

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 and 5 in 2023.

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 and 5 in 2023.

Initiatives

Formative Assessment and Feedback

The Formative Assessment and Feedback Initiative aims to enhance learning by implementing ongoing assessment methods that provide real-time insights into student progress. This initiative promotes regular feedback to guide instructional adjustments, fostering continuous improvement in teaching and learning outcomes. We will achieve this through:
Professional Learning:
Professional learning to support teachers on the principles of formative assessment, effective feedback strategies, explicit teaching and HPGE.

Team teaching and shoulder-to-shoulder support from the Assistant Principal Curriculum and instruction (APCI)
Curriculum:
Through collaboration, incorporate formative assessment techniques across literacy and numeracy.

Development of units and programs that include regular, diverse formative assessment opportunities.

Student Engagement:
Educating students about the purpose and benefits of formative assessments.

Encouraging a growth mindset where feedback is seen as a tool for learning rather than a judgment of ability.

Data Collection and Analysis:
Implementing systems for collecting and analysing assessment data to inform teaching practices.

Training staff in data interpretation and its use in improving student learning outcomes.

Feedback Mechanisms:
Developing clear guidelines for effective feedback that is timely, constructive, and specific- aligning with learning intentions.

Providing PL that focuses on delivering feedback that motivates and guides students.

Success criteria for this strategic direction

Student Growth and Performance:

The school has identified what growth is expected for every student and students are achieving higher than expected growth on internal school progress and achievement data.

Greater student mastery of concepts and skills, with fewer gaps in understanding.

Curriculum

The school's curriculum provision promotes high expectations for student learning and nurtures student agency.

There is a school-wide approach ensuring teachers understand and explicitly teach literacy in numeracy across all achievement levels.

Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction, with opportunities for HPGE students to demonstrate their knowledge, understanding and skills.

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

Students can articulate what they are learning in literacy and numeracy lessons.

The school uses systematic and reliable assessment information to evaluate student learning over time.

The school has processes in place to support consistent teacher judgement and moderation of assessments.

Effective Classroom Practice:

Students actively use feedback to improve their work and learning strategies (3-6).

Strategic Direction 1: Student growth and attainment

Initiatives

Parent and Community Involvement:

Communicating with parents about the formative assessment approach and its benefits.

Involving parents in the learning process through regular updates and suggestions for supporting learning at home.

Success criteria for this strategic direction

Student feedback is elicited by teachers and informs their teaching.

Teachers employ explicit teaching strategies to optimise the learning progress of students.

Data Skills and Use

Teachers understand, develop and apply a full range of formative and summative assessment strategies.

Improvement of Practice

Teachers feel more confident and skilled in creating and administering formative assessments.

All teachers have clear learning intentions and co-created success criteria for all literacy and numeracy lessons.

Teachers have autonomy, skills, expertise and confidence in creating and implementing evidence-informed teaching practices that align with the new syllabus.

Evaluation plan for this strategic direction

Regular scheduled evaluations, using a range of methods, will provide a comprehensive understanding of the initiative's effectiveness and areas for improvement.

Student Achievement Data:

Analyse internal data sources to determine evidence of impact

Monitor progress in specific skills or knowledge areas targeted by formative assessments.
Student Surveys and Feedback:
Conduct surveys to gauge student perceptions of the learning environment, understanding of taught content, and feelings about the feedback process.

Collect feedback on how students use and value the formative assessments and feedback.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Teacher Surveys and Feedback:

Survey teachers on their experiences with implementing formative assessments.

Gather feedback on the training provided, the resources available, and the perceived impact on student learning.

Classroom Observations:

Conduct regular classroom observations to assess how formative assessments are being implemented.

Evaluate the quality of feedback provided by teachers and how students are responding.

Focus Groups or Interviews:

Conduct focus groups or interviews with students, teachers, and parents to get in-depth insights.

Discuss the strengths and challenges of the initiative and gather suggestions for improvement.

Analysis of Student Work:

Review samples of student work over time to assess improvements and how students are applying feedback.

Look for evidence of deeper understanding and higher-order thinking skills.

Parental Feedback:

Seek input from parents regarding their perceptions of their child's learning and engagement.

Strategic Direction 2: Engagement and inclusion

Purpose

We will create an environment where every student feels valued, understood, and connected. We will strive to foster a culture of belonging, where students are encouraged to engage actively in their learning journey, and where their unique backgrounds, perspectives, and abilities are celebrated and integrated into our educational approach. We aim to empower our students to become empathetic, global citizens, equipped with the skills and confidence to contribute positively to an increasingly interconnected world.

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

Achieve an increase in attendance from 92.2% in 2023 to 93.2% in 2027.

Initiatives

Student connection and engagement

The Student Connection and Engagement Initiative focuses on strengthening the link between students and their learning environment. Through innovative approaches and activities, it seeks to enhance students' active participation and enthusiasm, creating a more engaging and enriching educational experience. We will achieve this through:

Professional Learning & Collaboration:

Promote awareness and understanding of different cultural backgrounds, abilities, and learning styles.

All staff to engage in the Berry Street professional learning.

Professional learning in Choice Theory and Universal Design for Learning.

Teachers to collaborate and share best practices for inclusive education.

Create a community of practice among educators to continuously improve inclusion strategies.
Inclusive Teaching Strategies:
Develop teachers' skills in inclusive teaching practices that accommodate diverse learning needs.

Implement differentiated instruction techniques to engage students at various levels. (gifted education, boys education, girls education, disability)

Student Voice and Agency:

Create platforms for students to express their opinions and participate in decision-making processes.

Encourage student-led initiatives and clubs that promote inclusion and diversity.

Social-Emotional Learning (SEL):

Success criteria for this strategic direction

Attendance

There is an expectation of high attendance rates for all students. The school community work together to support the consistent and systematic approach to attendance.

Wellbeing:

Planning for learning is informed by robust and holistic information about students' well-being and learning needs, developed in consultation with stakeholders.

Students demonstrate a better understanding and appreciation of diversity.

Positive and respectful relationships are evident throughout the school community, promoting student well-being and creating an optimal environment for learning.

Increased Student Engagement:

Higher levels of participation in classroom activities across all student groups.

Students show more interest and motivation in their learning.

All classrooms and learning environments are well managed within a consistent school approach.

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

Positive School Climate:

A noticeable shift towards a more welcoming, inclusive, and respectful school environment.

Reduction in incidents of bullying, discrimination, and exclusion.

Improved Social-Emotional Skills:

Students exhibiting greater empathy, emotional

Strategic Direction 2: Engagement and inclusion

Initiatives

Incorporate SEL into the curriculum to help students develop empathy, emotional intelligence, and interpersonal skills through the refinement of our Mawarra Mover Well-being Morning Routine.

Provide support systems for students' mental and emotional well-being.

Parent and Community Engagement:

Foster strong relationships with parents and local communities.

Create opportunities for parents and community members to contribute to the school's inclusivity efforts.

Peer Support and Mentorship Programs:

Establish mentorship and peer support programs to foster a sense of belonging, promoting cross-age interactions and learning and community

Attendance

Analyse trend data to determine focus activities that strengthen attendance.

Success criteria for this strategic direction

intelligence, and social skills.

Increased instances of students supporting and respecting each other.

Learning Culture:

Improvement in academic outcomes, especially for previously underperforming or disengaged student groups.

Effective Accommodations and Accessibility:

All students, including those with disabilities, can access and participate fully in school activities.

Students strive toward and achieve meaningful goals. They are supported by student-centred education planning, differentiated teaching and reasonable adjustments.

Learning and assessment are meaningful, rigorous and dignified for all students.

Active Student Voice:

Students are supported to provide feedback on the delivery of teaching and learning programs.

Implementation of student-led initiatives that promote inclusion and engagement.

Strong Community and Parental Involvement:

Increased involvement of parents and community members in school activities.

Positive community and parental feedback on the school's inclusivity and engagement efforts.

Improvement of Practice:

Teachers effectively use inclusive and engaging teaching strategies.

Strategic Direction 2: Engagement and inclusion

Success criteria for this strategic direction

Regular professional development and collaboration among teachers focused on inclusivity and engagement.

Educational Leadership:

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community.

Policies and practices that reflect a commitment to these values.

Evaluation plan for this strategic direction

Evaluating an inclusion and engagement initiative in a school involves a multifaceted approach, using both qualitative and quantitative data to assess the effectiveness and impact of the strategies implemented.

Surveys and Questionnaires:

Conduct surveys with students, teachers, and parents to gather feedback on the school's inclusivity and engagement levels.

Focus Groups and Interviews:

Implement focus groups with students, teachers, and parents to gain deeper insights into their experiences and perceptions.

Conduct interviews with specific groups, like students with disabilities, to understand their unique experiences.

Observational Assessments:

Perform classroom observations to assess the implementation of inclusive teaching practices and student engagement.

Observe interactions among students and between students and teachers for signs of inclusivity and respect.

Strategic Direction 2: Engagement and inclusion

Evaluation plan for this strategic direction

Academic Performance Data:

Analyse changes in academic outcomes, particularly for groups that may have been previously marginalised or disengaged.

Gather data on reductions in achievement gaps between different student demographics.

Attendance:

Track attendance records to see if there has been an improvement, particularly among previously disengaged students.

Monitor participation in extracurricular activities and school events as an indicator of engagement.

Incidence Reports:

Review records of bullying, discrimination, and other related incidents to evaluate changes in the school climate.

Assess the effectiveness of anti-bullying policies and interventions.

Feedback from the Community:

Gather input from community groups and external partners involved in the school.

Assess the community's perception of the school's inclusivity and engagement efforts.

Student Work and Projects:

Review student work and projects for evidence of inclusive learning and diverse perspectives.

Collect data on creative and critical thinking that suggest high levels of engagement.

Professional Learning Feedback:

Strategic Direction 2: Engagement and inclusion

Evaluation plan for this strategic direction

Evaluate the effectiveness of professional development programs related to inclusion and engagement.

Assess teacher satisfaction and self-reported growth in inclusive teaching practices.

Policy and Procedure Review:

Examine how well the inclusion and engagement policies are being implemented and adhered to.

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Strategic Direction 3: Collaborative culture

Purpose

We will cultivate a collaborative culture that enriches both learning and teaching experiences. We aim to create a supportive and dynamic environment where ideas are shared, diverse perspectives are valued, and everyone is encouraged to contribute to the educational process. Our approach emphasises the importance of mutual respect, open communication, and shared responsibility.

Initiatives

High Quality Teacher Collaboration

Implementing high-quality teacher collaboration in a school involves several key steps to ensure its success. These steps are designed to create a culture of collaborative practice, professional growth, and improved student outcomes. The school will work towards the elements in the framework below. We will achieve this through:

Establish Clear Goals and Objectives:

Define specific, measurable goals for teacher collaboration, such as improving student learning outcomes in certain areas, sharing best practices, or developing new teaching strategies.

School Culture:

Foster a school culture that values collaboration and continuous professional development.

Encourage an open-minded approach where teachers feel comfortable sharing successes and challenges.

Collaboration Structures:

Allocate dedicated time during the school schedule for teachers to collaborate, such as regular planning periods or professional development days.

Ensure there are appropriate spaces for teachers to meet and discuss, whether physical meeting rooms or digital platforms.

Implement agreed structures for collaboration.

Explore different models of collaboration, like lesson study groups, peer observations, co-teaching arrangements, and quality teaching rounds.

Professional Development:

Provide professional learning where needed to build

Success criteria for this strategic direction

Learning and Development:

Teachers regularly share and adopt new teaching strategies, leading to more innovative and effective classroom practices.

The school fosters a strong collaborative culture, embedded in evaluative practices.

Professional dialogue, collaboration, classroom observations, modelling of effective practice and the provision of timely feedback are evident at the school.

Teachers collaborate with staff in schools to share and embed good practice.

Increased participation in professional development activities, with positive feedback from participants.

Positive Teacher Morale and Relationships:

Stronger collegial relationships and a sense of camaraderie among staff.

Teachers feel supported by their peers, leading to higher job satisfaction and reduced teacher burnout.

Student growth and performance:

Evidence of improved student performance, engagement, and achievement, as a result of more effective and coordinated teaching approaches.

Curriculum:

Greater consistency in curriculum delivery across different classes and grade levels.

More cohesive and aligned instructional approaches within and across subjects.

There is a school-wide approach ensuring teachers understand and explicitly teach literacy in numeracy across all achievement levels.

Strategic Direction 3: Collaborative culture

Initiatives

collaborative skills, such as effective communication, conflict resolution, and cooperative planning.

Provide opportunities for teachers to learn about and practice different models of collaboration.

Encourage Shared Leadership:

Promote shared leadership roles within collaborative groups to ensure equal participation and responsibility.

Allow teachers to take turns leading meetings or heading projects.

Student-Centered Outcomes:

Ensure that the focus of collaboration is on improving student learning and outcomes.

Encourage the use of student data to guide discussions and decision-making.

Evaluate and Reflect:

Regularly assess the effectiveness of the collaboration through surveys, feedback, and reviews of student outcomes.

Encourage reflection among teachers on what is working well and what can be improved.

Recognise and Celebrate Success:

Acknowledge and celebrate successes and milestones achieved through collaborative efforts.

Share successful collaboration stories within the school and wider community.

Continuous Improvement:

Continuously review and refine collaborative practices.

Stay open to new ideas and approaches, and adjust plans as needed based on feedback and results.

Success criteria for this strategic direction

Effective Use of Data:

Teachers analyse, interpret and extrapolate data and use it collaboratively to inform planning, identify interventions and modify teaching practice.

Learning and Development:

The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Educational Leadership:

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

A culture of shared responsibility for student learning and school improvement.

Sustainable Collaborative Practices:

Collaboration becoming a norm and an integral part of the school's culture.

Positive Feedback from Stakeholders:

Positive feedback from students, parents, and other stakeholders on the quality of teaching and learning.

Recognition from the wider educational community for effective collaborative practices.

Regular Reflection and Adaptation:

Ongoing reflection on collaborative practices and willingness to adapt and improve.

Regular assessment and refinement of collaboration strategies based on feedback and outcomes.

Evaluation plan for this strategic direction

Strategic Direction 3: Collaborative culture

Evaluation plan for this strategic direction

Evaluating a high-quality teacher collaboration initiative involves assessing both the process and outcomes of the collaborative efforts.

Surveys and Questionnaires:

Use surveys to gather feedback from teachers on the effectiveness of the collaboration, including aspects such as communication, support, resource sharing, and professional growth.

Conduct surveys periodically to track changes and improvements over time.

Observation of Collaborative Sessions:

Observe collaborative meetings or professional learning communities in action to assess the dynamics, participation levels, and effectiveness of discussions.

Look for evidence of constructive dialogue, shared decision-making, and effective problem-solving.

Review of Meeting Minutes and Documentation:

Examine the records of collaborative meetings for evidence of goal setting, planning, and follow-through.

Assess the quality of the documentation for clarity and usefulness in guiding instructional practices.

Interviews and Focus Groups:

Conduct interviews or focus groups with teachers to gain deeper insights into their experiences and perceptions of the collaboration process.

Analysis of Student Performance Data:

Evaluate student achievement and progress data to determine the impact of collaborative instructional strategies on student learning.

Collect data on indicators of student success. (Check-in, NAPLAN, internal data sources)

Strategic Direction 3: Collaborative culture

Evaluation plan for this strategic direction

Teacher Performance Assessments:

Assess changes in teacher performance through formal evaluations, peer reviews, or self-assessments.

Look for evidence of professional growth and the adoption of new teaching strategies.

Feedback from Students and Parents:

Collect feedback from students and parents regarding changes in teaching practices and the learning environment.

Assess perceptions of the quality and consistency of instruction across classrooms.

Review of Professional Development Activities:

Evaluate the professional development activities linked to the collaboration initiative for relevance, effectiveness, and teacher satisfaction.

Resource Allocation :

Determine if resources are being effectively used to support the goals of the initiative.

Impact on School Culture:

Evaluate the broader impact on school culture, including changes in staff morale, communication, and the overall teaching and learning environment.