

Strategic Improvement Plan 2021-2024

Merriwa Central School 2528



School vision and context

School vision statement

Our focus on quality teaching aims to ensure all students can achieve their true potential. "Valuing individual potential - achieving personal best". At Merriwa Central School the school community is committed to improving our education of students, in an inclusive environment, to develop responsible, engaged and successful learners, focused on educational attainment.

School context

Merriwa Central School is a K-12 school (226 students including 55 Aboriginal students) located within a supportive community in the Upper Hunter. It caters to students from the local town and villages servicing a largely rural community. It is one of the oldest schools in the State and was one of the first National Schools established in 1850. Merriwa Central School is unique in several respects. Firstly it is the only central school in the Hunter region, and secondly it is one of four central schools in the State with a separate primary and secondary campus.

The primary enrolment of 125 students is divided into 6 classes, some of which are multi-grade. Some classes are also across stage. The secondary enrolment of 101 is divided into classes of the same year or stage group. In some cases the class may consist of the entire enrolment for that year group. In 2021 a multi-categorical support class was established in secondary for students with additional support needs.

Students are taught a wide variety of subjects delivered by classroom teachers, through video conference, by distance education and at TAFE on the Muswellbrook Campus. The Upper Hunter Trade Training Centre is a joint facility in collaboration with Scone High School, Muswellbrook High School and Scone Grammar School. The Merriwa Campus enables students to complete Certificate II in Hospitality, as well as Certificate I in Metal and Engineering. The Early Action for Success (EAFS) initiative aims to improve students' performance through a targeted approach in the early years K-2.

Geographic, cultural and socioeconomic disadvantage are issues for our students in a region which has been impacted by ongoing drought in recent years. Increasingly access to paediatric and mental health support services to support our students has been difficult for teachers and parents. The school has acted proactively by appointing a Deputy Principal student wellbeing to assist parents to navigate access to these services.

The school consulted with the community in conducting an in-depth Situational Analysis identified several areas for focus in the new plan, which included student growth and attainment, wellbeing and community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

Improvement measures

Target year: 2022

* Improvement in the percentage of students achieving in the top 2 bands in Reading with a minimum of the lower bound system-negotiated targets being achieved: Primary: 18.4% and Secondary: 15.9%.

Target year: 2022

* Improvement in the percentage of students achieving in the top 2 bands in Numeracy with a minimum of the lower bound system-negotiated targets being achieved: Primary: 14.9% Secondary: 17.8%.

Target year: 2023

* Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading for Year 5: 55.1% and Year 9: 71.1%.

Target year: 2023

* Improvement in the percentage of students achieving expected growth in numeracy to be above the school's lower bound system-negotiated target for Primary: 54.1% and Secondary: 74.5%.

Target year: 2023

* Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound Mudgee network target.

Initiatives

Quality Teaching K-12

* Establish and embed a culture of agreed practices, in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.

* Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.

* Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-12.

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

* High impact professional learning in data literacy, data analysis and data use in teaching for all staff.

* Review effectiveness of whole school literacy and numeracy teams. Build capacity middle executive to drive the ongoing focus on literacy and numeracy to regularly assess, collate and analyse student progress to inform next steps in teaching.

* Analyse NAPLAN, HSC and minimum standard data to identify target areas.

* Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

* Use of strategies such as Learning Intentions, Success Criteria and Quality feedback to support student progress and achievement.

* Data sources are used for effective teaching and planning. Data is regularly analysed and teachers demonstrate data literacy.

Aboriginal students attaining the HSC

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students..

Student assessment data is explicitly used school-wide to identify student achievement and progress and inform teaching practice..

Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

Teaching programs and classroom practice across all KLAs K-12 demonstrate the whole school focus on improving student literacy and numeracy.

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

All staff respond to individual student learning needs of Aboriginal students through effective PLPs that demonstrate, a shared responsibility for high student achievement, differentiated learning approaches ,and data-informed decision making.

Evaluation plan for this strategic direction

Question:

What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student

Strategic Direction 1: Student growth and attainment

Initiatives

Working towards Aboriginal students attaining their final school qualifications at the same rate as non-Aboriginal students is an important part of fostering equality of opportunity for Aboriginal people. There is a clear link between completion of Year 12 and positive future life outcomes. Aboriginal students achieve highly at school when:

- Appropriate opportunities are provided to learn and to develop their talent
- student growth and achievement are celebrated
- high expectations of student growth and achievement are fostered within schools and the broader community

Evaluation plan for this strategic direction

performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data:

Data sources will include:

- * Internal assessment, e.g. PLAN2/ PAT test/ Mini-Lit/ Multi - Lit
- * External assessment, e.g. NAPLAN/HSC/ Best start/ check in assessment / Minimum standards
- * Surveys * Observation
- * Focus Group
- * LaST
- * Student voice
- * Interview
- * Document Analysis
- * Completion rates of assessment tasks
- * SEF assessment of the elements "Effective Classroom Practice" and "Data Skills and Use"

The following data sources will be used to determine success in the Mudgee Network Aboriginal HSC attainment target:

- * PLPs
- * Termly network audits of student performance
- * HSC minimum standard
- * Faculty assessment tasks
- * Student work samples
- * Student voice/feedback

Evaluation plan for this strategic direction

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Implications:

The findings of the analysis will inform future directions and budget allocation

Strategic Direction 2: Wellbeing

Purpose

The wellbeing of every student is a priority Every Student is Known, Valued and Cared For. To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. The school culture is strongly focused on learning, and the building of educational aspiration.

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

Improvement measures

Target year: 2024

* Wellbeing, behaviour and attendance plans are embedded practice.

Target year: 2024

* Decrease negative recorded behaviours and suspensions by a minimum of 15% determined by a three year baseline of incident reports as at year end 2020.

Target year: 2022

* Increase the percentage of students attending > 90% of the time to reach the schools lower bound system negotiated target of:

Primary 68.9%

Secondary 51.7%

Initiatives

Student Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

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

Positive Behaviour for Learning (PBL) is used to provide evidence based problem solving framework for a whole school approach to wellbeing and school culture focused on learning. Positive behaviour is acknowledged.

Staff Wellbeing

Staff are supported through known school and Department processes and procedures, and a responsive executive team. Staff are aware of system expectations and establish goals through a supportive performance and development process.

* Staff induction program identifies and supports all staff.

* Appropriate support structures are regularly implemented, monitored and evaluated.

* Professional learning for staff wellbeing is incorporated into the professional learning schedule.

* Staff support each other within the workplace and are acknowledged.

* DoE policies and support programs are promoted and visible K-12.

Success criteria for this strategic direction

Success criteria

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Increased proportion of students reporting sense of belonging, expectations for success and engagement in learning.

Respectful and positive relationships are evident throughout the school, through explicit teaching and reflection of schools values and expectations.

Teachers differentiate learning materials and assessment tasks to meet the needs of individual students. Support material is collected and evaluated as a component of the NCCD process.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Staff maintain a sustainable work life balance and can seek support as required.

Evaluation plan for this strategic direction

Question.

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

Data.

Evaluation plan for this strategic direction

Wellbeing Framework Self-assessment

Pre and post data.

LST referral data

Attendance data

Individual Student Plan data

Professional Development Plans.

NCCD data

Personal Attendance Plans.

Attendance data for school based wellbeing programs such as RAP/homework club/choir etc

Incident reports.

Suspension data.

Extra-curricular group data.

TTFM - Student wellbeing, family satisfaction.

People Matters Survey

PBL Action Plan

Incident Report and Support Hotline reports

Analysis.

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

Implications:

What are the implications for our work? Future directions and next steps.

Strategic Direction 3: Community

Purpose

The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and its students. The school is embraced by the community with a shared vision and advocacy.

Improvement measures

Target year: 2022

* 80% of staff have undertaken professional development in cultural awareness

Target year: 2023

* 20% of families who have participated in workshops developing cultural awareness.

Target year: 2023

* Local employers support targeted workplace learning opportunities for students through work experience, work placement and school based traineeship programs

Initiatives

Community Engagement

Building and maintaining levels of community engagement and trust is an ongoing focus for our school and remains a priority. It is important that the community has confidence in the school and knows who to speak to to resolve any concerns. It is also critical that parents engage in a positive manner with staff to bring about the best outcomes for their children.

Review systems and processes used to engage with parents, employers and broader Merriwa community.

Build the capabilities of all staff to understand and embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage with students and families.

Review strategic partnerships with external agencies. Consolidate existing partnerships with external support agencies supporting Merriwa children and families and facilitating parents access to a range of support services.

Strengthen links with local local employers, industry organisations and training organisations to provide workplace learning, training and career opportunities for students.

Success criteria for this strategic direction

Respectful and positive relationships are evident between teachers and parents, with ongoing support from the school community.

Professional learning focuses on building cultural awareness and strengthens understanding of how to respect and celebrate Aboriginal culture in partnership with the local Aboriginal elders, Ochre Hub and community.

Strengthen communication and links between external agencies to embed ongoing support for local families.

Opportunities for employment and training are provided to students through engagement with local business and industries.

Evaluation plan for this strategic direction

Question. How can we measure our impact on community engagement?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams;

evaluation of cultural awareness training, parent surveys, focus meetings, feedback, School to Work return, register of local employers.

Analysis: Data is analysed regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.