

# Strategic Improvement Plan 2021-2024

## Morisset Public School 2621



# School vision and context

## School vision statement

---

At Morisset Public School every child is known, valued and cared for while being encouraged and supported to become self-motivated, confident and resilient learners. We maintain strong connections with our whole school community; promoting a culture of high expectations and shared responsibility for student success and well-being.

## School context

---

Morisset Public School is situated on the south-west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance, which is in partnership with 4 primary schools and Morisset High School. Morisset Public School has a total of 158 enrolments for 2021. 18% of students identify as Aboriginal or Torres Strait Islander and 11% are from language backgrounds other than English.

Evidence indicates that strong parent and community involvement in student learning continues to develop through active involvement in school events and whole school student initiatives.

The attendance rate for students is a mandated target in this school plan. Strategies will be implemented to support families and students to improve their attendance rates.

Through our Situation 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 enhance teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Consultation processes in the development of this plan have involved conversations with Itji-Marru Aboriginal Education Consultative Group, (P&C) parents and community, Director Educational Leadership and Principal Support Leadership. Research evidence based strategies were utilised in designing and implementing this plan to successfully deliver ongoing measured improvement in student progress and achievement. This included: What works Best, School Excellence Framework, External Validation, Tell Them From Me survey, CESE LEED, and the Attendance Pilot.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is now evident. Structures will be put in place to identify students who need intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell them from Me surveys will provide and ongoing data set pertaining to student voice and community perceptions, expectations around wellbeing and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

#### Reading

A minimum of 36.7% (lower bound system-negotiated target) of Year 3 and Year 5 students are represented in the top two bands for NAPLAN reading.

#### Numeracy

A minimum of 24.2% (lower bound system-negotiated target) of Year 3 and Year 5 students are represented in the top two bands for NAPLAN numeracy.

### Target year: 2022

#### Expected Growth Reading

Increase the proportion of students achieving expected growth in NAPLAN reading from baseline of 63.3% to 66.6% (lower bound system-negotiated target)

#### Expected Growth Numeracy

Increase the proportion of students achieving expected growth in NAPLAN numeracy from baseline of 56.8% to 62% (lower bound system-negotiated target)

## Initiatives

### Data Skills and Use

Teachers use data to check and understand where their students are in their learning and to plan what to do next.

- develop systems and structures for recording and collecting and collaboratively analysing data
- prioritise professional learning in effective and efficient use of data to improve teaching practice and inform goals for student learning
- embed learning intention, success criteria, teacher/student feedback to improve

### Reading and Numeracy

We will embed whole school sustainable, effective teaching strategies to improve Reading and Numeracy.

- prepare and implement explicit teaching and intervention
- the impact of the implemented strategies on student learning is analysed through data analysis
- teacher professional learning and collaboration harnessing teacher expertise.

## Success criteria for this strategic direction

### Data Skills and Use

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

### Reading and Numeracy

Teachers routinely review learning with students, establish learning goals, ensuring a clear understanding of how to improve.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and demonstrate impact for improvement of student outcomes in reading and numeracy?

**Data:** A combination of data sources includes:

- Internal Assessment eg PLAN 2, Running Records
- External Assessment eg NAPLAN, PAT, Check-ins
- Tell Them From Me (TTFM) surveys
- Lesson Observations and Program monitoring
- Feedback and communication via parent/ teacher interviews and student led conferences
- Monitoring Student Goals, Aboriginal and Torres Strait Islander PLPs and PLSPs
- SCOUT

**Analysis:** Embedded within the initiatives; in progress and implementation monitoring and annual review.

Analysis will specifically target improvement of Aboriginal and Torres Strait Islander students; communicating findings to Itji-Marru Aboriginal Education Consultative Group and implementing future actions.

**Implications:** The findings of the analysis will inform future actions and annual reporting.

## Strategic Direction 2: Well-being (incorporating Attendance)

### Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support high levels of well-being and engagement.

### Improvement measures

#### Target year: 2022

##### Wellbeing

The percentage of students reporting positive wellbeing (expectations for success, advocacy and sense of belonging at school) is at or above 88.3% (system-negotiated lower bound target)

#### Target year: 2022

##### Attendance

Increase the proportion of students attending greater than 90% from baseline of 65.9% to 73.3% (lower bound system-negotiated target)

### Initiatives

#### Wellbeing

Supporting student wellbeing in a school is the responsibility of all staff. Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school.

- Identify and develop strategies to proactively teach health coping strategies, resilience and self regulation.
- Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student.
- Update wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement.

#### Attendance

Updating whole-school approach to attendance through regularly analysing data to inform planning. Whole-school and personalised attendance approaches will improve regular attendance rates for all students.

- implement initiatives and develop processes to improve attendance
- staff regularly and accurately monitor attendance and take prompt action to address issues with individual students

### Success criteria for this strategic direction

#### Wellbeing

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.

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

#### Attendance

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

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our systems and processes for improving student wellbeing and attendance?

**Data:** A combination of data sources includes:

- Tell Them From Me surveys
- SENTRAL data - Attendance and Wellbeing
- SCOUT

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

Analysis will specifically target improvement of Aboriginal and Torres Strait Islander students; underscoring the cultural component of the Tell Them From Me Survey, communicating findings to Itji-Marru Aboriginal Education Consultative Group and implementing future actions.

**Implications:** The findings of the analysis will inform future actions and annual reporting.