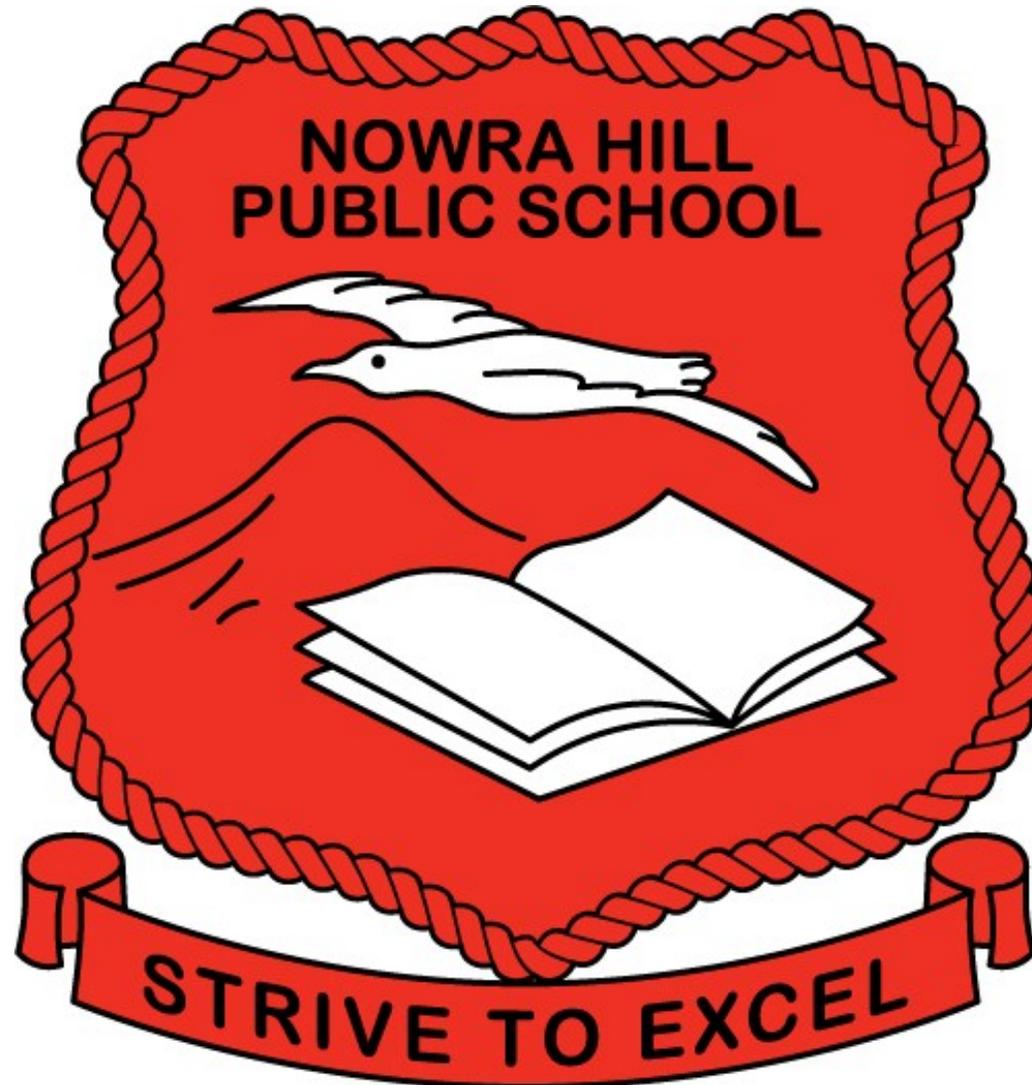


Strategic Improvement Plan 2021-2024

Nowra Hill Public School 4106



School vision and context

School vision statement

The following statements have been chosen as key focus areas of the Alice Springs Declaration by our school community.

OUR STUDENTS WILL BE SUCCESSFUL LIFELONG LEARNERS who are confident, resourceful problem solvers, motivated to reach their full potential and possess essential skills in literacy and numeracy.

OUR STUDENTS WILL BE CONFIDENT AND CREATIVE INDIVIDUALS who are resilient and self-aware, embracing opportunities to develop skills and attitudes that will enable them to meet challenges whilst promoting personal wellbeing and accepting responsibility for their own actions.

OUR STUDENTS WILL BE ACTIVE AND INFORMED MEMBERS OF THE COMMUNITY who act with integrity and engage with empathy in the social and natural environment whilst respecting the rich diversity of all facets of Australian society.

School context

Nowra Hill Public School is approximately 153 years old and is neighboured by farm land and small acreage properties. It is located approximately 6km south of Nowra CBD and approximately 1 km from HMAS Albatross Naval Base and Army Parachute Training Base. It has strong links with Tingira, a Defence Pre School and Kids Crew a Defence Before and After School care facility directly across the road.

The current school enrolment is 123 students of which 7% identify as Aboriginal and/or Torres Strait Islander. Due to the proximity to the Naval Base, 32% of families are defence families and we employ a Defence School Mentor to support student wellbeing and resilience when parents are deployed around Australia and overseas.

Due to a disaster relief staffing allocation we currently have 6 classes with all but one being stage or across stage based. As the school adheres to the Department of Education's enrolment policy and procedures the school has seen a decline in student numbers, with less families from out of the area.

Our dedicated teaching staff understand the importance of explicit teaching in literacy and numeracy to maximise the achievement of all students. Our staff are a dynamic mix of early career and experienced educators, all of whom genuinely care for students enrolled at Nowra Hill.

The staff and parents of Nowra Hill Public School enjoy a positive relationship, actively promoting our shared vision. Our hard working and supportive P&C organise a number of events regularly to raise funds for our school and develop a sense of community.

After reviewing and reflecting on the data and evidence collected in the situational analysis, the school's Leadership Team, in consultation with students, staff and the wider community, have identified 3 key areas for improvement and development in the new Strategic Improvement Plan.

Student Growth and Attainment

The first area is in the achievement of school targets in literacy and numeracy. Student growth and attainment in these areas has been identified as slowly improving over the few three years but increased gains are required for the school to reach the lower bound of its negotiated targets in both reading and numeracy. There is work to be done in order to reach the school negotiated targets in the number of children performing in the top 2 NAPLAN bands. Growth from Yr 3 to Yr 5 also needs improvement to reach negotiated targets. Staff have indicated through surveys and focus groups the need to look deeply at data to determine directions for teaching to unsure students maintain growth. They have also indicated the need assessment rubrics and professional learning in the use of data to drive teaching. Difficulties in accessing consistent school-based data highlighted the need for a focus on school-wide assessment practices.

High Expectations and a Culture of Continuous Learning

School vision statement

School context

The second area is around quality teaching aspects, high expectations and a culture of continuous growth. Teachers in particular have noted the need to raise the expectations of students and parent understanding of achievement measures. Staff have also indicated the need to continue with existing practices for collaboration and programs such as visible learning and formative assessment practices for consistency around goal setting, success criteria and learning intentions. Professional learning in this area as well as progressions will continue to be a focus. Our school will also take part in training on the Measurement and Geometry stands of Mathematics (MathsBURST program). We will conduct investigations of programs to teach foundational number skills. Professional learning in the resources that support the PAT tests will be included in planning. Students also indicated the need to be challenged as data indicated that some thought class based work to easy.

Connect Succeed Thrive and Learn

The third area is around welfare and well-being. While there was some very positive data collected in 2020 around improvements to staff welfare and well-being, student welfare, well-being is still an area for improvement. Student voice indicated that although they felt as though they belonged and staff relationships with students was high they still felt that there were still students who felt bullied whilst at school. Although there was not direct data to indicate this staff believe that this was possibly the Year 5 cohort reporting about the Year 6 cohort. Staff are interested to see results with this year's data around bullying. Learning and Support Team procedures continue to be a focus and tracking the percentage of students referred to the learning support team and the percentage of students who are on a personalised learning pathway will be monitored. Our school will collaborate with the South Coast Network Attendance working group to develop a consistent approach the increased attendance and improved suspension figures and a strategy for a rewards system to recognise outstanding attendance. Home visits as a strategy to support attendance will be explored. The school will continue to work closely with local preschools and high schools to ensure a smooth transition for students between educational settings.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise consistent growth for every child, every year in reading and numeracy and to build strong foundations for academic success in all key learning areas, 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

By 2022 we will as a school be moving the percentage of students into top the two bands for reading from a baseline of 38.5% to our lower bounds targets of 44.2%

Target year: 2022

By 2022 we will ,as a school, be moving the % of students into the top two bands for numeracy from a baseline of 17.9% to our lower bounds targets of 25.7%

Target year: 2023

By 2023 we will as a school be moving the % of students into top the two bands for reading from a baseline of 38.5% to above our lower bounds targets of 44.2%

Target year: 2023

By 2023 we will ,as a school, be moving the % of students into the top two bands for numeracy from a baseline of 17.9% to above our lower bounds targets of 25.7%

Initiatives

Data Driven Practice

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Expert use of authentic self-assessment processes to embed reflective practice for all school, teaching and learning practices.
- Review and adapt school wide practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Teachers use consistent, evidence-based judgement and moderation of assessments to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Student progress and achievement on external measures is consistent with progress and achievement on internal assessments and achievement of equity groups is equivalent to the progress and achievement of all students in the school.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

SD1 Student growth and attainment

Question: How can we determine that our systems and processes for ensuring data collection is used to differentiate curriculum, inform teaching and provide feedback to students have been successful?

Data:

- NAPLAN
- Best Start / PLAN2
- Scout reports (value-added)
- Check in assessments
- PAT suite
- Literacy and Numeracy hub assessments
- Phonics screening tests
- Student work samples
- Differentiated learning plans
- Student goals and PLPs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Annual internal tracking of cohort comparisons

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

Implications: What are the implications for our work? Use data to determine future directions and next steps.

Strategic Direction 2: High Expectations and a Culture of Continuous Learning

Purpose

In order to achieve a culture of high expectations as the foundation for excellence, we will have school improvement at the heart of what we do: what we teach, how we teach it, our school systems and implementation of new curriculum.

Improvement measures

Target year: 2024

All staff implement learning intentions and success criteria in literacy and numeracy lessons. Annotated evidence of program updates on a fortnightly basis showing differentiation in teaching and assessment based on data and work samples.

Target year: 2023

By 2023 we will, as a school, increased the % of students achieving expected growth in reading from a baseline of 42.2% to our lower bound target of 54.2%.

Target year: 2023

By 2023 we will, as a school, increased the % of students achieving expected growth in numeracy from a baseline of 33.0% to our lower bound target of 48.8%.

Initiatives

Excellence in Teaching

Embedding a learning culture that ensures every learning opportunity meets every student at their point of need.

- Explicit teaching is based on researched best practice and regularly reviewed assessment data
 - Differentiation is evident in learning programs and every lesson includes adjustments to support and extend learners
 - Feedback for teachers on their practice is explicit, specific, timely and used to improve pedagogy
 - Collaboration sustains quality teaching practice
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Success criteria for this strategic direction

The whole school community is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement and provide explicit, specific and timely formative feedback related to defined success criteria, which supports improved student learning. Most students can articulate their learning and their where to next to enable continuous improvement.

The school uses explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation plan for this strategic direction

SD2 High expectations and a culture of continuous growth

Question: How can we determine that our systems and processes for meeting every child's learning opportunities at their point of need have been successful?

Data:

- Tell Them From Me surveys
- Student focus groups
- Internal student performance data
- External student performance data
- Progression along the School Excellence Framework domains
- Learning programs

Strategic Direction 2: High Expectations and a Culture of Continuous Learning

Evaluation plan for this strategic direction

- Student PLPs
- Timetabling: team teaching, colleague feedback sessions, CTJ sessions

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

Implications: What are the implications for our work? Use data to determine future directions and next steps.

Strategic Direction 3: Connect Succeed Thrive and Learn

Purpose

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.

Improvement measures

Target year: 2022

Increase the percentage of student attendance from our baseline of 81.3% to our lower bound target of 84.5% for students attending greater than 90% of the time.

Target year: 2022

Increase the percentage of students achieving positive wellbeing as measured through the Tell Them From Me survey to meet a target from our baseline of 77.2% to our lower bound target of 82.6% students .

Target year: 2024

Decrease negative recorded behaviours and suspensions by a minimum of 5% determined by a two year baseline of incident reports as at the end of 2021

Initiatives

Wellbeing and Engagement

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

This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed. These include using programs such as PBL, Rock on Water, Berry Street Model.
- Ensuring PLP's are individualised and are living working documents used to support student achievement.

Success criteria for this strategic direction

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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

Evaluation plan for this strategic direction

SD3 Connect, Succeed and Thrive

Question: How can we determine that our systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

- Wellbeing Framework Self-assessment pre and post data
- Professional Development Plans
- Personal Attendance Plans
- Incident reports
- Suspension data
- Extra-curricular group data
- TTFM - Student wellbeing, family satisfaction

Evaluation plan for this strategic direction

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

Implications: What are the implications for our work? Use data to determine future directions and next steps.