

Strategic Improvement Plan 2021-2024

Newbridge Heights Public School 4499



School vision and context

School vision statement

Newbridge Heights Public School nurtures a whole school community partnership with a focus on student well-being and academic growth to develop future ready students.

School context

Newbridge Heights Public School is located in Chipping Norton and has a student population of 580. 75% of our students come from EAL/D backgrounds across over 40 different cultures. There are strong relationships with the P&C. The school provides opportunities in sport and performing arts and promotes Respectful, Safe Learners through the Positive Behaviour for Learning program.

The school has recently completed the external validation process and a situational analysis that has identified three focus areas for this Strategic Improvement Plan.

Student Growth and Attainment

Student growth between K-3 was greater than student growth between Years 3-5. In addition to the system negotiated targets in reading and numeracy the school has identified writing (Years 3-5) as a school based target.

Focus areas:

Reading- extracting information, text structure, categorising, text interpretation, punctuation purpose, sequencing,

Numeracy- measurement and geometry

Writing- text structure, audience and purpose., grammar & punctuation, vocabulary, language choices & cohesion, planning, editing & proof reading.

Mentoring and coaching will be implemented to further enhance explicit teacher practice. Enhancements of data systems will better track student progress and inform the next teaching cycle.

A Quality Teacher In every Classroom

The findings from the external validation process and situational analysis in 2020 identified a need to coordinate whole school data collection to better differentiate and meet student needs and include a focus on High Potential Gifted Education, which was also highlighted in parent feedback.

Visible learning practices will be incorporated into the teaching cycle.

Optimal environments For Learning

Data shared with us from the Tell Them From Me Parent Survey 2020 indicates that our community feel welcomed and actively support student learning across all domains within our school. It was also found that in order to best support learning as a school, stronger lines of communication to inform our parent/carer body are required, taking into account the practical constraints of the 2020 school year.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in reading, numeracy and writing, we will develop and refine data driven, to deliver explicit teaching practices that are responsive to the needs of individual students.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated targets:

- Uplift of 5.9% of students performing in the top 2 Bands in NAPLAN reading

Target year: 2022

Achievement of 2022 system negotiated targets:

- Uplift of 5.9% of students performing in the top 2 Bands in NAPLAN numeracy

Target year: 2023

Achievement of 2023 system negotiated targets:

- Uplift of 3.9% of students achieving expected growth in NAPLAN Reading

Target year: 2023

Achievement of 2023 system negotiated targets:

- Uplift of 4.3% of students achieving expected growth in NAPLAN Numeracy

Target year: 2024

2024: Increase percentage of students achieving top 2 bands in NAPLAN writing based on the average of 2019 & 2021 data.

Initiatives

Explicit Teaching

We will be working collaboratively with colleagues and building teacher capacity in order to impact students and improve learning outcomes. We are focussing on the areas of reading, numeracy and writing. This will be done through:

- shoulder to shoulder support in the classroom
- demonstration lessons
- planning and programming advice
- guidance with utilising data to inform teaching practice
- evidence based teaching methods are utilised

Data Skills and Use

We will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- * the selection of teaching strategies in relation to student learning needs
- * the impact of the implemented strategies on student learning
- * teacher professional learning and school resourcing

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (School Excellence Framework (SEF) - Curriculum, Assessment).

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. (SEF- Effective Classroom Practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, numeracy and writing?

Data we will be using to determine our success includes:

We will use a combination of data sources including:

- Internal assessment, eg. PLAN2

Evaluation plan for this strategic direction

- External assessment, eg. NAPLAN , Check In,
- Phonics screening test
- Running records
- Surveys
- Observation
- Focus group
- Interviews
- Teacher programs

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.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Excellence in Teaching

Purpose

In order to improve student learning outcomes, teachers will enhance their capacity to provide differentiated learning for the range of student needs and utilise visible learning strategies.

Improvement measures

Target year: 2024

By the end of 2024, differentiated learning experiences are provided K-6 across all key learning areas (KLAs) .

Target year: 2024

By the end of 2024, learning walls, Learning Intentions Success Criteria (LISC), What A Good One Looks Like (WAGOLL's) and students conferencing will be evident in every classroom to drive the development of student learning goals in writing, numeracy and reading.

Initiatives

Differentiation

Curriculum will be differentiated to meet the individual needs of students. We will do this through:

- Incorporation of the High Potential Gifted Education (HPGE) policy.
- Incorporation of Personalised Learning and Support Plans (PLASPS) where applicable.

Visible Learning

Improved understanding and application of the pedagogy of visible learning into classroom practice.

We will do this through:

- goal setting
- Learning Intentions, Success Criteria
- Feedback

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs ensuring that all students are challenged and all adjustments linked to improved learning. (SEF-Curriculum)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback. (SEF-Curriculum)

Feedback from students on their learning derived from assessments informs further teaching. Formative assessment is practiced expertly by teachers. (SEF-Assessment)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. (SEF- effective Classroom Practice)

Evaluation plan for this strategic direction

Differentiation:

We will be ascertaining the extent to which we have achieved our purpose and determining our impact by assessing increased student engagement and performance through differentiated learning experiences in all KLA's.

Data sources to evidence our effectiveness include:

- Internal assessment including PAT/PLAN2
- NAPLAN, Check-in
- Reading Records
- TTFM Survey
- Anecdotal Observation
- Teacher programs

Visible Learning

Evaluation plan for this strategic direction

To what extent is visible Learning pedagogy progressing staff capacity in improving student learning outcomes in writing, reading and numeracy?

Data sources to evidence our effectiveness include:

- staff survey
- student survey
- observations

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.
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Strategic Direction 3: Optimal Environment for Learning

Purpose

In order to improve student outcomes we will implement strategies to enhance connectedness and engagement.

Improvement measures

Target year: 2022

A uplift of 4.9% of students attend school greater than 90% of the time

Target year: 2022

An uplift of 2.7% in wellbeing.

Target year: 2024

Internal measures indicate an increased percentage of students demonstrating positive wellbeing strategies.

Initiatives

Enhancing Connectedness

Our students and community will be actively connected to the school, have positive and respectful relationships and experience a sense of belonging to their school and community.

We will do this through;

- Developing strategies to proactively teach healthy coping strategies, resilience and self-regulation.
- Initiating strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student.
- Sharing with staff across the school, the school community, and other agencies as required, to support the wellbeing of students.

Enhancing Engagement

We employ a range of practices and strategies to build quality relationships with each and our students and foster a safe, positive and stimulating learning environment. We maintain a positive school climate that maximises effective learning time and encourages on-task positive learning behaviours.

- Develop high-quality student-teacher relationships
 - Provide structure, predictability, and opportunities for active student participation in the school
 - Proactively supporting every child at their individual point of need.
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Success criteria for this strategic direction

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance. (SEF- Wellbeing)
- A school-wide, collective responsibility for student learning and success, which is shared by parents and students. (SEF- Wellbeing)
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF- Wellbeing)
- Positive, respectful relationships are evident among students and staff. (SEF- Wellbeing)
- Teachers, parents and the community work together to support consistent and systematic processes. (SEF- Learning Culture)
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. (SEF- Effective Classroom Practice)
- Well planned teaching is taking place. (SEF- Effective Classroom Practice)
- Teachers model and share a flexible repertoire of strategies. (SEF- Effective Classroom Practice)
- Teachers promote positive student engagement and responsibility for learning. (SEF- Effective Classroom Practice)

Evaluation plan for this strategic direction

To what extent have we achieved enhanced connectedness within our school community?

To what extent have we enhanced engagement throughout the school?

The data we will be using to determine our success includes:

- Internal assessment
- External assessment

Evaluation plan for this strategic direction

- Surveys
- Observation
- Focus group
- Interviews
- Teacher programs
- PBL data
- Attendance data

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.
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