

Strategic Improvement Plan 2021-2024

Nana Glen Public School 2698



School vision and context

School vision statement

We foster a culture of high expectations of behaviour, attendance and engagement in learning. High academic success and wellbeing is embedded across the school to empower students to become resilient, socially and emotionally competent and successful life-long learners. Students demonstrate learning qualities, understand how they are learning and what their learning goals are.

We provide high quality teaching through differentiated and challenging learning opportunities to ensure equity and educational attainment for all. Teachers provide evidence-based strategies for all students in reading, writing, vocabulary, numeracy and all key learning areas.

Community partnerships are strong to ensure a sense of belonging which enhances wellbeing for all. Parents are well informed of their children's learning progress and engaged partners in their learning. Students attend school daily and are fully engaged in all the opportunities offered.

School context

Nana Glen Public School is a P1 school set in a semi-rural location with a student population of approximately 130 students, with a FOEI of 113. The student body is made up of 22% Aboriginal students, 6% EALD and 10% students with current Integration funding. The school has a strong welfare platform that supports student learning and behaviour systems. The school has partnered with the Department of Health's Got It program, the Beyond Blue program, 'Be You'. In addition the school piloted an Emotional Assertive program, that has enabled students to deal with their own emotions when faced with either emotional or social challenges, and continue to implement and engage with this pedagogy.

The school actively promotes challenge learning and the successful qualities of a learner. Students, staff and parents are encouraged to seek and provide feedback. Our classrooms promote high expectations through rich dialogue, visible learning strategies, formative and summative assessments to guide student learning, and differentiated and challenging learning opportunities for all students. We have strong ties to our local Gumbaynggirr heritage and languages and Aboriginal perspectives are taught and embedded into all classrooms.

The school provides rich diverse extra curricular opportunities through school and our community of schools partnerships; Premier's Sports and Arts Unit, STEM focus days, debating, cross country, swimming and athletics carnivals, and enrichments days for science, mathematics and art. These activities provide students with opportunities to try new tasks, enrich knowledge and promote high performance. The school engages in strong partnerships with the other schools in the Orara Valley as well as our feeder High School, Orara High. We receive support and expertise from the Department of Education's support staff as well as research based external agencies. These opportunities enable strong growth in staff capacity, supporting student learning and provide chances for staff leadership.

Improving student results and supporting our students to grow in Literacy and Numeracy is our focus. We have planned our next four years directions to improve the performance of students in Reading, Numeracy and Writing, wellbeing and school attendance. Our focus is to improve student attainment and growth in numeracy, reading and writing, use of data to improve practice, collaborative practice and communication and partnerships with our community.

Feedback and consultation was undertaken with all stakeholders: students, parents, staff and the local community, including our local Aboriginal community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy, numeracy and all key learning areas.

Improvement measures

Target year: 2022

Increase the proportion of students in the top two bands in NAPLAN Reading and Numeracy by 5% or greater against the schools base line data.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Reading and Numeracy by 5% or greater against the schools base line data.

Target year: 2024

90% students in Kindergarten will achieve a reading level of at least 8-10.

90% students in Year 1 will achieve a reading level of at least 15-18.

90% students in Year 2 will achieve a reading level of at least 25-30.

Initiatives

Effective Classroom Practice

To upskill teachers in explicit teaching practices by:

- preparing for explicit teaching by reviewing the scope and sequence of lessons from the English and Mathematics syllabus, use a range of data to plan, differentiate learning and delivery
- explaining, modelling and guiding learning to monitor student progress; ensuring clear explanations so that students have an understanding of their learning and are clear about the lesson purpose
- monitoring student progress and checking for understanding; frequently using formative assessments and providing specific feedback.
- developing processes to monitor whole school and individual progress

Teachers will engage in regular, on-going formal and informal conversations about pedagogy and teaching practice to work collaboratively to research, plan and design effective:

- Professional learning to create a shared understanding and build teacher capacity in teaching strategic skills in literacy and numeracy.
- Whole school focus to develop written vocabulary skills from K-6 so that the needs of every student is aligned to the English Syllabus.
- Whole school focus to develop number skills from K-6 so that the needs of every student is aligned to the Mathematics Syllabus.

Numeracy

An integrated whole school approach to quality numeracy teaching, curriculum planning and delivery, and assessment will be embedded across the school.

- The staff will develop a shared understanding of how numeracy is taught K-6,
- Implement interventions and set clear and transparent learning goals

Success criteria for this strategic direction

- 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. (SEF - Curriculum)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. (SEF - Assessment)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Assessment)
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF - Effective Classroom Practice)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF - Professional Standards)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the improvement measures of this strategic direction.

- Lexia Reading, PAT and Essential Assessments utilised to map student growth in reading, writing, and numeracy.
- Analysis of PLAN2, NAPLAN and check-in assessments to triangulate student progress with whole pre and post school data collection.
- Beststart, Phonic Screener, IfSR&NP and

Strategic Direction 1: Student growth and attainment

Initiatives

- Engage in professional learning to develop knowledge and understanding of the Mathematics syllabus

Evaluation plan for this strategic direction

Phonological Awareness diagnostic data.

- Program analysis-teaching programs showing evidence of data informed practice and explicit teaching.

The evaluation plan will involve:

- regular review, tracking and monitoring of data,
- 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 and determine where to next.

Strategic Direction 2: Instructional Leadership & Best Practice

Purpose

To strengthen high quality teaching, we will strategically implement high quality professional learning, planned and supported reflective collaboration and feedback with a focus to improve student growth in literacy and numeracy.

Improvement measures

Target year: 2024

90% students K-6 achieving stage level or above in Lexia Reading Program.

Target year: 2024

90% students K-6 achieving stage level or above in whole school Pre and Post Writing assessment tracked on PLAN data.

Target year: 2024

All students K-6 demonstrate growth on Essential Assessment tracking in Numeracy.

Target year: 2024

Results for Aboriginal students are equivalent to or exceeding the growth and achievement of all students.

Initiatives

Data skills and Use

Sustainable school processes to analyse data to understand student progress and adjust teacher practice to drive improvement for all students..

- using data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across a range of abilities.
- collegially working with and supporting colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle
- using data to evaluate individual teaching programs to inform new goals for students or adapt existing goals to ensure all students are challenged and successful.

Instructional Leadership and Collaboration

Staff will engage in effective collaboration under the guidance and support of the school leadership team.

- professional learning opportunities will be undertaken to gain expertise in evidence-based teaching practices.
- teachers will participate in regular structured lesson observation that focus on how different teaching approaches impact on student learning.
- effective feedback that discusses the effectiveness of the strategies observed will be embedded across the school guided by the Australian Professional Standards for Teachers.
- regular dedicated time will be provided for teachers to work with colleagues to plan, develop and refine teaching and learning programs.
- teachers will partner with non-teaching staff, such as the school counsellor, SLSO's and specialist officers, to identify student needs and improve learning outcomes through individualised learning programs and intensive interventions.

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 lead to improved learning. (SEF - Curriculum)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment)
- Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis (SEF - Data Skills and Use) School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. (SEF - Data Skills and Use)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching (SEF - Professional Standards)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions.

- Regular whole school student-focus walk through data of learning environments to determine impact of differentiation practices in Reading and Numeracy

Strategic Direction 2: Instructional Leadership & Best Practice

Initiatives

Evaluation plan for this strategic direction

and selection of responsive strategies and resources.

- Staff maintain accurate and reliable student records for class and whole school assessments in PLAN
- Surveys
- Professional learning evaluations and feedback
- Program analysis-teaching programs demonstrating evidence of data informing practice, differentiation, explicit teaching and review.
- Term review of Instructional Leadership schedule and teacher requirements to ensure maximum impact and student support.

The evaluation plan will involve:

- Regular review, tracking and monitoring of data
- Executive 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.

Strategic Direction 3: Wellbeing, Engagement and Partnerships

Purpose

To support the wellbeing and effectiveness and responsiveness of our learning community with a culture of high expectation.

Improvement measures

Target year: 2022

Increase the proportion of students attending school >90% of the time from the schools 2020 baseline data.

Target year: 2022

TTFM wellbeing data increases 5% above system negotiated targets.

Target year: 2024

Increased baseline data by 5% in engagement and parent communication in TTFM and parent school based surveys

Target year: 2024

All Aboriginal students achieve their relevant and culturally inclusive Personal Learning Pathways (PLPs) goals, in consultation with parents and carers with evidence of implementation.

Initiatives

Wellbeing, Learning and Support

Through a whole school approach, student wellbeing, emotional resilience and cultural capital are supported to build individual self-regulation and students have access to differentiated learning by:

- implementation of a whole school wellbeing and resilience focus to support student self-regulation and strategies for maintaining positive self image and relationships
- developing a stringent learning and support process for early identification through data informed practice and monitoring procedures
- implementation of tailored personalised programs across the school to support well-being, social emotional engagement, health, behaviour and learning.
- differentiated programming embedded and monitored to ensure continual student growth and progress for all students
- staff professional learning focus and mentoring on emotional resilience promoting an environment of inclusion and trauma informed practices to support all students.

Communication and Partnerships

Through whole school practices, the school will build connections and communication by:

- embedding consistent class and school communication focus
- implementation of term school reporting procedures
- connecting with outside agencies to promote parental inclusion and engagement with school
- strong connection with feeder high school and preschools to promote student wellbeing and continuity of learning
- strong transitional processes and connections for starting school and high school.

Success criteria for this strategic direction

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile and students with atypical enrolment (SEF - Learning Culture)
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Wellbeing)
- 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 (SEF - Educational Leadership)
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SEF - Management Practices and Processes)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions.

- TTFM, PAT school wellbeing tool and whole school surveys to triangulate and analyse student wellbeing across the school.
- TTFM and school based surveys to analyse parental feedback on success of reporting to parents initiative.

Strategic Direction 3: Wellbeing, Engagement and Partnerships

Evaluation plan for this strategic direction

- The school implements a new reporting system where parents receive a modified report in terms 1 and 3 and an extensive report in terms 2 and 4.
- Class group emails report overall class successes.
- Parents and teachers communicate regularly to update parents on student progress.

The evaluation plan will involve:

- Regular review, tracking and monitoring of data
- Executive 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.