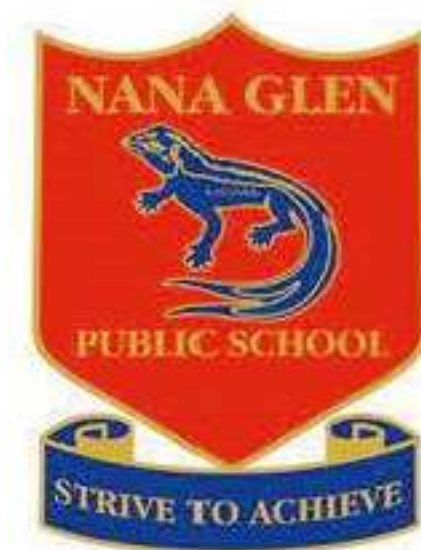


Strategic Improvement Plan 2021-2025

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 were 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

Reading growth

Achieve by year: 2023

Students in Stage 2 and 3 at Nana Glen Public School achieve expected growth, or above expected growth in Reading as measured by triangulating data from Check-in Assessments, Essential Assessment- Reading and PLAN2 tracking and when compared to statistically similar school groups and state averages.

Numeracy growth

Achieve by year: 2023

Students in Stage 2 and 3 at Nana Glen Public School achieve expected growth, or above expected growth in Numeracy as measured by triangulating data from Check-in Assessments, Essential Assessment- Numeracy, PLAN2 tracking and when compared to statistically similar school groups and state averages.

Supporting Aboriginal Students

Achieve by year: 2025

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

Phonemic Awareness

Achieve by year: 2025

At least 80% or more students completing year 1 have achieved phonemic awareness expectations evidenced by 'the phonological awareness diagnostic assessment.'

Initiatives

Effective Classroom Practice - English and Mathematics

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, in line with the New Curriculum.
- embedding explicit teaching practices of 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.
- Increasing staff cultural understanding through PL opportunities so staff can support ATSI students in a culturally supportive manner to improve literacy and numeracy achievement.

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 understanding and knowledge to implement the new English and Mathematics Curriculum K-6.
- Professional learning and mentoring processes to build teacher capacity to improve student outcomes, through the support of the APC&I and the AP.

Consistent Teacher Practice and Judgement

An integrated whole school approach to developing an

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)
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (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)
- 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)
- 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. Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF - Curriculum)

Evaluation plan for this strategic direction

Questions: To what extent are we improving student's reading and Numeracy results?

Strategic Direction 1: Student growth and attainment

Initiatives

understanding of best practice, data tracking and analysis, and consistent practice of high expectations by:

- Whole School Professional Learning in targeted areas.
- Consistent Practice of expectations, programming and data analysis across the school.
- Implementation of Challenge Learning pedagogy to ensure the foundations of learning are explicit in every classroom.
- Building teacher knowledge in the High Potential Gifted Education Policy, and develop teacher capacity to cater for all students.

Evaluation plan for this strategic direction

Data: Annual NAPLAN, School Check-in Assessments, Literacy and Numeracy PLAN2 data, Essential Assessments, Lexia

Analysis: The teachers will work with their AP and APC&I to embed an on-going cycle of data analysis that drives the teaching and learning program.

Implications: The implications of this strategic direction will be recorded in IPM's and progress will be analysed.

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

Writing

Achieve by year: 2025

85% or more students K-6 achieving stage level or above in whole school Pre and Post Writing assessment tracked on PLAN2 and in-school data.

Supporting Student Needs

Achieve by year: 2025

Increase number of teachers, from 2022 baseline data, with effective skills in writing PLaSP's in consultation with students and parents, evidenced by PLaSP documentation.

Meeting Aboriginal Student Needs

Achieve by year: 2025

All Aboriginal students achieve their relevant and culturally inclusive Personal Learning Pathways (PLPs) goals, in consultation with students and parents, evidenced by PLP documentation.

Initiatives

Data skills and Use

Sustainable school processes to analyse data, understand student progress and adjust teaching practice to drive improvement for all students by:

- whole staff participating in professional learning to embed data analysis skills to compare and triangulate available data sources.
- using data to evaluate the effectiveness of the teaching and learning cycle and adjust teaching practice to cater for students at point of need.
- consistent whole school programming and classroom management practices, that are data driven as part of an ongoing improvement cycle.
- using triangulated data to evaluate student goals and/or adapt existing goals to ensure all students are challenged and the goals are progress focused.
- ensuring that Aboriginal students are meeting the expected growth and achievement equivalent to peers through monitoring and individualised or differentiated support at student point of need.

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.

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)
- 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)

Evaluation plan for this strategic direction

Questions: To what extent is data analysis and instructional leadership driving improved student outcomes?

Strategic Direction 2: Instructional Leadership & Best Practice

Initiatives

- 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.
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Evaluation plan for this strategic direction

Data: Annual NAPLAN, School Check-in Assessments, Literacy and Numeracy PLAN2 data, Essential Assessments, Lexia

Analysis: Whole school data will be analyse every five weeks to determine future directions. Teachers will analyse data on a two weekly basis as part of the teaching and learning cycle.

Implications: The implications of whole school and teacher analysis will be recorded in the IPM's and progress will be monitored.

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

Attendance >90%

Achieve by year: 2023

- Increase the percentage of students attending school 90% or more to between 75.4% and 80.4%

Wellbeing

Achieve by year: 2023

- Increase the percentage of students reporting positive Wellbeing on the Tell Them from Me Survey to between 89.7% and 94.7%

Learning Readiness

Achieve by year: 2025

Increase the number of students K-6, who voice readiness to learn, as evidenced through daily check-in data.

Decrease the number of students K-6, who voice a heightened state of emotion/emotional overload, as evidenced through daily check-in data.

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
- develop and implement a school contextual Behaviour Management Plan that aligns the DoE Policies and the needs of students at NGPS
- 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.
- Supporting ATSI students through their PLP process to promote and enrich cultural connections to ensure the wellbeing of our students is maintained and promoted.

School Partnerships

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

- work closely with all stake holders to support students and families to attend school regularly and consistently

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

Question: To what extent are we improving student's wellbeing and attendance, as well as partnerships with our community?

Data: SCOUT attendance data, student suspension data, TTFM student and parent surveys, staff and parent school surveys, and Life Skills Go daily check-ins.

Analysis: Whole school data will be analysed every five weeks to determine future directions. Exec/LaST will analyse daily check-in data on a weekly basis.

Implications: The implications of whole school and

Strategic Direction 3: Wellbeing, Engagement and Partnerships

Initiatives

- develop and embed clear processes and procedures to track, monitor and follow up student attendance through strong communication with parents
 - embedding consistent class and school communication focus
 - 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.
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Evaluation plan for this strategic direction

weekly analysis will be recorded in the IPM's and progress will be monitored.