

Strategic Improvement Plan 2021-2024

Nemingha Public School 2725



School vision and context

School vision statement

Nemingha Public School staff, students, parents and carers are partners who share the collective responsibility for student achievement in an exemplary learning environment. Our students are empowered in their journey to be successful, respectful, resilient, confident and creative individuals; and involved, informed citizens. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Nemingha Public School's beautiful rural setting on the outskirts of Tamworth allows our students to grow and thrive in a safe and caring environment.

We support approximately 220 students with a comprehensive education through our academic, sporting, performing arts and technology programs. Our highly qualified and dedicated teachers have a strong focus on their own professional learning, ensuring that their teaching standards remain second to none. This exceptional teaching is combined with a commitment to the continuous improvement of learning outcomes, particularly in the core areas of literacy and numeracy.

We welcome the involvement of parents and our community in the school, and we are very fortunate to have outstanding support from our community, often long after their own children have moved on to high school and successful futures. The School Council and P&C Association are actively involved in school life.

Our community has high expectations of Nemingha Public School and our commitment is to meet and exceed those expectations with continued academic excellence.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around inspired learning, innovative classroom practice and creating a culture of engagement and community satisfaction.

Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading, spelling and numeracy is an area for explicit focus in the new school plan. The NAPLAN analysis indicated the areas of focus include Reading- viewing and comprehension strategies, Spelling- phonic knowledge and word recognition and Numeracy- additive strategies. Our whole school focus to improve student's growth and maintain achievement in reading, spelling and numeracy is underpinned by evidence provided by whole school processes such as: collecting and analysing student data to inform teaching and learning programs and to embed visible learning strategies in every classroom for every student.

Resilience and Responsibility

The school will introduce and refine Learning Dispositions to improve student engagement from K-6. This program will use student voice, instructional leadership and professional learning to enhance learning outcomes for all students. Attendance rates and sense of belonging will be areas of focus to ensure every student is aware that they are known, valued and cared for at Nemingha Public School.

School Culture@NPS

Community satisfaction is a continued area of focus. The school engages in strong

School vision and context

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collaboration between stakeholders to support the continuity of learning for all students. The use of varied communication links and authentic engagement between all participants is hoped to improve community interactions and reflection via positive feedback to staff.

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 teaching practices that are data driven, in line with current research and responsive to the individual needs of our students.

Improvement measures

Target year: 2023

A minimum of 74.5% of students achieve expected growth in NAPLAN reading. (Lower bound system-negotiated target).

Target year: 2022

A minimum of 46.3% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).

Target year: 2023

A minimum of 58.8% of students achieve expected growth in NAPLAN numeracy. (Lower bound system-negotiated target).

Target year: 2022

A minimum of 58.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system-negotiated target)

Initiatives

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The following activities will be used to ensure the successful implementation of this initiative:

- Regular evaluation of data 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
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement as part of an Impact Cycle.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Review and adapt whole school assessment and schedules, data driven practices and the use of Sentral Markbook.
- Use PLAN 2 and progressions for goal setting leading to changes to explicit teaching practice.
- Feedback opportunities for future planning.
- PL - Visible Learning with Corwin including follow up sessions on Mindframes for Visible Learning
- PL - Formative assessment practices with School Services
- PL - Literacy Progressions K-6 as a formative assessment tool
- Use of a variety of data sources to track student progress and identify areas of need
- Instructional Leader - Leading data driven practice
- Impact Cycles - Implementation of regular targeted interventions
- Collaborative practice - regular formal observation,

Success criteria for this strategic direction

- All lessons have a clearly defined learning goal based on student needs and syllabus requirements.
- All lessons have a student friendly success criteria which allows for student self-assessment and targeted teacher feedback to occur
- Formative and summative assessment data is collected in reading and numeracy on a regular and planned basis and used responsively during classroom instruction.
- Continue whole school systems and collaborative practice relating to quality teaching, curriculum planning and assessment to meet the needs of every student.
- Committed teachers identifying, understanding and implementing effective, explicit teaching methods.
- Valid teacher judgment and moderation of assessment data is evident across the school
- All students have clarity about their learning in literacy and numeracy through school wide use of learning goals, success criteria and effective feedback
- All classes have completed and implemented impact cycle plans, gathered data and evaluated the effectiveness of the specific classroom based interventions
- Professional learning is planned and targeted to meet the needs of all students with explicit evaluation and feedback processes.
- The school leadership team model instructional leadership and support a culture of high expectation.

Evaluation plan for this strategic direction

Question:

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

Initiatives

Learning Walks, Instructional Rounds and stage based planning and evaluation

Numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data., creating a learning culture related to effective pedagogical practice and using the learning progressions to personalise learning and understanding related to numeracy. The following activities will be used to achieve this initiative:

- Continue to use an Instructional Leader position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement as part of an Impact Cycle.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Whole school PL on additive strategies to build teacher capability and collective pedagogical practice with School Services.
- Review and adapt whole school assessment and schedules, data driven practices and the use of Sentral Markbook.
- Use PLAN 2 and progressions for goal setting leading to changes to explicit teaching practice.
- Whole school adoption of Numeracy Progressions and PLAN 2.
- School led numeracy sessions for parents to assist their children when learning from home.
- Online opportunities promoting new mathematical methods.
- Promotion of Numeracy days/week and encouraging community involvement.

Evaluation plan for this strategic direction

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose of the strategic direction. This analysis will be used to guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Impact Cycle data and evaluation
- Instructional Rounds observation, feedback and evaluation data
- Learning Walk observation data
- Literacy and Numeracy Progressions data
- Staff and student survey data and focus groups
- Additive strategies Diagnostic Assessment
- Formative assessment- exit slips
- Number of parents actively attending numeracy information sessions.
- Parent feedback/satisfaction surveys
- Formative Assessment understanding and confidence survey for staff

Analysis:

The evaluation plan will involve:

- Regular analysis embedded within the initiative through progress and implementation monitoring
- Regular review of these data sources to determine our progress towards achieving our intended improvement measures
- Whole staff reflection sessions during scheduled staff meeting
- Regular professional engagement with the focus areas from the School Excellence Framework.

Strategic Direction 1: Student growth and attainment

Initiatives

- Accessing outside organisations to assist with the enhancement of Numeracy within the school.
- Feedback opportunities for future planning.
- PL - Visible Learning with Corwin including follow up sessions on Mindframes for Visible Learning
- PL - Formative assessment practices with School Services
- PL - Numeracy Progressions K-6 as a formative assessment tool
- Use of a variety of data sources to track student progress and identify areas of need
- Instructional Leader - Leading data driven practice
- Impact Cycles - Implementation of regular targeted interventions
- Collaborative practice - regular formal observation, Learning Walks, Instructional Rounds and stage based planning and evaluation
- Staff collaborate in stages to begin creating new maths lessons plans in response to new understandings gained from PL and the specific needs of their class - some stages have developing knowledge and understanding to improve maths planning as a PDP goal.

Evaluation plan for this strategic direction

- Professional learning focus for 2021-2024
- Survey results/feedback may change the delivery of parent sessions

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures published in the Annual School Report, school newsletter and website and shared with School Council and P&C.

Strategic Direction 2: Resilience and Responsibility

Purpose

To develop an environment where students voice is valued and students are supported and encouraged to be resilient and take ownership of their learning.

Improvement measures

Target year: 2024

100% of teachers will be actively using the learning dispositions on a daily basis to support and enhance the academic progress and achievement of their students

Target year: 2022

A minimum of 84.4% students achieve an attendance rate of at or above 90%.

Initiatives

Learning Dispositions

Develop and implement a set of school wide learner dispositions to ensure consistent high standards and enhance our students' ability to own their learning as actively engaged, collaborative, challenged and reflective learners.

- New signage and displays to reflect our use and commitment to the dispositions
- Commissioning of a character costume of 'Quilly' our learning dispositions mascot
- Think Team (student voice team who will co-lead the implementation of school wide dispositions)
- PL - Visible Learning with Corwin
- PL - School based engagement with professional readings
- Instructional Leader - supporting teachers to embed dispositions into their teaching
- Collaboration with local schools implementing similar initiatives
- Launch activities for each disposition
- Inclusion of disposition in unit and lesson planning
- Monthly assembly awards based on the dispositions
- Presentation Day awards based on the dispositions

Attendance

Embed a whole school approach to student attendance and engagement where there is a collective responsibility for student learning and success This will be achieved through:

- expectations and procedures with regards to behaviour, attendance and student voice.
- Examine other school's processes to determine contextual change in attendance management.

Success criteria for this strategic direction

- Dispositions are clearly visible in all classrooms
- School awards and certificates reflect the focus on dispositions
- Staff and students use the language of the dispositions
- Think Team is familiar and confident in their role leading learning at NPS
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- A whole school system and integrated approach to attendance to ensure all students have access to quality education.
- Students identify and feel confident with approaching staff when experiencing difficulties at school.
- School leadership teams monitor and collect data in order to refine the whole school approach to wellbeing, engagement and learning.
- A whole school system and integrated approach to behavior and rewards.
- Teachers provide explicit, specific and timely feedback to ensure students know exactly where they are in their learning and how they can achieve their individual goals.
- Attendance is monitored to ensure absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

Strategic Direction 2: Resilience and Responsibility

Initiatives

- Supportive and collaborative LaST team where the cognitive, emotional, social and physical needs of students are discussed and accommodated.
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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 the strategic direction. This analysis will guide the school's future directions:

- Student focus group data
- Teacher focus group data
- Instructional Rounds data
- Learning Walk data
- Peer observation data
- Staff, student and parent survey data
- Instructional Leader planning and recording data
- Think Team meeting agenda and minutes
- Think Team class check-in data
- TTFM wellbeing data

Analysis:

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

Implications:

Following the analysis, the extent to which the purpose has been achieved will guide future directions and next steps.

Strategic Direction 3: School Culture @ NPS

Purpose

To engage parents and community in learning by establishing links between school and home. This will be facilitated by students who are known, valued and cared for.

Improvement measures

Target year: 2024

Most students will report a high level of satisfaction in regards to Nemingha PS having a positive learning culture and high expectations for success.

Target year: 2024

All families are informed of and engaged in the learning at Nemingha Public School and are committed to the pursuit of excellence.

Initiatives

Learning Engagement and Collaboration

Developing and building upon communication strategies and programs between school and home to developed a shared commitment to learning and the pursuit of excellence.

The following activities will be used to achieve this initiative:

- Updated SkoolBag and Class Dojo apps. These applications are a communication platform between home and school.
 - Class teachers sharing regularly on Class Dojo - photos and messages about current learning.
 - Offering parent information evenings to share reading and numeracy strategies and games that can be used to support learning happening at school.
 - Sharing our Sound Waves sound of the week each week in Newslink and Class Dojo
 - Weekly class spotlights in the Newslink to share examples of current learning taking place.
 - Promotion of school and student achievements. Promotion will occur through weekly Newslink articles e.g. Learning Dispositions, Class Spotlight, award recipients (Gold, Service and Quilly awards).
 - Regular contact between teacher and parents. This will allow for updates regarding the development and progress of students to be discussed regularly.
 - Promotion of special events within the school calendar. Invitations to families and community.
 - Regular survey and feedback opportunities of school initiatives. Community satisfaction is measured.
 - Log calls and incidents onto Sentral to record communication.
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Success criteria for this strategic direction

- Parents actively engaged in school led activities.
- Common 'learning language' used between home and school.
- Families aware of school activities and an increased parental involvement.
- Positive responses from community around communication initiatives and strategies.
- Students feeling confident in school activities.
- Genuine connections developed between school and home.
- Incidents and communication with parents is recorded using Sentral
- Parents engage with teachers about their child's learning.
- Classes contributing to Newslink
- Classes sharing current learning through messages and/or photos on Class Dojo
- Parent information evenings held to share strategies and resources for supporting learning

Evaluation plan for this strategic direction

Question:

How, and to what extent are our families informed of and engaged in the learning at Nemingha Public School and how do our students perceive the quality of our learning culture?

Data:

- Term surveys. Parents, staff and students. in regards to communication links.
- Feedback from Parent/Teacher interviews.
- Participation data in school led activities.
- Planning from staff.

Evaluation plan for this strategic direction

- P&C and School Council.
- Call logs and anecdotal records of communication documented in Sentral.
- Attendance numbers at information evenings
- Class Dojo 'Story' entries
- Newslink
- TTFM student survey data

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

Implications: Following the analysis, the next steps and future directions will be formulated.