

# Strategic Improvement Plan 2021-2025

## Newcastle East Public School 2736



# School vision and context

## School vision statement

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At Newcastle East Public School, we prepare young people for rewarding lives as engaged members of society. We are committed to the development of students with a focus on student wellbeing, student academic growth, and social and sporting success. Teachers, parents, and students work in partnership to maintain high expectations and a positive environment where every student is known, valued, and cared for. Student success will be underpinned by engaging and explicit instruction from passionate and committed teachers. Students are at the heart of all that we do, whose learning goals are individualised by planning at the point of need.

## School context

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Newcastle East Public School is an inner-city primary school with a proud tradition of providing high-quality educational services to its community for over two centuries. We are Australia's oldest continuously running school, opening our doors in 1816 with 17 convict, free settler, and soldier children. At Newcastle East Public School, we believe that by collaborating within and beyond the school, we will inspire confident, creative, and innovative individuals. We develop critical thinkers, effective problem solvers, and dynamic learners, who will become productive citizens and future leaders.

Newcastle East Public School aims to support every child in achieving their potential and prepare them for life and future learning through the development of their capacity for higher-order thinking, problem-solving, relating positively with others, resilience, using information technology, self-discipline and responsible behaviour, personal fitness and wellbeing, and lifelong learning

In 2021, there are 254 students enrolled. This includes 4 Aboriginal students and 54 students who have a language background other than English. Our Family Occupational and Education Index (FOEI) of 11, indicates a low level of socio-economic disadvantage.

Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence. Extra-curricular opportunities in sport, science, STEM, and performing arts, enable our students to excel through a range of different experiences.

In response to high expectations from teachers and the school community, the school will undertake a program of strategic changes in teaching practice to improve learning outcomes for its students, particularly in the skills of problem-solving with a strong focus on literacy and numeracy. The school is able to provide a diversified range of curricular and co-curricular opportunities for students. Successful changes have been adopted by all staff and sustained across the school K-6.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure that teaching is underpinned by evidence-informed strategies and embedded evaluative practice.

## Improvement measures

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### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Year 3 and 5 students in the top two bands in NAPLAN numeracy will be above 63%. (baseline 55.6%)

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

Year 3 and 5 students in the top two bands in NAPLAN reading is above 77.2%. (baseline 72.2%)

### Wellbeing

Achieve by year: 2023

Students report expectations of success, advocacy and sense of belonging is above 89.6% (baseline 85.1%)

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

Students expected growth in NAPLAN numeracy is above 66.5% (baseline 62.9%)

### NAPLAN expected growth - Reading

Achieve by year: 2023

Students expected growth in NAPLAN reading is 82.2%. (baseline 75.2%)

## Initiatives

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### Reading

In reading, we will embed sustainable whole-school processes for collecting, analysing data, and showing effective classroom practices. The evaluation of this data will be regularly used to inform:

- teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- the review and adaption of teaching practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

### Numeracy

In numeracy, we will embed sustainable whole-school processes for collecting, analysing data, and showing effective classroom practices. The evaluation of this data will regularly be used to inform:

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

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The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

## Evaluation plan for this strategic direction

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

The school will use the following data sources (*NAPLAN data, Scout - Value added data, Student work samples, Literacy and numeracy PLAN2 data, Student PLPs, Student focus groups*), to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

The school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Following a school-wide analysis, our data will further determine our next steps and budget allocation.

# Strategic Direction 2: School Culture

## Purpose

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Our purpose is to create a culture where both teachers and students are seen as learners who focus on nurturing curiosity and creativity. All stakeholders are able to connect, succeed, thrive, and learn. The school provides enriched educational programs involving the ability to think creatively and work collaboratively. Students to develop problem-solving skills and apply these new skills to real-world situations.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

The percentage of students attending >90% is above 89.8% (baseline 83.9%) of the time to be trending towards the upper bound system negotiated target.

### Wellbeing and High Performance

Achieve by year: 2025

A multi-faceted, school-wide wellbeing program has been implemented to support and engage all students, staff, and parents of the NEPS community.

Measure data related to the growth and achievement of high potential and gifted students to analyse and evaluate the effectiveness of differentiated teaching programs and provisions.

## Initiatives

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### 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 with the data from the wellbeing framework self-assessment findings to establish focus areas around whole-school wellbeing reform
- embedding the wellbeing framework into school culture through ongoing staff professional learning in effective wellbeing strategies
- embedding differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention, and adjustment) ensuring strategies are regularly reviewed
- monitoring attendance rates for all students.

### Effective differentiated teaching and learning programs

Strengthening the understanding of High potential and gifted education (HPGE) students and the adjustments needed to meet their needs and develop best classroom practice through:

- high impact professional learning with the use of literacy and numeracy progressions, the High potential and gifted education policy and What Works Best
- expertly using student assessment data to reflect upon teaching effectiveness and provide learning opportunities for all students
- develop, revise and evaluate teaching and learning programs to ensure the extension of HPGE students
- utilise effective, explicit, evidence-based teaching practice to create an optimal learning environment for all students.

## Success criteria for this strategic direction

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The school has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

## Evaluation plan for this strategic direction

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

The school will use a range of data points such as *Wellbeing Framework Self-assessment pre and post-data, professional development plans, personal attendance plans, incident reports, suspension data, extra-curricular group data, TTFM data (student wellbeing, family satisfaction)* to gain baseline and progress targets.

The school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Following a school-wide analysis, our data will determine our next steps, and budget allocation.

# Strategic Direction 3: Quality Teaching Practice

## Purpose

Our purpose is to create and maintain a stimulating and engaging learning environment for both teachers and students, supported by a positive collaborative culture. We aim to develop skilled, passionate, and high-performing teachers who inspire lifelong learning.

## Improvement measures

### Data Skills and Use

Achieve by year: 2025

Teachers use a range of data collection sets are to differentiate curriculum, inform teaching, and provide feedback to students.

### Explicit Teaching Practices.

Achieve by year: 2025

Explicit teaching practice, formative assessment, and progressions are consistently used by all teachers.

### Quality Teaching Rounds

Achieve by year: 2025

Quality teaching rounds are embedded to inform teaching practice.

## Initiatives

### Data skills and use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students. We will:

- analyse and use literacy and numeracy progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth
- use authentic self-assessment processes to embed reflective practice for all school, teaching, and learning practices
- deliver high-impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data
- review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

### Highly effective teaching practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and progressions. We will:

- embed the use of formative data collection, use the literacy and numeracy progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by research
- establish collaborative support for teacher performance development, cross-stage collaborations and evidence-based programs and lessons
- adapt whole school use of literacy and numeracy learning progressions, PLAN2, and analyse NAPLAN to inform future directions
- change and adjust practice using the Progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching.

## 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. Teachers involve students and parents in planning to support learning and share expected outcomes.

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth.

## Evaluation plan for this strategic direction

What is the impact of using consistent, explicit inquiry-based teaching protocols on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Through the use of external student performance measures, (NAPLAN), *internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, and coaching records*, we will know where all students are sitting against common data points

The school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Following a school-wide analysis, our data will determine our next steps, and budget allocation.