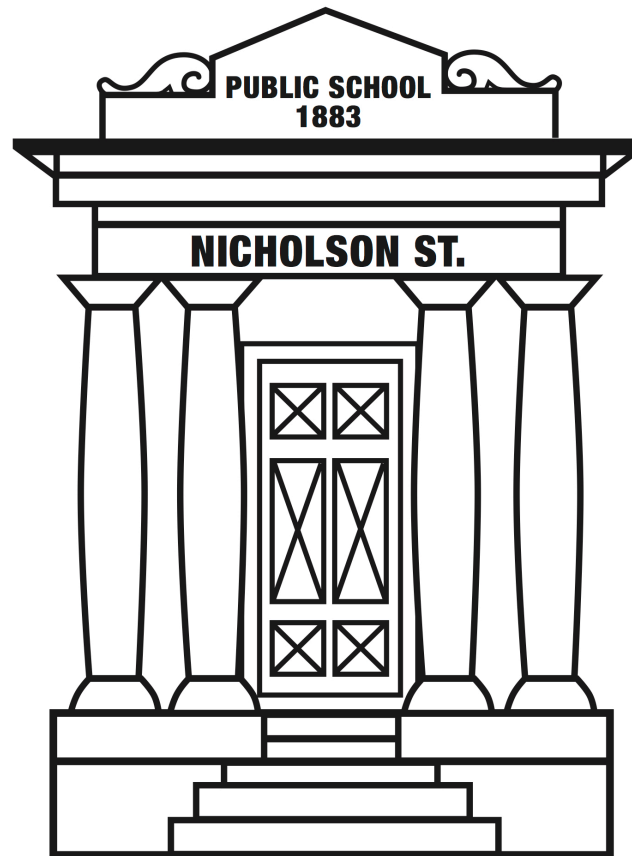


Strategic Improvement Plan 2021-2025

Nicholson Street Public School 2749



School vision and context

School vision statement

At Nicholson Street Public School we support our students to be resilient, respectful, locally engaged, globally prepared, critical thinkers, who are curious and creative lifelong learners.

At Nicholson Street Public School all members of the school community are encouraged to reach their potential as lifelong learners. All members of staff demonstrate a strong commitment to their own ongoing learning by actively seeking opportunities to be involved in professional development opportunities and by regularly reflecting on their own learning as part of the performance and development and school excellence frameworks.

For our students this means involvement in innovative, engaging and constantly improving learning experiences that promote the values of critical thinking and creativity through teaching and learning programs that are innovative, equitable and foster high expectations and intrinsic motivation.

As a community of learners we strive to work collaboratively with the wider school and educational communities to ensure that the students who attend Nicholson Street Public School progress through their own educational journey experiencing success built around the school motto of learning, laughter and life.

School context

Nicholson Street Public School, established in 1883, is located on attractive grounds at the tip of the Balmain Peninsula with views to Sydney Harbour. Informed parents with high expectations work with dedicated, enthusiastic staff committed to delivering quality teaching and learning programs to maximise student outcomes. The current student population of 117 with 17% of students from non-English speaking backgrounds is drawn from the local area and reflects the diversity of the Balmain Peninsula.

The school's motto: Learning, Laughter, Life underpins a focus on providing an excellent holistic education for every student. Quality teaching of literacy and numeracy and an innovative approach to integrating 21st century learning skills into the curriculum ensures students are provided with every chance to succeed across all learning areas. High student, staff and community expectations for student success drive improvements in student outcomes across all learning areas. Key programs and initiatives in the school support student engagement, foster welfare and wellbeing and promote opportunities for leadership amongst students, staff and the community.

Through our extensive situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence base provided by (What works best: 2020 update) and (How schools can improve literacy and numeracy and why it (still) matters). Our wellbeing, student engagement and parent/community focuses are underpinned by the evidence base provided by (Student Wellbeing), (Student Behaviour Strategy), (High Potential and Gifted Education policy) and (Creating a culture of excellence case studies).

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

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 the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in the difference between school and SSSG percentage of questions answered correctly (> 1.4%) in the Year 5 Check-in Assessment, compared to 2021 Year 3 cohort data (Baseline: School = 75%; SSSG = 73.6%; Difference = +1.4%)

Numeracy growth

Achieve by year: 2023

A decrease in the difference between school and SSSG percentage of questions answered correctly (< 8.2%) in the Year 5 Check-in Assessment, compared to 2021 Year 3 cohort data (Baseline: School = 66.1%; SSSG = 74.3%; Difference = -8.2%).

Initiatives

Reading

Initiative 1 - Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. This practice will improve student growth and maintain student achievement in Reading and is underpinned by the evidence base provided by (What works best: 2020 update) and (How schools can improve literacy and numeracy and why it (still) matters). The evaluation of whole school Reading 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.
- high impact teacher professional learning and school resourcing.

Numeracy

Initiative 2 - Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. This practice will improve student growth and maintain student achievement in Numeracy and is underpinned by the evidence base provided by (What works best: 2020 update) and (How schools can improve literacy and numeracy and why it (still) matters). The evaluation of whole school Numeracy 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.
- high impact 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 (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).
- Reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum (SEF - Reporting).
- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing (SEF - Student Performance Measures).
- 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).
- 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).
- 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 measureable whole school improvement (SEF - Educational Leadership).
- Resources are strategically used to achieve improved student outcomes and high quality service delivery (SEF - School Resources).

Strategic Direction 1: Student growth and attainment

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?

Data

We will use a combination of data sources. These will include:

- NAPLAN data
- Scout - Value added data
- Check in assessment data
- PAT assessment data
- Quality Teaching Rounds data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- Internal assessment data
- Surveys
- Observations
- Student voice
- Document analysis
- SEF SaS

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Annual reporting on school progress measures will be relayed to the school community (published in the Annual Report each year, in the school newsletter and on the school website throughout the year).

Strategic Direction 2: Connect, Succeed, Thrive and Learn: Student wellbeing and engagement in learning

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Optimal learning environments, where students feel supported and encouraged to achieve excellence in their learning, will ensure that all students, including high potential and gifted students, have the opportunity to achieve their best.

Improvement measures

Wellbeing

Achieve by year: 2023

TARGET YEAR: 2022

- TTFM Wellbeing data (advocacy, belonging, expectations) is at or above the lower bound system-negotiated target of 87.6%.

Achieve by year: 2025

TARGET YEAR: 2025

- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.

Achieve by year: 2025

TARGET YEAR: 2025

- Decrease negative recorded behaviours by a minimum of 50% determined by a two year baseline of Sentral incident reports as at year end 2020.

Attendance (>90%)

Achieve by year: 2023

TARGET YEAR: 2022

- Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 86.3%.

Initiatives

Wellbeing and Engagement

Initiative 1 - Wellbeing and Engagement

Underpinned by the evidence base provided by (Student Wellbeing) and the NSW Department of Education Student Behaviour Strategy (March 2021), we will 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 and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLPs.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Learning and Support Team embed a differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

Personalised Learning

Initiative 2 - Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals so that all students can connect, succeed, thrive and learn. This initiative is underpinned by the evidence base provided by (What works best: 2020 update), (How schools can

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing).
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. 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 and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF - Wellbeing).
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF - Effective Classroom Practice).
- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching (SEF - Assessment).
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF - Learning Culture).
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF - Learning Culture).
- The school uses embedded and explicit systems that

Strategic Direction 2: Connect, Succeed, Thrive and Learn: Student wellbeing and engagement in learning

Improvement measures

Achieve by year: 2025

TARGET YEAR: 2025

- Tell Them From Me (TTFM) teacher survey data (three-year averages) shows improvement in the following drivers of student learning: 'Collaboration' (6.8 to 8.3); 'Quality Feedback' (6.3 to 8.0).
- Annual TTFM student survey data improves in the following drivers of student outcomes: 'Relevance' (from 7.2 to 8.4); 'Positive Learning Climate' (7.1 to 8.3).
- Annual TTFM parent survey data improves in the following area: 'School supports positive behaviour' (from 7.2 to 8.4).

Initiatives

improve literacy and numeracy and why it (still) matters) and (Student Wellbeing) and is guided by the NSW Department of Education's High Potential and Gifted Education policy.

- High impact professional learning on the use of literacy and numeracy progressions, differentiation and the High Potential and Gifted Education policy to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use a high impact professional learning structure and structured observations to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results (SEF - Learning and Development).

Evaluation plan for this strategic direction

Questions

- How can the school determine that its systems and processes for enhancing student wellbeing and engagement in learning have been successful?
- To what extent has the quality of teaching practice improved as a result of teachers having engaged with QTR?
- To what extent has QTR improved student growth and attainment?

Data

- Wellbeing Framework Self-assessment pre and post data
- Professional Development Plans
- PBL data
- Playground observations and collection of data from teachers on duty, roving executives and students and teachers on return to class after breaks.
- Incident reports
- Pre and post teacher surveys on QTR
- QTR Fidelity Check analysis
- TTFM - Student wellbeing, family satisfaction.
- Student surveys
- NCCD data
- Teaching and learning programs
- Personalised Learning Plans (PLPs)
- PLAN 2 data

Strategic Direction 2: Connect, Succeed, Thrive and Learn: Student wellbeing and engagement in learning

Evaluation plan for this strategic direction

- PAT data

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures will be relayed to the school community (published in the Annual Report each year, in the school newsletter and on the school website throughout the year).

Strategic Direction 3: Parents, carers and the school community - partners in learning

Purpose

We would like to create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage a positive culture of learning and wellbeing. By nurturing these relationships, diversity will be celebrated, creating a positive school and community.

Improvement measures

Achieve by year: 2025

TARGET YEAR: 2025

- 25% improvement on annual TTFM parent survey data in 'Parents feel welcome' from baseline of 7.3 in 2020 to 9.1.

Achieve by year: 2025

TARGET YEAR: 2025

- 30% improvement on annual TTFM parent survey data in 'Parents are informed' from baseline of 5.8 in 2020 to 7.5.

Achieve by year: 2022

* 100% completion of outdoor learning environment modifications and playground upgrades, as per school and P&C multi-part proposals/plans.

Initiatives

Communication Channels

Initiative 1 - Communication Channels

This initiative is underpinned by the evidence base provided by (Creating a culture of excellence case studies) and (Practical resources and case studies to increase participation in the Tell Them From Me parent survey).

- Implement improved communication strategies with parents and carers to enhance their understanding of the school's priorities, policies and practices and better share information about their child's learning.
- Review the process of how and when teachers meet with parents and carers to improve sharing of information and identified goals for individual student improvement.
- Build the capacity of staff to effectively engage and partner with parents and carers.

Active participation in whole school decision making

Initiative 2 - Active participation in whole school decision making

Initiatives 2 and 3 are underpinned by the evidence base provided by (Creating a culture of excellence case studies) and (Practical resources and case studies to increase participation in the Tell Them From Me parent survey).

- Ensure a co-ordinated and collaborative approach to school improvement through parents and carers being active participants in school planning, evaluation and decision-making processes
- Utilise parent expertise and support (volunteering) to enhance school initiatives.
- Work collaboratively with parents and carers to modify the indoor and outdoor learning spaces, to provide fluid and flexible learning environment opportunities.

Success criteria for this strategic direction

- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with the community (SEF - Management Practices and Processes).
- 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).
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture).
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received (SEF - Reporting).
- The school is recognised as excellent and responsive by the 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).
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (SEF - School Planning, Implementation and Reporting).
- The school collaborates with the local community where appropriate on decisions about − and access to − school assets and resources, delivering benefit to both the school and the community (SEF - School Resources).
- The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting (SEF - School

Strategic Direction 3: Parents, carers and the school community - partners in learning

Initiatives

Community Partnerships

Initiative 3 - Community Partnerships

- Engage businesses, organisations and the broader community to provide expertise and learning experiences.
- Engage with other schools to provide active support for ongoing learning partnerships to improve practice.

Success criteria for this strategic direction

Resources).

Evaluation plan for this strategic direction

Question

How can the school determine that its systems and processes for enhancing parent/carer and community partnerships have been successful?

Data

- SEF reflection
- TTFM surveys
- Teacher/Parent conferences
- Collection of base line data at community events in 2021
- Survey and reflection from beginning teachers, new teachers to school.
- Feedback and focus group meetings

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures will be relayed to the school community (published in the Annual Report each year, in the school newsletter and on the school website throughout the year).