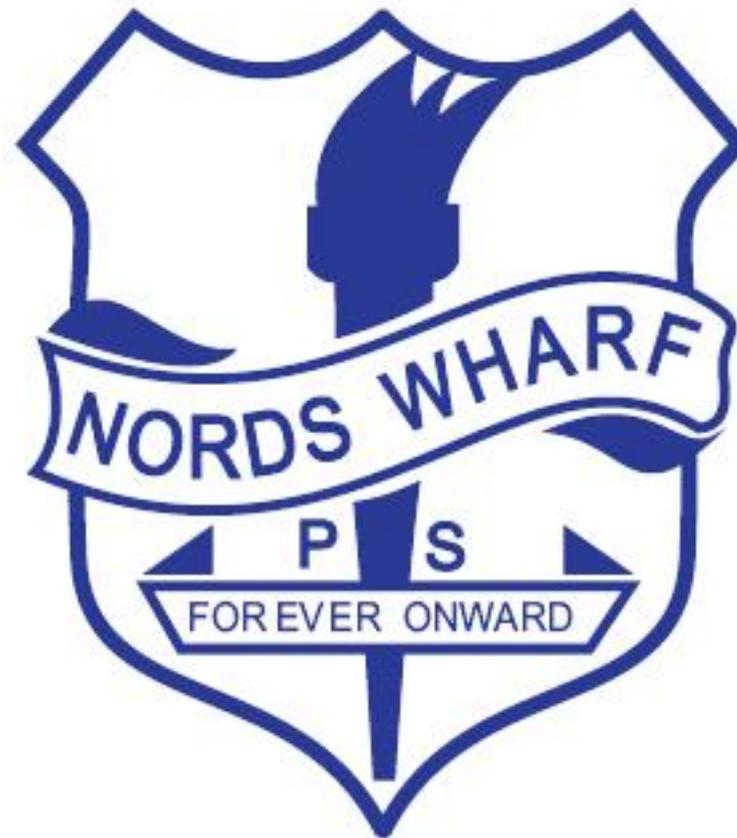


Strategic Improvement Plan 2021-2024

Nords Wharf Public School 2759



School vision and context

School vision statement

Nords Wharf Public School has an inclusive and supportive culture with a strong focus on excellence through high expectations. Our authentic partnerships with all stakeholders and use of evidence-based practices ensure staff, students and community members connect, succeed and thrive.

School context

Nords Wharf Public School is located in East Lake Macquarie. Current student enrolment is 182, of which 12 students identify as Aboriginal and Torres Strait Islander. School enrolment numbers have been growing steadily each year from 98 in 2015. The school has 13 teaching staff and 4 school learning support officers. The FOEI is 78, with students coming from a range of socio-economic backgrounds.

There is a strong school culture of inclusion and sense of community among the students, staff, families and community. The school is well supported by an active P&C consisting of parents, other family members and some wider community members. Students have a range of extra-curricular opportunities including band, singing group, Starstruck, environmental programs, a broad variety of different sporting activities and debating and public speaking.

There has been careful review, and consideration, of evidence and recommendations from External Validation (EV) in 2020 and a thorough situational analysis of current school practices and student achievement. Staff were actively involved in the EV process and consulted during staff meetings and participation in Tell Them From Me (TTFM) and internal school surveys. Students and the parent community were consulted through school-based and TTFM surveys, P&C meetings, Student Representative Team and informal discussions at school events and the school gate. There was consultation with the AECG (Aboriginal Education Consultative Group) to inform planning. 'Walking Together and Working Together' we will celebrate the successes of our students and community. An AECG representative attended Galgabba Community of Schools (CoS) meetings to consult on school and CoS initiatives for the 2021-2024 planning cycle.

After considering all evidence, Student Growth and Attainment, Quality Teaching Practices and Wellbeing and Engagement were identified as focus areas for this Strategic Improvement Plan, which will continue to build upon work undertaken in the previous school planning cycle. Improvement in students achieving expected growth and performing in the top two bands in reading and numeracy are specific focuses. In reading, the gap analysis identified vocabulary and inferential comprehension as skills and knowledge to strengthen. In numeracy, the gap analysis determined areas for development were measurement and geometry, fractions and decimals, mathematical vocabulary and approaching multi-step questions. We will monitor and review teaching and learning programs to ensure that student learning is appropriately differentiated for all students.

From analysis of student survey data, the areas of sense of belonging, expectations of success and engagement with learning will be an ongoing focus. Engagement with the Wellbeing Framework Self-assessment Tool will support the identification of whole school directions, to ensure that every student is known, valued and cared for. Analysis of staff survey data from all available sources identified the need for a deeper understanding, and consistent use, of evidence-base practices. Ongoing professional learning, teacher collaboration and mentoring will be used to strengthen understanding and implementation of high-impact, evidence-based practices, underpinned by the What Works Best evidence-base.

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, analysing and using data, to ensure students perform at high levels, achieve expected growth and that equity gaps are closing.

Improvement measures

Target year: 2022

An uplift of 7.8% from baseline data of students in Years 3 and 5 achieving in the top two bands in NAPLAN reading.

Target year: 2023

Percentage of students achieving expected growth in reading increases by 4% from baseline data.

Target year: 2022

An uplift of 6.3% from baseline data of students in Years 3 and 5 achieving in the top two bands in NAPLAN numeracy.

Target year: 2023

Percentage of students achieving expected growth in numeracy increases by 5.1% from baseline data.

Target year: 2024

School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment against the School Excellence Framework (SEF) in the Teaching domain theme of 'Data Skills and Use' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Data Skills and Use

We will strengthen the consistent implementation of whole school processes for collecting, analysing and using data. The evaluation of this data will regularly be used to determine the impact of teaching and learning on student achievement and to inform:

- teaching and learning programs
- targeted learning intervention
- learning goals for all students
- teacher professional learning and school resourcing

Excellence in Assessment

We will develop teachers' skills to ensure the consistent use of:

- formative assessment
- summative assessment
- self-assessment
- student feedback
- staff and student use of learning progressions (PLAN2)
- consistent teacher judgement

Success criteria for this strategic direction

- Systematic and reliable assessment practices are used to plan for, monitor and evaluate student learning over time, and implement changes in teaching that lead to measurable improvement.
- Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Students consistently perform at high levels on internal and external performance measures and student progress and achievement is comparable to students at statistically similar schools on external measures.
- Teachers use data to inform teaching and learning programs, identify interventions, reflect on teaching effectiveness and modify teaching practice.
- Learning goals for students are informed by analysis of internal and external student progress and achievement data.
- Reporting of student and school performance is based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

Question -

To what extent have we achieved our purpose and are able to demonstrate impact of the initiatives on student achievement in reading and numeracy.

Data -

We will use a combination of the following data sources:

- External assessment data - NAPLAN, Check-In Assessments
- SCOUT value-added data
- Internal assessment data - PLAN2 (learning progressions), pre- and post-tests, fluency data
- Standardised assessments - PAT Reading, PAT

Evaluation plan for this strategic direction

Maths, PAT Vocabulary, Phonics Screening Check, Phonological Awareness Diagnostic, SENA

- Document analysis - teaching and learning programs, agreed practices documents, scope and sequence documents
- Student reflections on learning goals
- PLaSPs, PLPs
- Staff surveys
- Classroom observations and walk throughs

Analysis -

Analysis of each initiative will be through reflecting on the success of implementation and progress monitoring, using the data sources listed. The school will regularly review our achievement against improvement measures. Our annual self-assessment against the School Excellence Framework (SEF) will also be used to measure our improvement.

Implications -

The findings of the analysis will inform future directions and underpin further improvement measures for our school. Annual reporting on progress measures will be published in the Annual Report.

Strategic Direction 2: Quality Teaching Practice

Purpose

There is a whole school approach that ensures evidence-based teaching practices are implemented to improve student learning outcomes and optimise learning progress for all students.

Improvement measures

Target year: 2024

School self-assessment against the School Excellence Framework (SEF) in the Teaching domain theme of 'Effective Classroom Practice' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Learning Culture' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Curriculum' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Collaboration and Evidence-based Teaching Practices

We will engage in professional learning opportunities to gain, and share, expertise in evidence-based teaching practices, including explicit teaching and effective feedback.

- PDP goals
- observations and walkthroughs
- feedback
- self-reflection (reflective practice)

We will regularly dedicate time throughout the school year for colleagues to collaboratively develop and refine teaching and learning programs.

High Expectations

All members of the school community will have high expectations of students.

- Staff will differentiate, provide individualised feedback, challenge their students and ensure continuous improvement.
- The school will share student learning progress and encourage parents and carers to be engaged in their child/ren's learning.

Success criteria for this strategic direction

- There are explicit systems for collaboration, distributed instructional leadership, mentoring and feedback to identify, model and implement quality teaching practices so every student makes measurable learning progress.
- Teachers routinely review learning with students, ensuring they have a clear understanding of how to improve.
- Teaching and learning programs show evidence that all students are challenged and adjustments lead to improved learning.
- Teachers involve students and parents in planning to support and extend learning, and share expected outcomes.
- Tell Them from Me (TTFM) teacher survey data in Collaboration and Learning Culture increases to at, or above, NSW Govt Norm.
- Tell Them from Me (TTFM) teacher survey data in Teaching Strategies increases to at, or above, NSW Govt Norm.

Evaluation plan for this strategic direction

Question -

To what extent have we achieved our purpose and are able to demonstrate impact of initiatives on teaching practice and parent/carers engagement in student learning?

Data -

We will use a combination of the following data sources:

- Staff TTFM survey data
- Internal school survey data
- Student learning progress data
- Records of professional learning and collaboration
- Parent engagement data, such as Seesaw

Evaluation plan for this strategic direction

interactions

- Teacher PDPs and reflections

Analysis -

Analysis of each initiative will be through reflecting on the success of implementation and progress monitoring, using the data sources listed. The school will regularly review our achievement against improvement measures. Our annual self-assessment against the School Excellence Framework (SEF) will also be used to measure our improvement.

Implications -

The findings of the analysis will inform future directions and underpin further improvement measures for our school. Annual reporting on progress measures will be published in the Annual Report.

Strategic Direction 3: Wellbeing and engagement

Purpose

Through authentic partnerships, we will connect, succeed and thrive. This will be through planned, whole school processes that support high levels of wellbeing, engagement and attendance.

Improvement measures

Target year: 2022

An uplift of 6% from baseline data in the percentage of students with attendance of >90% .

Target year: 2024

School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Learning Culture' sub-element of 'Attendance' indicates improvement from Delivering to Excelling.

Target year: 2022

An uplift of 5% of students reporting positive wellbeing from baseline data.

Target year: 2023

TTFM Aboriginal Students data for 'I feel good about my culture' increases to >95%.

Target year: 2023

TTFM Aboriginal Students data for 'teachers understand Aboriginal culture' increases to >95%.

Initiatives

Every Day Matters - Attendance

We will increase attendance and educate students, parents and carers of the impact that irregular school attendance has on student learning and wellbeing outcomes. This will be achieved by:

- analysing attendance data and absence reasons for early identification and intervention of students at risk.
- regular information on the benefits of school attendance and the impact of non-attendance
- an evidence-based approach
- reflection on school processes and TTFM survey data

Excellence in Wellbeing and Engagement

We will strengthen whole school processes to develop a strong sense of belonging and collective ownership for staff and student wellbeing. This will be achieved by:

- embedding the Wellbeing Framework elements into school culture
- early intervention
- being responsive to the needs of staff and students
- differentiated learning to support every student to succeed
- targeted initiatives
- reflecting on, and refining, school wellbeing processes

Excellence in Aboriginal Education

Staff will value and respect the identity, culture, heritage and language of our Aboriginal students. This will be achieved by:

- professional learning for staff
- including Aboriginal perspectives in teaching and

Success criteria for this strategic direction

- Teachers, parents and the community, including AECG, work together to ensure student absences do not impact on learning and wellbeing outcomes.
- There are evidence-based whole school practices resulting in measurable improvements in wellbeing and engagement.
- Positive and respectful relationships are evident among students and staff and promote student wellbeing.
- Expectations for success, advocacy at school and students with a positive sense of belonging (TTFM) increase to at, or above, NSW Govt Norm.
- Aboriginal perspective is embedded in teaching and learning plans.
- All students have an understanding and appreciation of Aboriginal culture.

Evaluation plan for this strategic direction

Question -

To what extent have we achieved our purpose and are able to demonstrate the impact of initiatives on wellbeing, engagement and attendance.

Data -

We will use a combination of the following data sources:

- Wellbeing Framework Self-assessment Tool
- TTFM - staff, student and parent surveys
- Behaviour and suspension data
- Extra-curricular groups data
- Personal attendance, behaviour and wellbeing plans
- Professional Development Plans
- Attendance data

Initiatives

- learning programs
- including cultural goals in all PLPs
 - providing opportunities for Aboriginal students to explore and deepen their knowledge of their culture, including language.
 - providing opportunities for non-Aboriginal students to explore and deepen their knowledge of Aboriginal culture, including language
 - developing stronger connections with the AECG and other local organisations
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Evaluation plan for this strategic direction

Analysis -

Analysis of each initiative will be through reflecting on the success of implementation and progress monitoring, using the data sources listed. The school will regularly review our achievement against improvement measures. Our annual self-assessment against the School Excellence Framework (SEF) will also be used to measure our improvement.

Implications -

The findings of the analysis will inform future directions and underpin further improvement measures for our school. Annual reporting on progress measures will be published in the Annual Report.