

# Strategic Improvement Plan 2021-2024

## Nundle Public School 2781



# School vision and context

## School vision statement

Nundle Public School upholds high expectations of all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong adventure.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to making the most of opportunities for growth and success in a highly engaging curriculum with a broad range of opportunities for personalised learning and leadership development while fostering creativity in future focused 21 st Century learning environments.

Students will develop the skills necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

## School context

Nundle Public School, with a current enrolment of 39 students, is a rural and remote school located in the Peel Valley, 70kms from our nearest regional centre, Tamworth. School numbers have fluctuated in recent years, with a steady drop over the past 2 years.

Our school is comprised of three small classes with 5 teachers, including a teaching principal, an instructional leader and 2 School learning support officers. Nundle Public School is supported by an active and engaged P&C who carry out vital roles within the school and the wider community. Money raised by the Parents and Citizens Association (P&C) through various events, goes to support students in a range of learning activities.

The two strong threads through our previous two school plans focused on continuous school improvement through development of self-regulated, self-motivated learners and high quality teaching and learning. These were facilitated through high quality professional learning and the development of whole school strategies to support the management of student behaviour and engagement.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy focusing on individualized improvement for students and establishing a high expectations environment that fosters a strong sense of belonging.

There will also be a strong focus on the use of assessment data analysis to make highly informed decisions about student learning and achievement. We will look to embed tools to use formative assessment strategies to move learning forward.

# Strategic Direction 1: Student growth and attainment

## Purpose

- Rigorous teaching and learning focused on achieving growth and attainment in literacy and numeracy.
- Establish a high expectations environment that fosters a strong sense of belonging.

## Improvement measures

### Target year: 2023

**Objective:** Expected growth in reading.

**Measures:**

- Lower bound 60% of students achieving **expected** growth in Reading in NAPLAN.
- Increase % of students achieving expected growth in reading.

### Target year: 2022

**Objective:** Increase achievement in Literacy.

**Measures:**

- 16.5% of students achieving in Top 2 bands in Literacy.
- To increase the number of children in the top 2 bands of reading in NAPLAN 2022 to greater than 57.1% in **Literacy** (based on Check-in Data from 2020 - 1 additional child in the top 2 bands)

### Target year: 2022

**Objective:** Proportion of students attending >90% of the time.

**Measures:**

- Increase the number of students attending >90% of the time from 77% (2020).
- Decrease the proportion of students attending <80% of the time from 14.3% (2020).

## Initiatives

### Literacy and Numeracy

Establish and sustain practices that are recognised as best practice in the delivery of high quality evidence based teaching and learning programs in both literacy and numeracy. Staff will develop theoretical and practical expertise in authentic evaluation of their own teaching to develop engaging, high-impact literacy and numeracy learning programs for students.

Personalised learning caters for the diverse needs of students in both literacy and numeracy. Effective interventions are chosen to identify and support students literacy needs. Students will be supported by teachers to develop literacy and numeracy goals that move learning forward. Targeted teaching will support students in working towards and achieving these goals.

Professional learning will address identified areas of development for staff to best support students.

### High Expectations that foster a sense of belonging

Students will be supported through learning plans that promote student voice. Establish and sustain practices that set high expectations of students both academically and behaviourally. We will employ strategies that address the role of restorative practices to build empathy, resilience, trust and rigour in everyday learning opportunities. Consistent, high expectations based on evidence will deliver results. Staff will develop a philosophy of what high expectations should look like in the classroom, and explicitly teach this to students., including developing a resource bank of exemplars that support student learning.

All students engage in opportunities to have learning conferences with classroom teachers, through understanding the "Why" in learning opportunities. Personalised Learning Plans (PLPs) for all students act as a link between parents, staff and students.

Student collaboration will occur with structured approaches to learning with well-designed tasks that lead to the promotion of talk, communication and positive

## Success criteria for this strategic direction

### Literacy and Numeracy

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback, student assessment, self assessment, engagement and continuous tracking of student progress and achievement.
- Goal setting for all students and staff occurs at 5 weekly intervals and is tracked using relevant internal and external tools.
- Formative and summative assessment is used effectively across the school in all learning spaces to influence decision making.
- The school uses embedded systems that facilitate collaboration, discussion and observation that drives ongoing school improvements in teaching and learning.
- Differentiation that supports all learners to achieve learning goals

### High Expectations that Foster a Sense of Belonging

- Attendance goals will be established and celebrated when reached.
- PLPs demonstrate shared learning goals for students.
- Families are actively engaged in their child's learning, working in close partnership with the school, supporting learning with access to student goals and progress through a variety of sources. (Potentially SeeSaw, PLAN2 (Planning Literacy and Numeracy), TopTen)
- Collaborative learning occurs through a variety of means to support the communication development of students.
- Staff are able to articulate how their understanding of trauma informed strategies influences the way they teach and communicate with students.

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2022

**Objective:** Improved student wellbeing and an increased sense of belonging at school.

**Measures:**

- 64.1% (or equal to or above state average) of Students reporting **positive wellbeing** at school.

### Target year: 2024

**Objective:** Improvements as measured by the **School Excellence Framework**

**Measures:**

- **Learning Culture** from Delivering to Excelling.
- **Curriculum** from Delivering to Excelling.
- **Effective classroom practice** from Delivering to Excelling.

### Target year: 2023

**Objective:** Student growth in numeracy.

**Measures:**

- Lower bound 60% of students achieving **expected** growth in Numeracy in NAPLAN.
- Increase % of students achieving expected **growth** in numeracy.

## Initiatives

interaction between learners.

Staff develop an understanding of trauma informed strategies to support metacognition in learning. Strategies will be implemented to support the development of individual students, that reflect this understanding.

Student leadership opportunities are planned and structured to promote the development of a sense of responsibility, aspirational thinking and contribute to motivated, self-regulated learners.

The school's established systems, encourage and recognise strong attendance and support those students and their families who are below the attendance targets. We will continue to revise strategies to reinforce the importance of strong school attendance and make adjustments as necessary.

## Evaluation plan for this strategic direction

### *Literacy and Numeracy*

**Question:**

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

**Data:**

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

- Internal assessment, eg. PLAN2
- External Assessment, eg. NAPLAN
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

### **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 (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

### **High Expectations that Foster a Sense of Belonging**

### **Questions**

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- To what extent do staff/students understand the role high expectations play on student learning/wellbeing?
- Are high expectations set at the beginning of each day/week and taught explicitly through out? What evidence do we have of this?
- What role does student voice play in learning and school life?
- Do students/staff and parents value relationships that are vital in ensuring a sense of belonging?

### Data Sources

- Tell from me survey
- Wellbeing Check-ins
- Exit slips and work-samples
- Staff/Student Responses

### Analysis

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### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

## Strategic Direction 2: Assessment and Data Practices

### Purpose

- Embedded stronger formative and summative assessment practices.
- Effective analysis of student data that helps teachers to identify learning gaps and opportunities.
- Effective use of tools for teachers to analyse our own impact to change what does not work and keep what does work.

### Improvement measures

#### Target year: 2024

**Objective:** All staff adopt assessment practices that effectively evaluate, measure and document student learning.

#### Measure:

1. 100% of teachers demonstrate a strong theoretical and practical understanding of formative and summative assessment.
2. Internal school assessment strategies compliment external school assessment strategies.
3. Assessment strategies are consistent across stages to best demonstrate impact of learning and student growth.

#### Target year: 2024

**Objective:** Teaching programs reflect the use of best-practice in relation to assessment of and/or learning.

#### Measures:

- 100% of teaching programs include the use of formative and summative assessment practices.
- A range of assessment tasks are structured to support, challenge and enable students to work successfully together.
- Tasks clearly assess the intended learning outcomes

### Initiatives

#### Assessment Practices

Staff will adopt assessment practices that effectively evaluate, measure and document student learning. They will do this by ensuring assessment forms a strong part of everyday practice.

Assessment tasks will inform planning to provide students with learning opportunities at their level of need, in line with agreed upon learning goals. Assessment tasks will be high-quality, targeted to assess intended learning outcomes from the syllabus in a way that is meaningful and effective. This may include professional learning that focuses on the validity, reliability, objectivity and inclusiveness of assessment tasks.

#### Data Informed Practices

Teachers will use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data will support the ability for staff to measure and understand student growth. Quantitative data use will support the monitoring and achievement of school and student learning targets, while qualitative data will confirm or challenge findings.

Practical strategies to ensure data forms an integral part of staff practice includes regularly dedicating time to using data effectively. Collecting meaningful data in a variety of methods to address student learning, engagement and wellbeing. Data analysis will monitor student learning progress to identify areas of strength and gaps in learning. Decisions will be made based on the data collected.

### Success criteria for this strategic direction

Staff develop strong systematic practices across the school and across curriculum areas. This includes:

- Formative and summative assessment strategies are a part of everyday practice.
- Pre and post tasks are employed across all key learning areas
- High quality assessment tasks are developed, based on quality research
- Assessment techniques support increased engagement, student ownership and opportunities to celebrate achievement in learning.

All staff actively engage and use the data systems that are already available, to have a planned and strategic approach to the analysis and use of data. This includes:

- Consistent practices in data collection and analysis results in long term tracking of student achievement.
- Internal school assessment collations influence planning and future directions.
- PLAN2 data informs grouping choices.

### Evaluation plan for this strategic direction

#### Assessment Practices

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in assessment practices?

#### Data:

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

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- Survey

## Strategic Direction 2: Assessment and Data Practices

### Improvement measures

- and is accessible to all students.
- Assessments tasks are marked and scored consistently and objectively.
- Assessments tasks create opportunities for students to reflect and express thoughts about their learning.

**Target year: 2024**

**Objective:** Teaching and learning programs demonstrate best-practice in use of data to inform practice.

#### Measures:

- There is a consistent use of data across all key learning areas to inform school, classroom and individualised decision making.
- Evidence of data use reflects best practice according to the CESE (Centre for Education Statistics and Evaluation) and evidence hierarchy across all Key Learning Areas (KLAs), including triangulation of data,
- 100% of staff are involved in the collection and analysis of data to inform decision making.
- 100% of staff demonstrate proficiency in using IT systems such as ALAN (Assessing Literacy and Numeracy) & Scout to collate, analyse and report on student achievement.

**Target year: 2024**

Improvement as measured by the **School Excellence Framework (SEF)**.

- **Assessment** from Delivering to Excelling
- **Reporting** from Delivering to Excelling
- **Student Performance Measures** from Delivering to Excelling
- **Data Skills and Use** from Delivering to Excelling

### Evaluation plan for this strategic direction

- Observation
- Focus group
- Student voice
- Interview
- Document analysis

#### 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 (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

#### Data Informed Practices

##### Question

To what extent have we achieved our purpose and can demonstrate impact and improvement in assessment practices?

##### Data:

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

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- Survey
- Observation
- Focus group
- Student voice
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## Strategic Direction 2: Assessment and Data Practices

### Evaluation plan for this strategic direction

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- Document analysis

#### **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 (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- Refer to sample evaluation