

Strategic Improvement Plan 2021-2025

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 21st 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.

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Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of students demonstrating growth in reading by correctly answering questions in Check In assessment.

Numeracy growth

Achieve by year: 2023

Increase the percentage of students demonstrating growth in numeracy by correctly answering questions in Check In assessment.

Initiatives

Reading

Establish sustainable practices to embed assessment and high quality research based strategies into teaching and learning programs. These practices will include:

- A strong focus on the regular collection and effective use of data to drive interventions and to track student progress
- Evaluation of teaching and learning programs with reference to the Australian professional standards for teachers and DoE support materials such as Improving Reading Comprehension Years3-8 and Effective Reading Kindergarten to Year 2
- Strategic staffing to support student growth and attainment
- Collaboration within our school and across school networks

Numeracy

Establish sustainable practices to embed assessment and high quality research based strategies into teaching and learning programs. These practices will include:

- A strong focus on the regular collection and effective use of data to drive interventions and to track student progress
- Evaluation of teaching and learning programs with reference to the Australian professional standards for teachers and DoE support materials such as the Numeracy Guides for K-2 and 3-8
- Strategic staffing to support student growth and attainment
- Collaboration within our school and across school networks

Success criteria for this strategic direction

Literacy and Numeracy

There is an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Evaluation plan for this strategic direction

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. Progressions, PAT, writing assessments

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- External Assessment, eg. NAPLAN and Check-in Assessments
- 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).

Strategic Direction 2: Switched on Students

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

Attendance >90%
Achieve by year: 2023

Increase the number of students attending >90% of the time.

PLP Engagement
Achieve by year: 2025

Increase the percentage of parents/families actively engaging with the Personalise Learning Pathway process to enable greater support for student outcomes.

Initiatives

Attendance and Wellbeing

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

Establish systems and process to ensure greater parent and family engagement with Personalised Learning Pathways to enhance social, cultural and learning outcomes for our students.

Success criteria for this strategic direction

Attendance and Wellbeing

All staff are involved in a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Attendance data is regularly analysed and is used to inform planning.
- There is demonstrated commitment within the school community that all students make learning progress.
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- 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.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in attendance and wellbeing?

Data:

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

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

Analysis

Strategic Direction 2: Switched on Students

Evaluation plan for this strategic direction

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

Implications

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