

Strategic Improvement Plan 2021-2024

Nymboida Public School 2784



School vision and context

School vision statement

At Nymboida Public School we believe that every student should be challenged to learn and continually improve in a respectful, responsible and safe environment. Our vision is to empower every student to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be confident, resilient, self-directed and successful citizens.

School context

Nymboida Public School (NPS) is a small, rural school. It is situated on the main road 45km southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one teaching principal and one temporary teacher in order to have two smaller classes within the school. The temporary teacher is also responsible to cover the principal's release. NPS employs a School Administration Manager 4 days each week, a General Assistant 1 day a week and a School Learning Support Officer 1 day a week.

Nymboida Public School currently have a FOEI of 121 and has an enrolment of 20 students at the beginning of 2021 which includes Aboriginal and LBOTE students. The student population can be transient with many changes throughout any given year; however, the school maintains a stable staffing cohort.

Students are organised into two classes K-2 and 3-6 for literacy and numeracy. For 2021, students work in two classrooms for Science and History/Geography. For CAPA and PDHPE, the K-6 cohort is combined with one teacher in the classroom. Students have quality flexible learning spaces and well-maintained school grounds with extensive playground and sporting equipment.

Staff, parents and students work collaboratively to provide a happy, safe and supportive learning environment. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Through our situational analysis, we have identified a need to use data driven practices to ensure students have learning tailored to their individual learning needs and for the school to have a systematic approach to data collection and use.

Work will take place to ensure the wellbeing of all students is addressed and supported after our school and community experienced a variety of traumatic events in 2019/2020 - bushfires, flooding and COVID-19 that devastated our school community.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our school tradition of providing quality education to our local community.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students have access to relevant, engaging and challenging learning experiences with a focus on high expectations which enables them to become independent learners. Students express their unique and personal thoughts openly while providing the highest quality education that inspires every student and teacher to progress along their own learning journey, to achieve their full potential and reflect on their learning experiences.

Improvement measures

Target year: 2022

70% - 100% of students will be achieving an attendance rate of 90% or greater.

Target year: 2023

60% - 100% of students will achieve expected growth in Reading and Numeracy.

Target year: 2024

Schools Excellence Framework - Move from Delivering to Sustaining and Growing for Data Skills and Use and Assessment through quality teaching practices and school based routines.

Initiatives

Data Informed Practice

Collect student data to enhance individual student learning opportunities. Report to student and parents about progress made. Use assessment data to inform teaching and learning programs.

Targeting staffing resources to improve student learning.

High Impact Professional Learning to Build Capacity

Build teacher capacity by sharing knowledge of best practices with TP1 partner schools. Work within a collegiate to improve teaching and learning by establishing professional support networks for staff and students.

Success criteria for this strategic direction

1. Data informed practice

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback of teaching practices, student assessment and continuous tracking of student progress to achievement.

- Individual goal setting occurs at set intervals that is data driven between teacher, student and parent/s. This is tracked closely through PLAN 2, PLP's and in teaching programs aligning to our school's scope and sequences.

2. High impact professional learning

- All staff are highly engaged in embedding best practice into their classrooms. Learning intentions, success criteria and feedback are embedded practice in all learning spaces in the school.

- Staff are communicating within the collegiate network, working in close partnership to improve professional learning, collective efficacy, consistency of planning/assessment and attainment and increased student engagement.

- All students can articulate their learning goals in literacy and numeracy, how they will achieve these goals and how they know they are achieved.

Evaluation plan for this strategic direction

The evaluation plan was developed with the QDAI framework in mind.

Q - To what extent are students self-directed learners who are aware of their own progress along with data directing future learning?

-How are teachers using data and professional learning to enhance their teaching practices to impact student learning to enhance student growth?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

D - PLAN 2, NAPLAN, Teaching programs, work samples, PLP's, Surveys.

A - Analyse the data to determine the extent to which the purpose has been achieved.

I - What are the implications for our work? Future directions and next steps!

Strategic Direction 2: School Pride: Wellbeing and Engagement

Purpose

To work together as a learning community to give students the knowledge, skills and experiences to set and achieve their personal goals and lead successful lives in the 21st century. Acknowledge that resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community through leadership, inclusion, student voice, partnerships and wellbeing.

Improvement measures

Target year: 2024

NPS moves from Sustaining and Growing to excelling in the area of Wellbeing in the SEF.

Target year: 2024

A 25% reduction in recorded negative behaviours and suspensions relative to a determined year baseline of incidents as at the end of 2021.

Target year: 2024

The TTFM Wellbeing data shows continuous growth from the school from 2021 - 2024. This is evident by having the Wellbeing Framework as an embedded practice with the school to connect, succeed and thrive.

Initiatives

Connect, Succeed and Thrive

Embed a whole school approach to wellbeing and engagement where there is a collective responsibility for student learning and success. This can be achieved through:

- School review: review current wellbeing processes and their levels of alignment with the data from the wellbeing framework self assessment findings to establish areas around whole school wellbeing reform.

- Embedding the wellbeing framework into school culture through professional learning in effective wellbeing strategies. Monitor, analyse and evaluate how change in school wellbeing changes school pride and ownership: behaviour, attendance, learning and engagement data.

Positive School Culture

Nymboida Public School is seen as the central hub for the community, a place to be proud to attend. This can be achieved through:

- Positive mindset: Implement strategies to increase the mindset of all students through activities that encourage engagement, confidence building and desire to achieve.

- Provide educational opportunities to enhance student social skills to build an active lifestyle. Students adapt healthy habits into their everyday lives.

Success criteria for this strategic direction

1. Connect, Succeed and Thrive

- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.

- Planning and provision of learning is informed by holistic information about each students wellbeing and learning needs in consultations with families.

- Increase in student social skills to build an active lifestyle by implementing healthy habits in their lives.

- There are wellbeing, behaviour and attendance plans been implemented as embedded practice and achieved for students. Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for student learning across the whole school.

2. Positive School Culture

- Positive mindset: whole school community see and voice leadership, inclusion, student voice, partnerships and support.

- Parents and wider community are proud of Nymboida Public School. This is seen through greater involvement at the school and presence at school based events.

- Regular and ongoing planning, monitoring and evaluation of the whole school approach to school pride: wellbeing and engagement.

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

- The TTFM data shows that advocacy, belonging and expectations are been met across the school. This is achieved by providing students with the opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

Strategic Direction 2: School Pride: Wellbeing and Engagement

Evaluation plan for this strategic direction

The evaluation plan was developed with the QDAI framework in mind.

Q - How can the school determine that its systems and processes for enhancing student wellbeing and engagement to increase school pride have been successful?

D - Wellbeing framework self assessment tool

- School audit survey - wellbeing hub

- PDP's

- Behaviour and attendance plans

- Incident reports

- Suspension data

- Surveys

- % of parents and wider community at school events

A - Analyse the data to determine the extent to which the purpose has been achieved.

I - What are the implications for our work? Future directions and next steps.