

Strategic Improvement Plan 2021-2025

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 four 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 which includes Aboriginal and Language Background other than English (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. Students worked 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 traumatic bushfires in 2019, flooding in following years and COVID-19 that impacted our school community as it did in many communities.

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 and active support for students to become independent learners. Students will express their unique and personal thoughts openly in a high quality learning environment that inspires every student and teacher to work towards achieving their full potential and reflect on their learning experiences.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

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

NAPLAN expected growth - Numeracy

Achieve by year: 2023

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

Attendance (>90%)

Achieve by year: 2023

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

School Excellence Framework - Data Skills & Use

Achieve by year: 2025

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

Initiatives

Data Informed Practice

Collect student assessment data and work samples to enhance individual student learning opportunities, with a strong focus on reading, writing and numeracy. Teachers routinely use evidence of learning to inform their practice for responsive curriculum delivery (*What Works Best*)

Feedback to students and reporting to parents, provide clear information on student learning and inform student learning goals..

- Targeting staffing resources to improve student learning.
- Use APCI to work with teachers using data to monitor and assess student progress to inform future planning.

High Impact Professional Learning - Building Capacity

Build teacher capacity by accessing high impact professional learning (HIPL) to improve teacher programs in literacy and numeracy, prepare for new syllabus implementation (English and mathematics) and respond to individual student learning needs..

- Targeting PL from the curriculum reform modules to improve programming and professional practice.
- Targeting PL for initial introduction to the new K-2 English and mathematics syllabus.

Success criteria for this strategic direction

1. Data Informed Practice

- 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 embed best practice into their classrooms (*What Works Best*). Learning intentions, success criteria and feedback are initiated into practice in literacy and numeracy.

- Staff communicate with Boutique Collegiate network for writing improvement. The Boutique schools work in close partnership to improve professional learning, consistency of planning/assessment and attainment, and increased student engagement for creating texts. The school APCI's will lead staff through the collaboration.

Evaluation plan for this strategic direction

High Impact Professional Learning (HIPL)

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

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

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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

SEF Wellbeing

Achieve by year: 2025

Nymboida Public School moves from Sustaining and Growing to Excelling in the area of Wellbeing in the School Excellence Framework.

Achieve by year: 2025

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

Student Wellbeing

Achieve by year: 2025

Wellbeing data shows continuous growth from 2021 - 2025.

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, implementation and impact
- Embed the wellbeing framework into school culture through professional learning in effective wellbeing strategies. Monitor, analyse and evaluate impact on student 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:

Opportunity and Mindset

- Positive mindset skills for 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 and engaging lifestyle.

Success criteria for this strategic direction

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.
- Wellbeing, behaviour and attendance plans implemented as embedded practice 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.

Positive School Culture

Opportunity and 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.
- 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.
- Increase in student social skills to build an active lifestyle by implementing healthy habits in their lives.
- Opportunities for excursions to socialise and learn with peers from other schools.

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

Strategic Direction 2: School Pride: Wellbeing and Engagement

Evaluation plan for this strategic direction

processes for enhancing student wellbeing and engagement to increase school pride have been successful?

D - Wellbeing framework self assessment tool, behaviour and attendance plans, incident reports, suspension data, smiley slip data, percentage 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.