

Strategic Improvement Plan 2021-2025

Nowra East Public School 4256



School vision and context

School vision statement

Nowra East Public School believes in providing a culturally safe place with a positive, inclusive environment for learning where students are respectful and responsible citizens. We have a commitment to equity and working towards achieving the Premiers Priorities including closing the gap for Aboriginal and Torres Strait Islander students. Staff work in partnership with our community, including our Parents and Citizens (P&C) Association and the Nowra Aboriginal Education Consultative Group (AECG), to provide quality education for all.

School context

Nowra East Public School is a regional school of approximately 460 students P-6. The school has eighteen mainstream classrooms, seven support classes and a Pre-School which achieved an exceeding rating by ACECQA in 2019. 53% of our students identify as Aboriginal or Torres Strait Islander.

At Nowra East Public School, staff pride themselves on providing a wide range of educational experiences for all students. A strong emphasis is placed on literacy and numeracy. The school is very well resourced and teachers are involved in ongoing professional learning. Nowra East Public School has two Assistant Principals, Curriculum and Instruction (APCI). Assistant Principals are released from face-to-face teaching to better support staff in achieving improved educational outcomes for our students. The Leadership Team works closely with the APCIs and this is leading to improved differentiated professional learning for staff, and implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

Nowra East Public School provides many opportunities in all Key Learning Areas and additionally provides a range of extra-curricular activities in areas such as sport and performing arts. Our school community has embraced our values of 'Safe, Responsible, Respectful Learners' and we adhere to Positive Behaviour for Learning (PBL) which has created consistency and positive outcomes for all children, further enhancing a positive environment for learning.

A wellbeing hub, Our Mia Mia (OMM) has been established at Nowra East Public School. OMM provides a community of schools, including NEPS, access to health professionals and services to help meet family health and wellbeing needs.

Strategic Direction 1: Student growth and attainment

Purpose

We will strengthen and refine teacher practices that are responsive to the needs of individual students, resulting in improved student achievement in reading and numeracy as reflected in the data and targets.

Improvement measures

Numeracy growth

Achieve by year: 2023

Increase the Check-In Assessments mean scaled score in Year 3 and Year 5 Numeracy in comparison to 2022 results.

Reading growth

Achieve by year: 2023

Increase the Check-In Assessments mean scaled score in Year 3 and Year 5 Reading in comparison to 2022 results.

Initiatives

Personalised Learning

Investigate, implement and embed whole school formative and summative assessment practices in literacy and numeracy and support embedding student owned learning goals, learning intentions, success criteria and feedback into everyday practice to increase student engagement.

Professional Development

Implement planned, systematic and differentiated professional learning to further embed explicit systems in classroom practice with a strong focus on reading, numeracy and student engagement.

All staff supported to incorporate best practice to support Aboriginal students through professional learning, the AECG and Aboriginal staff.

Success criteria for this strategic direction

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. (SEF-L: Curriculum - teaching and Learning programs)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Every student has an electronic Personal Learning Pathway (PLP) that included literacy, numeracy and culture goals. These are made visual in the classroom and reviewed every 5 weeks. (SEF-L: Curriculum - differentiation)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF-L: Assessment - formative)

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments (SEF-L: Assessment - whole school monitoring of student learning). Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - T: Data skills and use - data use in teaching).

All teachers analyse SCOUT data, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF-T Data skills and use: data literacy).

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF-T: Professional standards - literacy and numeracy focus).

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. (SEF-T: Learning and development - collaborative practice and feedback)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- SCOUT data
- Literacy and Numeracy PLAN 2 data
- Check-In Assessments
- Student work samples
- Student PLPs and student focus groups
- SEF SaS

The evaluation plan will involve:

- the analysis of data to inform student needs which will then guide future directions for professional learning.
- professional learning focused on utilising the School Excellence Framework (SEF) and What Works Best, to lead professional discussion and reflection.

Strategic Direction 2: Student wellbeing and engagement

Purpose

To ensure students connect, succeed and thrive we will continue to strategically plan whole school wellbeing practices and processes to support learning. We aim to be an inclusive environment that continues to value diversity and work in partnership with both the school community and wider community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the number of students attending school more than 90% or more by 10%.

Achieve by year: 2025

Tell Them From Me Survey data indicates that students are at or above the state norm for each of the measures of social emotional outcomes and drivers of student outcomes.

Initiatives

Attendance

The school community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Behaviour

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.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school engages in strong collaborations between parents, students and the community that reports and support continuity of learning for all students at transition points.

There is whole school collective responsibility for student learning and success. Planning for learning is informed by the most effective evidence-based teaching methods.

Key deliverables:

Attendance rates for Aboriginal students are equal to the state average.

Aboriginal families report that service delivery from the school is flexible and responsive to their needs.

Evaluation plan for this strategic direction

Student attendance will be monitored through SCOUT and SENTRAL data.

We will track community engagement through Facebook reports, Class DoJo reports and comments, PLP family participation, Tell Them From Me Surveys, parent surveys.

Student engagement will be measured using Tell Them From Me surveys.

Strategic Direction 3: Community Connection

Purpose

To strengthen educational and wellbeing outcomes for all students we will build and strengthen connections with families and the wider community. Cultural awareness will be at the forefront of practices at Nowra East Public School.

Improvement measures

Achieve by year: 2025

Increase / maintain the number of students who strongly agree with the following statements in the TTFM surveys: 'I feel good about my culture when I am at school and my teachers have a good understanding of my culture.'

Achieve by year: 2025

Increase the number of students who strongly agree with the following statements in the TTFM surveys: 'I feel good about my culture when I am at school and my teachers have a good understanding of my culture.'

Initiatives

Cultural Awareness

To ensure the school community understands and values Aboriginal culture, we will provide opportunities to students, staff and community to participate in activities that value identity and culture.

Partnerships and Community Engagement

To enhance student learning, well being and safety the school will strengthen engagement with families and community. The school in partnership with parents and community, work to ensure students are motivated to deliver their best and continually improve.

Success criteria for this strategic direction

Teachers directly and regularly engage with parents to improve understanding of student learning, culture and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Parents and community members have the opportunity to engage in a range of school related activities which help build the school as a cohesive educational community.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Tell Them From Me (TTFM) survey

Parent forums and surveys