

Strategic Improvement Plan 2021-2024

Newling Public School 4478



School vision and context

School vision statement

Quality Education in a caring environment"

Our goal is to develop an inclusive, caring and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, independent and successful citizens.

School context

Newling Public School is a progressive and successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students. The school staff share a strong commitment to the school's focus of supporting all students and improving the outcomes achieved by every student.

Newling utilises a team-teaching structure in every classroom, supported by two instructional leaders. The team-teaching approach allows all additional support for students to be embedded in classroom practice and additional teacher time is provided to every classroom, with the amount dependent upon identified need.

As a result of a thorough situational analysis the school has identified the following areas for as priorities for school advancement:

- individualised instruction and targeted support
- data driven teaching practices
- whole-school approach to assessment
- continual improvement in academic and social domains for all students
- expanding whole school practices to support student wellbeing and engagement

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine explicit data driven teaching practices that are responsive to the learning needs of individual student

Improvement measures

Target year: 2022

Reading

- 100% of students achieving expected growth in Reading

Numeracy

- 100% of students achieving expected growth in Numeracy

Improvement in the system negotiated percentage of student achievement in Reading and Numeracy

- 28.5% of student in top 2 bands for Reading
- 23.7% of student in top 2 bands for Numeracy

Target year: 2023

Reading

- 100% of students achieving expected growth in Reading

Numeracy

- 100% of students achieving expected growth in Numeracy

Target year: 2022

Attendance Data

An increase to 68.6% of students attending more than 90% of school

Initiatives

'Unlocking Comprehension'

In Reading, we will embed sustainable whole school processes for collecting and analysing data.

The evaluation of this data will regularly be used to inform:

- * the selection of teaching strategies in relation to student learning needs
- * the impact of the implemented strategies on student learning
- * teacher professional learning and school resourcing.

'Making Sense of Numbers' - Quantifying and Whole Number

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- * the selection of teaching strategies in relation to student learning needs
- * the impact of the implemented strategies on student learning
- * teacher professional learning and school resourcing.

Visual Literacy and Numeracy

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- * teacher professional learning and school resourcing
- * the selection of teaching strategies in relation to student learning needs
- * review and adapt practice to ensure student achievement.

Success criteria for this strategic direction

In consideration of the School Excellence Framework excelling statements, the school will measure success from the following criteria:

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning.
- All students understand and achieve their literacy and numeracy learning goals.
- LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

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 - Value added data
- * Learning walks data analysis
- * Student work samples
- * Literacy and numeracy PLAN2 data / ALAN
- * Student PLPs
- * Student focus groups.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- * Regular professional discussion around the School Excellence Framework elements and themes.
- * whole staff reflection.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
 - Speech pathologist assessments and reports

After analysing the data a determination will be made as to the future work and 'Where to Next?'

Strategic Direction 2: Teaching Innovation and Engagement

Purpose

To assist students in continual improvement in academic and social domains so that they can be self-reliant, independent learners who value friendship, camaraderie, service and competition.

Improvement measures

Target year: 2024

Interventions and Assessment

- Systematic and reliable assessment information to evaluate student learning over time
- Implementation of changes in teaching over time based on consistent, evidence based judgements
- Timetabled collaboration meetings with Instructional Leader attended and actioned
- Attendance and completion of professional learning activities
- Inclusion of activities in Performance and Development Plans
- All staff engaged in collaboration and sharing of professional practice

Target year: 2024

Wellbeing

- Implementation of evidence based changes to whole school practices in supporting student wellbeing and engagement
- All staff demonstrate commitment to promoting positive learning experiences
- Staff model and teach positive wellbeing and self-management strategies.

Initiatives

Targeted preparation and Intervention

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use team teaching and collaborative learning models to build teacher capabilities and collective pedagogical practice
- Embed successful transition programs for children at key stages of schooling.

Whole School Assessment and Tracking

- Upscaling whole-school approach to assessment processes to ensure monitoring, analysis and evaluation of student learning
- Systematic and reliable assessment information increases staff capacity to individualise teaching practice
- All staff know their students, know how to teach their students, know their subject content and how to effectively assess student learning.

Supporting Learning - whole-school approach to student

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

* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and

Success criteria for this strategic direction

In consideration of the School Excellence Framework excelling statements, the school will measure success from the following criteria:

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Evaluation plan for this strategic direction

Wellbeing Framework Self assessment pre and post data.

Professional Development Plans.

Incident reports.

Suspension data.

Extra-curricular group data.

TTFM - Student wellbeing, family satisfaction.

Analyse the data to determine the extent to which the purpose has been achieved

Planned approach to wellbeing developed

Student voice guides practices in school

Initiatives

engagement data is evidenced through regularly updated PLPs.

* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.

* Implementation of mentoring initiative.

* Embedding of differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

* Recalibrating and adjusting plan to ensure improvement measures are achieved
