

# Strategic Improvement Plan 2021-2025

## North Nowra Public School 4618



# School vision and context

## School vision statement

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At North Nowra Public School, we empower students to develop sustainable learning habits. Our school community supports a safe, respectful and responsible school culture. We ensure that individual growth in learning and wellbeing is the focus for every student, every day.

## School context

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At the commencement of the 2021 to 2024 School Plan, North Nowra has an enrolment of 183 students, including 45 Aboriginal students (25%). There are 7 mainstream and 3 support classes. North Nowra is committed to excellence in teaching and learning in a safe and positive environment to develop the whole child and enable them to achieve their fullest potential. The school receives significant equity funding, including participation in the 'Early Action for Success' initiative. The North Nowra Way is an integral focus to ensure that all members of the learning community have a sense of belonging. North Nowra Public School strives for a strong sense of community and enjoys a strong partnership with the Nowra Aboriginal Education Consultative Group (AECG) bringing to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. There is a focus on evidence-based strategies, including explicit teaching and visible learning. Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is a strong focus on sharing resources, expertise and practice. The school benefits from an ongoing and targeted focus on professional learning to develop excellent teachers committed to working as a team to create change and positively influence student outcomes. The staff strive to collect relevant and timely data to inform teaching and learning at each student's targeted point of need, creating growth in academic, social and emotional outcomes.

Based on the outcome of our Situational Analysis, we have determined that:

We will continue to develop our assessment practices across the school. The school will develop systems to monitor and review its curriculum provision to meet students' changing needs. An emphasis will be placed on having relevant and accurate data throughout a student's learning to inform intervention and targeted learning and to ensure that we have a clear picture of each child's academic progress according to syllabus outcomes. The monitoring of student performance data will determine areas of need at an individual, small group, class, stage and whole-school level to ensure ongoing student and school improvement.

North Nowra will develop a whole-school approach for wellbeing. Clear processes will be put in place to support students with additional needs. Teachers will participate in professional learning to improve their understanding of research-based methods of responding effectively to students with high wellbeing needs. Staff will collect internal data to inform a targeted approach, which will inform the who, what and how of improvement in wellbeing and behaviour. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to wellbeing and engagement. The Wellbeing Framework Assessment Tool will clarify where our school needs to focus on developing whole-school processes to support every student being known, valued and cared for.

The What Works Best research will inform evidence-based teaching practices that are employed in every classroom from Kindergarten to Year 6. Systems will be developed for teachers to evaluate the effectiveness of their teaching practices. Teachers will focus on developing skills in formative assessment and feedback to create students as their own teachers.

# School vision and context

## School vision statement

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## School context

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Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on sharing resources, expertise and practices including strong partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded collaborative practice.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

Internal assessments in reading and numeracy are used systematically across the school to monitor student achievement, inform programming and inform and monitor the impact of an intervention.

## Initiatives

### Reading

In reading, we will embed sustainable whole-school processes for assessment, collection and analysis of data. The evaluation of this data will regularly be used to inform:

- the selection of evidence-based teaching strategies in relation to the student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- consistent teacher judgement as part of teacher reflective practice to ensure monitoring, analysis and evaluation of student learning

### Numeracy

In numeracy, we will embed sustainable whole-school processes for assessment, collection and analysis of data. The evaluation of this data will regularly be used to inform:

- the selection of evidence-based teaching strategies in relation to the student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- consistent teacher judgement as part of teacher reflective practice to ensure monitoring, analysis and evaluation of student learning

## Success criteria for this strategic direction

Teachers demonstrate increased expertise in using data from a variety of regular internal assessments to understand where students are in their learning and what they need to learn next

- Teachers use data to adjust their practice to drive improvement for all students
- Internal and external data is triangulated to give a clearer and more accurate snapshot and identify growth over time for all students
- Teaching programs reflect evidence-based teaching strategies, ongoing differentiation and modification in response to a variety of data to drive improvement for all students
- Reliable and accurate internal assessments are developed and used systematically across the school in reading and numeracy for consistent judgement of student achievement, reporting to parents, monitoring of student learning progress, and identification of skill gaps for improvement and areas for extension.
- Indigenous students will match or achieve above the system-negotiated NAPLAN targets in reading and numeracy
- School initiatives are flexible and responsive to DoE Curriculum Review and current Literacy & Numeracy Strategy

## Evaluation plan for this strategic direction

How can the school demonstrate that our reading and numeracy teaching is having a positive impact on the learning outcomes of students?

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:

- Analysis of data from internal assessments

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- External assessments (NAPLAN)
- Lesson observations
- Programs demonstrate a response to student data
- Staff surveys

The evaluation plan will involve a regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

# Strategic Direction 2: Learning culture

## Purpose

To further develop a school culture that is focused on learning and the building of educational aspiration, we will develop a systematic approach to whole-school wellbeing processes that support high levels of wellbeing and engagement.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Achievement of uplift from baseline to 2022 system-negotiated targets:

A 9.15% uplift in the percentage of students attending greater than 90% of the time.

### Wellbeing

Achieve by year: 2023

Achievement to 2022 system-negotiated targets:

- Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 5.4%

### Zones of Regulation

Achieve by year: 2025

Zones of Regulation strategies are embedded across the curriculum, with students articulating and regulating their emotions, using a structured problem-solving approach to making decisions and/or self-regulating an 'expected' way

## Initiatives

### High Expectations

- Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.
- Reviewing current wellbeing processes and their levels of alignment with the data from Wellbeing Framework Self-assessment findings to drive whole-school wellbeing strategies
- Updating the whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through Sentral
- Using research, evidence-based strategies and innovative thinking in developing a context-specific approach that successfully delivers ongoing, measured improvement in student wellbeing
- Professional learning on evidence-based practices that support the needs of all students so they can connect, succeed, thrive and learn
- Create, implement and evaluate school-based procedures including communication with all stakeholders that support student wellbeing
- Embedding levels of targeted support for wellbeing and engagement into practice (whole-school teaching programs, behaviour systems, intervention and adjustments) ensuring strategies are regularly reviewed

## Success criteria for this strategic direction

- Teachers demonstrate increased expertise in supporting students with identified wellbeing needs to use self-regulation strategies to enable them to remain engaged in learning across the school environment
- Teachers and students use a common language and embedded processes along with targeted intervention to support the wellbeing of all students
- There is a culture of shared responsibility for each student as demonstrated by quality wellbeing, behaviour and attendance plans as embedded practice
- Ongoing internal and external data collection in areas of wellbeing are used to target whole-school, small group and individual teaching in social and emotional learning
- Communication of student learning and wellbeing needs across the school helps staff to develop high-quality relationships with all students as well as value and respond to student voice in all aspects of school and community life
- School plans are flexible and responsive to DoE student learning and support strategies

## Evaluation plan for this strategic direction

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

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:

- TTFM
- Evaluation of student PLPs/PLSPs
- Staff focus groups
- Staff surveys

### Evaluation plan for this strategic direction

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- Student surveys
- Student & classroom observations
- SENTRAL data

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

# Strategic Direction 3: Evidence based teaching practices

## Purpose

In order for students to maximise learning gains, we will implement whole school explicit teaching practices, prioritising the formative assessment and effective feedback designed to inform the next steps in teaching and learning.

## Improvement measures

Achieve by year: 2025

Classroom observations demonstrate that 100% of teachers use explicit teaching strategies including formative assessment and feedback strategies

Achieve by year: 2025

Student focus groups demonstrate that 100% of selected students demonstrate the ability to utilise feedback strategies to improve learning outcomes

Achieve by year: 2025

100% of teachers have improved their explicit teaching practices including formative assessment and feedback based on coaching following classroom observations and instructional rounds

## Initiatives

### Explicit Teaching

- Embedding a whole-school approach to explicit teaching where there is a collective responsibility for student learning and success that utilises evidenced-based strategies in every classroom
- Reviewing current teaching practices to ensure alignment with What Works Best (Explicit Teaching, Effective Feedback, High Expectations) to drive professional learning directions
- Developing a whole-school approach to explicit teaching to ensure monitoring, analysis and evaluation of teaching practice
- Using research, evidence-based strategies and innovative thinking in developing a context-specific approach that successfully delivers ongoing, measured improvement in teacher practice
- Whole-school professional learning on evidence-based practices is delivered based on ongoing data collection and analysis. Further targeted support is delivered to meet the identified learning needs of individual teachers
- High levels of teacher curriculum knowledge are driving the use of formative assessment strategies and reflective practices during and after lessons to monitor, analyse and evaluate student learning

## Success criteria for this strategic direction

- Teachers use explicit teaching strategies and provide students with detailed, timely and specific feedback about what they need to do to achieve growth as a learner
- Teacher engagement in professional learning has led to improved practice for teachers in explicit teaching strategies, formative assessment and feedback
- Lesson observations across the school show that staff use a consistent approach and common language during explicit instruction, formative assessment and when giving feedback
- Whole-school processes and practices create a culture of shared responsibility to achieve explicit teaching practices across the school
- Formative assessment data is used to promote high expectations and continuous improvement for all students across the full range of abilities
- Students self-assess and monitor their learning in order to achieve growth in learning outcomes

## Evaluation plan for this strategic direction

To what extent are teachers utilising and implementing explicit teaching strategies, formative assessment and effective feedback to improve student outcomes?

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:

- Instructional Rounds
- Staff surveys
- Effective PL delivery as demonstrated by staff surveys
- Evidence of coaching/mentoring
- PDP goals with teacher review



## Strategic Direction 3: Evidence based teaching practices

### **Evaluation plan for this strategic direction**

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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