

Strategic Improvement Plan 2022-2026

Nulkaba Public School 2771



School vision and context

School vision statement

Our school vision of 'Exceptional Education Everywhere for Everyone' aligns with our school values of Respect, Responsibility and Excellence enabling us to build active and creative future citizens.

School context

Nulkaba Public School has a current enrolment of 386 students (284 families), comprising of 16 classes. Boys make up 51% of the student population in comparison to girls 49%. 15% of the student population is Aboriginal and Torres Strait Islander (A&TSI). The school is located in the village of Nulkaba on the outskirts of Cessnock. Nulkaba Public School is an active and proud member of the Cessnock Community of Great Public Schools (CCGPS), delivering excellence in student education and innovation in our teaching and learning practices, implementing programs such as the Kindergarten speech screening and STEM combined Staff Development Day initiatives. The CCGPS consists of a total of 15 local public schools within Cessnock and the surrounding area, all striving collectively to provide the best possible educational opportunities for our students, teachers and community members alike.

At Nulkaba Public School we aim to develop future focus learners academically, culturally and socially by providing quality initiatives in literacy, numeracy, technology and wellbeing. Nulkaba has a very strong relationship with its community, reflected in an extraordinary support of all school events by parents and friends and an active and engaged P&C.

Student performance data indicates the need to focus on expected growth from Years 3 to 5 in both numeracy and reading. It also shows a need to focus on increasing the number of students in the top two bands for numeracy with a new focus on attendance and student engagement

Extra-curricular opportunities in sport, science, technology, and creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG) were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan (SIP). Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified with high potential and as gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully.

Work will take place on developing quality summative and formative assessment tasks and data collection practices while developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive

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intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

In order to maximise student learning outcomes for every student in reading and numeracy and build strong foundations for academic success in all Key Learning Areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Strategic Direction 1: Student growth and attainment Student growth and attainment

Purpose

The school's curriculum provision and evidence-based teaching practices will provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills evidenced by student growth and attainment.

Improvement measures

Numeracy growth

Achieve by year: 2023

Year 5 Check In assessment

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

Year 5 Check In assessment

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.

Initiatives

Curriculum Reform

The school will deliver curriculum reform with an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Priority will be given to:

- Literacy and numeracy
- Curriculum reform and syllabus implementation
- Assessment

Personalised Learning

The school will lead collective responsibility for student learning and success, which is shared by staff, parents and students. Well-developed and evidence-based approaches, programs and assessment processes will cater for individual student learning needs.

Priority will be given to:

- Tiered intervention
- High potential gifted education

Success criteria for this strategic direction

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements. LST (learning and support teacher) teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

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.

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.

Evaluation plan for this strategic direction

Evaluation Q: Are students with educational disadvantage supported with targeted and differentiated teaching and learning and is this organised to provide optimal in-class support for students?

Are students in K-2 making growth improvements that are consistent with the progressions?

Are teachers trained or being mentored to deliver whole school focus programs effectively?

Strategic Direction 1: Student growth and attainment Student growth and attainment

Evaluation plan for this strategic direction

Are A&TSI students hitting stage and year appropriate benchmarks from internal data?

D: Internal data assessments, NAPLAN, PLAN2, class and stage timetables, literacy and numeracy differentiation and intervention teaching and learning programs, staff feedback show progress and students not hitting targets are being identified.

A: Analysis of staff feedback clearly demonstrated dedicated staff highly beneficial to developing expertise and building team; through collaborative programming and shared professional resources.

I: Implications are that teaching staff have a greater understanding of student levels and expected outcome base. This will flow on to having students picked up and adjustments made to enable students to make academic progress at their individual level and support networks engaged to improve educational experiences of students.

Strategic Direction 2: Teaching and learning

Purpose

At Nulkaba all teachers will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Achieve by year: 2024

All teachers will demonstrate data informed practice as evidenced by data talks, assessment, spiral of inquiry, classroom observation, instructional walks and professional learning.

Achieve by year: 2024

School Excellence Framework

Learning Culture - Working towards Excelling

Achieve by year: 2024

School Excellence Framework

Effective Classroom Practice - Working towards Excelling.

Initiatives

Effective classroom practice

The school will deliver the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Effective methods will be identified, promoted and modelled, and students' learning improvement will be monitored, demonstrating growth. Priority will be given to:

Explicit teaching

- Feedback
- Learning intentions and success criteria
- Data informed practice
- Individual learning goals
- Differentiation

Professional learning

- Data Talks
- Spiral of Inquiry
- Team teaching
- Instructional leadership
- Instructional walks

Capacity building

The school will deliver embedded and explicit systems that ensure the ongoing development and improvement of all teachers and school leaders. Priority will be given to leadership development, new scheme teachers and staff induction.

Success criteria for this strategic direction

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Evaluation plan for this strategic direction

Q - What impact is teaching programs having? Are students engaging in learning activities and home projects? Do families know what is happening in learning? Are families part of the team for learning goals? Is there consistency in programs across the school K-6?

D - Teacher observations and teaching program feedback

Parent/ teacher interview

Gains in learning goals and growth in students abilities

Strategic Direction 2: Teaching and learning

Evaluation plan for this strategic direction

Transition surveys

Homework family surveys

Students engaging in extra-curricula activities

Student survey

I - If students are inquisitive within their learning then they will develop the necessary skills to move forward as a life long learner. It is evidence based that engaged and active families increase the chances and potential of student achievement and making good progress toward learning goals.

A - Analysis of student engagement from learning progressions and the positive implications of motivated and enthusiastic learners.

Strategic Direction 3: Wellbeing and partnerships

Purpose

Create and promote strong whole school community connections to enhance purposeful, effective relationships that are inclusive of all. Encompassing the social and emotional wellbeing of staff and students to enable successful progression into lifelong learning.

Improvement measures

Achieve by year: 2026

Tell Them From Me

To demonstrate an annual increase in the percentage of Year 4 students who feel a sense of belonging (2022 baseline)

To demonstrate an annual increase in the percentage of Aboriginal students with a strong understanding of their culture and that teachers have a strong understanding of their culture (2022 baseline).

Achieve by year: 2026

School Excellence Framework

'A planned approach to well-being - Excelling

Individual learning needs - Excelling

Achieve by year: 2026

People Matter Employee Survey

The school data will demonstrate annual gains for employee engagement and motivation.

Attendance >90%

Achieve by year: 2023

increase the % of students attending >90% of the time 4.9% from the baseline

Initiatives

Community engagement

The school will be recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, effectively catering for all students and building a cohesive educational community. Priority will be given to:

- Aboriginal education
- Community consultation and engagement
- Effective communication

Wellbeing

The school will deliver a strategic and planned approach to wellbeing that supports the wellbeing of all students so they can connect, succeed, thrive and learn. Priority will be given to:

- Attendance strategy
- Whole school wellbeing processes and practices
- Staff wellbeing

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.

Aboriginal families are welcome within the school and feel a sense of belonging and connection.

Students demonstrate improved resilience and cope with the demands of daily life respectfully and without a problem.

Valid and reliable wellbeing data is regularly collected, monitored and deeply analysed in stage groups, exec groups and learning support.

All teachers have a sound understanding of student wellbeing and programs. Teachers make it their responsibility to monitor and report any concerns.

Data and feedback inform whole school processes and practices.

Staff wellbeing is a focus, for staff to feel valued, heard and understood within the school community.

Staff and students to share meaningful, respectful and productive relationships that allows success for all.

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.

Evaluation plan for this strategic direction

Questions; What is well-being and why is it important?

As a school how are we supporting the well-being of our population?

What would make you happy to come to school and be part of our school community?

Data; TTFM surveys

Evaluation plan for this strategic direction

Attendance records and patterns

Participation of students in activities on offer

Analysis; Analysis of Sentral data shows the feelings of students and surveys share the feelings of staff, shared values and respect, and a productive and conducive environment that supports and enhances the educational opportunities and the social and emotional well being of all community members.

Implications; The implications of this allow for a productive and effective learning environment.