

Strategic Improvement Plan 2023-2026

Neutral Bay Public School 2730



School vision and context

School vision statement

Neutral Bay Public School's vision outlines our aspiration for students to strive for excellence, innovation and opportunity.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for every student.

As educators, we are dedicated to motivate, inspire and challenge our students to become self-directed learners through innovative learning approaches. We create an optimal learning environment where every student is known, valued and cared for.

We sustain strong community confidence and work in partnership with parents to provide rich learning opportunities, developing the vital skills for flourishing - now and in future years.

School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curriculum areas, as well as in technology, public speaking, creative arts, band, sport and student leadership. In 2023, there are 773 student enrolments with 39% English as an Additional Language or Dialect (EAL/D) students and no students identifying as Aboriginal. The school's staffing entitlement includes 33 teaching staff and 12 non-teaching staff. The school appointed two Assistant Principal Curriculum and Instruction (AP C & I) Leaders in 2023.

In genuine consultation with the school community through the P&C, School Council, Gawura Aboriginal Education Consultative Group (AECG) and parent engagement in the process, a thorough situational analysis led to development of this plan. Through the gap analysis of NAPLAN, ACER Pat testing and Check-In assessments, the school has identified focus areas to achieve improvement measures in reading and numeracy. The desire to continue to improve community partnerships in the Strategic Improvement Plan are reflected in the parent engagement in this process.

The school is committed to continually improving effective classroom teaching practices, with high impact professional learning (HIPL) being the enabler. This professional learning will ensure that both literacy and numeracy levels can be enhanced through the use of evidence-based, high-impact teaching strategies and collaborative practice that drives collective efficacy and supports individualised and differentiated learning. Evidence of this will include explicit criteria referenced against achievement standards and learning goals, teachers regularly undertaking peer observation and providing feedback on teaching practice, collaborating with colleagues to trial and refine application of evidence-based, high-impact teaching strategies and seeking expert practitioner advice, coaching and mentoring. Through our situational analysis, we have identified a need to examine our use of authentic, fit-for-purpose formative and summative assessments that reflect student needs and inform teaching and learning.

Another objective is facilitating precise, timely, specific and accurate feedback that builds student capacity to monitor and evaluate their own progress and achievement. Integral to this process will be the use of questioning, assessment and student voice as feedback on teaching practices. Individual and targeted support will be provided where growth is not evident. Continual analysis of student performance and qualitative data will determine areas of need and success at a class and whole-school level and the involvement of the whole-school, community in this process will be central for success.

The situational analysis also considered the need for Aboriginal Histories and Culture to be embedded throughout the curriculum as part of the NBPS Reconciliation Action Plan developed in 2022.

In 2023 construction of the new building and upgrade will commence with a completion date expected at the end of 2024. The provision of 7 new classrooms and the refurbishment of 12 classrooms will facilitate co-teaching spaces at Neutral Bay Public School. Coinciding

School vision and context

School vision statement

School context

with facility improvements will be high impact professional learning to build staff capacity to implement evidence-based, innovative teaching practice in the contemporary learning spaces.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that teachers utilise evidence-based strategies that provide a strong foundation in literacy and numeracy so that student learning progress is optimised and they can develop deep content knowledge and confidence in their abilities.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for reading in Year 4 and 5 cohorts for 2023 compared with the same cohorts' achievement in Year 3 and 4 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Year 4 and 5 cohorts for 2023 compared with the same cohorts' achievement in Year 3 and 4 in 2022.

Walls That Teach

Achieve by year: 2026

Explicit Teaching - Walls That Teach

All teachers K-6 utilise 'walls that teach' in their classroom to provide scaffolds for student self-assessment and self-directed learning. Teachers utilise teaching walls on a daily basis to provide timely, clear and specific feedback to students that is directly connected to the visible learning intentions and success criteria in order that students can be made aware of and identify their next learning steps.

Differentiation

Achieve by year: 2026

Teachers demonstrate deep curriculum knowledge through differentiated teaching and learning programs that meet the diverse needs of students.

Initiatives

Explicit Teaching

To enhance growth and attainment in literacy and numeracy, we will:

- Strengthen curriculum monitoring processes to ensure clear and compliant scope and sequences that enhance syllabus content to systematically build student understanding of skills, concepts and content knowledge across stages.
- Embed curriculum reform in every classroom by ensuring teachers have a strong knowledge of the new K-6 English and Mathematics syllabuses.
- Explicitly teach the vocabulary of the new syllabus documents to enhance student understanding.
- Provide timely, clear and specific student feedback that is directly connected to learning intentions and success criteria so that students can identify future learning steps.
- Embed visible learning strategies to teach the skills students require to reflect on their learning and provide effective feedback to peers.
- Provide opportunities for modeled, guided, and independent practice as students gain proficiency and understanding of concepts and skills and progress towards mastery
- Exhibit 'walls that teach' in every classroom to provide scaffolds for self-assessment and self-directed learning, for example, bump it up walls, learning walls or co-constructed success criteria.
- Conduct Quality Teaching Rounds with self-nominated staff members to develop a shared understanding of what constitutes quality teaching and provide a framework for teachers' professional self-reflection.

Differentiation

To enhance growth and attainment in literacy and numeracy, we will:

- Build teacher and leadership capacity through engagement with quality research and professional

Success criteria for this strategic direction

1. **Curriculum Provision:** NBPS's curriculum provision and evidence-based teaching practices foster a school-wide culture of high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
2. **Teaching and Learning Programs:** 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.
3. **Differentiation:** Teaching and learning programs differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or extension to increase challenge.
4. **Formative Assessment:** Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
5. **Value-add:** The school achieves excellent value-added* results, significantly above the value added by the average school.
6. **Explicit Teaching:** Effective teaching methods are identified, promoted and modeled, and students learning improvement is monitored, demonstrating growth.
7. **Feedback:** Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
8. **Data Literacy:** All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can

Strategic Direction 1: Student growth and attainment

Initiatives

- learning on effective practices for all high potential and gifted students.
- Build teacher and leadership capacity to implement evidence-based programs and practices that meet the learning needs of EAL/D students utilising the EAL/D learning progressions.
- Embed extending and enabling prompts in teaching and learning programs to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Utilise consistent approaches K-6 in the creation and use of assessments, evidence-based judgement and moderation.
- Integrate the use of formative assessment to guide future teaching and inform teaching and learning programs to meet the needs of all learners.
- Strengthen teachers' questioning skills to promote the use of open ended tasks to cater for the needs of all students and promote higher order thinking.
- Ensure that all teachers can analyse, interpret and extrapolate student internal and external assessment data in order to inform planning, identify interventions and evaluate teaching practice.
- Utilise the Learning Progressions via PLAN2 to support teachers to evaluate the impact of their teaching practice on student progress and achievement.

Evaluation plan for this strategic direction

demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data

- K-6 Scope and Sequences
- K-6 Teaching and Learning Programs
- Professional Learning Presentations
- Observation records - Lesson study & Walkthroughs
- Internal assessment data - PAT, PLAN2, running records, reading checklist, student outcome tracker & student work samples
- External assessment data - NAPLAN & Check-In Assessments
- Consistent Teacher Judgement (CTJ) meeting minutes
- Surveys - student and teachers
- Learning walks evaluations
- Tell Them from Me Surveys (student, teacher & parent)

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring using the following questions: How are we doing and how do we know? What's working well? What's getting in the way? What are we going to do next?

- Regular professional discussion regarding the School Excellence Framework elements and What Works Best themes.
- Regular review and triangulation of data sources, including quantitative and qualitative data as well as internal and external data, to understand impact and inform where to next.
- Executive team and whole staff reflection sessions regarding our progress towards the school improvement measures.
- Embedding the QDAI process into the evaluation of

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

the impact of strategies and programs implemented. This ensures a research-rich understanding of why we are doing what we do.

Implications

The findings of the analysis will inform:

- Future actions, budget and resource allocation.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Student Engagement

Purpose

To foster a school community in which every student is highly engaged and challenged in inclusive and innovative learning environments.

Improvement measures

Flexible Learning Environments

Achieve by year: 2026

Innovative Teaching and Learning - Flexible Learning Environments

All teachers provide effective flexible learning environments for students that feature space, furniture and technology that support greater collaboration, foster independence in learning, nurture creativity and curiosity, provide clarity on teacher expectations and encourage positive risk-taking and critical thinking. Teachers include student voice in the ongoing design and layout of the physical spaces.

EAL/D

Achieve by year: 2026

Inclusive Practices - EAL/D

NBPS is meeting all aspects of 'excelling' as listed on the EAL/D School Evaluation Framework for all three domains.

Co-Teaching Cycle

Achieve by year: 2026

Innovative Teaching and Learning - Co-Teaching Cycle

As a result of the new build, all classes within Years 1-6 effectively utilise the co-teaching cycle - where two or more educators are jointly involved in the educative process; co-planning, co-teaching, co-debriefing and co-reflecting.

Reconciliation Action Plan

Achieve by year: 2026

Inclusive Practices: Reconciliation Action Plan

The School's Reconciliation Action Plan is embedded

Initiatives

Innovative Teaching and Learning

To drive student engagement through innovative teaching practices and environments, we will:

- Strengthen learning environments to enhance independence in learning, nurture creativity and curiosity, provide clarity on teacher expectations (academic and behaviour) and encourage positive risk-taking and critical thinking.
- Embed real-world skills and capabilities in teaching and learning programs that will enable students to thrive in a rapidly changing and interconnected world.
- Facilitate a range of learning modes and activities: collaboration, discussion, feedback and reflection, guided, explicit, demonstration, experimental and independent.
- Teachers are collaborative, cohesive and confident in their planning and programming of learning experiences in contemporary classrooms.
- All teachers are using evidence-based methods of co-teaching confidently and cooperatively.
- Authentically integrate digital technologies into all curriculum areas to extend learning and allow students to investigate, create, communicate and collaborate.
- Include student voice in the ongoing design and layout of the physical spaces.

Inclusive Practices

To ensure an inclusive school community that is committed to improving educational and social outcomes for all students and celebrating the rich, diverse and resilient cultures of our school community, we will:

- Embed the Neutral Bay PS Reconciliation Action Plan (RAP) to foster a deep understanding of and respect for Aboriginal peoples, histories, cultures and languages in the classroom, around the school and in the community.

Success criteria for this strategic direction

1. **Individual Learning Needs:** Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
2. **Professional Learning:** Teachers collaborate with staff in other schools to share and embed good practice.
3. **Expertise and Innovation:** All teachers have expert contemporary content knowledge and deploy effective teaching strategies.
4. **Technology:** Technology that supports learning is available and expertly integrated into lessons by teachers.

Evaluation plan for this strategic direction

Question

To what extent are the teachers implementing the new learning to inform programs and classroom practice?

Data

- Student & Teacher Focus Group Notes
- Tell Them From Me Survey Data (students, teachers and parents)
- Teaching & Learning Programs
- Professional Learning Notes
- ICT Scope & Sequence
- Reconciliation Action Plan
- EAL/D School Evaluation Framework
- HPGE EP Tool
- Intervention Program Data
- HALT Accreditation Profiles

Analysis

Analysis will be embedded within the initiatives through

Strategic Direction 2: Student Engagement

Improvement measures

across all curriculum areas and events to foster a deep understanding of and respect for Aboriginal peoples, histories, cultures and languages in the classroom, around the school and in the community.

HPGE

Achieve by year: 2026

All class teachers implement strategies from the Differentiation Adjustment Tool into teaching and learning programs to support the specific learning needs of high potential and gifted students.

Initiatives

- Develop a whole school community approach to processes and practices that support EAL/D students and their families.
- Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development across the intellectual, socio-emotional, physical and creative domains.
- Evaluate and implement high-quality intervention programs such as MiniLit, Reading Tutor Program and QuickSmart. to support student's with additional needs in reading and numeracy.

Evaluation plan for this strategic direction

progress and implementation monitoring using the following questions: How are we doing and how do we know? What's working well? What's getting in the way? What are we going to do next?

- Regular professional discussion regarding the School Excellence Framework elements and What Works Best themes.
- Regular review and triangulation of data sources, including quantitative and qualitative data as well as internal and external data, to understand impact and inform where to next.
- Executive team and whole staff reflection sessions regarding our progress towards the school improvement measures.
- Embedding the QDAI process into the evaluation of the impact of strategies and programs implemented. This ensures a research-rich understanding of why we are doing what we do.

Implications

The findings of the analysis will inform:

- Future actions, budget and resource allocation.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 3: Excellence in Community Partnerships

Purpose

To strengthen positive, respectful partnerships between students, teachers and families, by implementing evidence-based change to current practices to ensure optimum conditions for student learning and wellbeing.

Improvement measures

Parent-Teacher-Student Conferences

Achieve by year: 2026

Partnerships for Learning - Three-way Learning Conversations

All students K-6 are able to articulate their learning goals (English, Mathematics & PBL) as they participate in three-way learning conversations in Term 1 2026.

Attendance (>90%)

Achieve by year: 2023

Partnerships for Wellbeing - Attendance (>90%)

Improvement in the percentage of students attending school more than 90% of the time to 91.6%. A 2.5% increase from current percentage in an effort to move towards the school's lower bound system-negotiated target of 94.1%.

Wellbeing

Achieve by year: 2023

Partnerships for Wellbeing - Tell Them From Me

Improvement in the percentage of students identifying positive perceptions of advocacy, belonging and expectations at NBPS to 78.3% in TTFM. A 4.3% increase from 2022 percentage (74%) in an effort to move towards the school's lower bound system-negotiated target of 91.2%.

Parent Workshops

Achieve by year: 2026

Partnerships for Wellbeing & Learning - Parent

Initiatives

Partnerships for Wellbeing

To foster positive relationships across the school community and promote social, emotional, behavioural and intellectual engagement, we will:

- Showcase student progress and achievements to ensure that all students are known, valued and cared for across the school.
- Implement an individually curated 'Be You' school action plan, focusing on a planned, whole school approach to promoting resilience, mental health and wellbeing.
- Implement programs that explicitly model healthy coping strategies and support the development of self-regulation skills, for example, Bounce Back and Smiling Minds .
- Invite expert speakers for parents and students on a range of wellbeing topics, for example, Enlighten Education, Friendology, Restorative Practice.
- Evaluate and refine ongoing whole-school implementation of Positive Behaviour for Learning (PBL) systems.
- Evaluate and refine consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Partnership with NSW Health to implement the mental health early intervention program, 'Got It!'

Partnerships for Learning

To improve parental understanding of student learning and strengthen relationships with families, we will:

- Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to PLAN2 and their individual needs.
- Embed three-way learning conversations to allow for reflection on student's English, Mathematics and PBL goals.

Success criteria for this strategic direction

1. **Attendance:** Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
2. **Parent Engagement:** Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
3. **Classroom Management:** All classrooms and other learning environments are well managed within a consistent, school-wide PBL approach.
4. **Community Engagement:** NBPS is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations.
5. **Educational Leadership:** The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.
6. **Coaching and Mentoring:** Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

Evaluation plan for this strategic direction

Question

What has been the impact on our school community?

Data

- Be You Action Plan
- PLAN 2 data
- K-6 Bounce Back Scope and Sequence

Strategic Direction 3: Excellence in Community Partnerships

Improvement measures

Workshops

Minimum of two parent workshops per term in 2026 to enable parents to have a deeper understanding of the school's wellbeing programs and strategies to assist their children at home.

Initiatives

- Establish opportunities for the development of student voice to encourage students to feel connected to their learning, for example ask for student feedback, conduct surveys, listen to self-evaluations and encourage suggestions.
- Build student leadership capacity and sense of belonging utilising the Peer Support framework.
- Establish broader connections and external partnerships to build a sense of belonging and to enable students to actively contribute to their community.
- Provide regular parent workshops and presentations to engage and connect parents and carers with important aspects of their child's education.
- Support staff members seeking to become accredited at the Highly Accomplished level.

Evaluation plan for this strategic direction

- Parent Workshop Slides/Information Packs
- PBL System Records
- Attendance Policy
- Got It! Program Implementation Plan
- Student Goals
- Three-way Learning Conversation Notes
- Tell Them From Me Survey Data (student, teacher and parent)
- Student Focus Groups
- Parent Workshop Notes

Analysis

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- Executive team and whole staff reflection sessions regarding our progress towards the school improvement measures.
- Embedding the QDAI process into the evaluation of the impact of strategies and programs implemented. This ensures a research-rich understanding of why we are doing what we do.

Implications

The findings of the analysis will inform:

- Future actions, budget and resource allocation.
- Annual reporting on school progress measures -

Strategic Direction 3: Excellence in Community Partnerships

Evaluation plan for this strategic direction

published in the annual report and published on the school website at the end of Term 1 each year.