

Strategic Improvement Plan 2023-2026

Newcastle East Public School 2736



School vision and context

School vision statement

At Newcastle East Public School, we prepare young people for rewarding lives as engaged members of society. We are committed to the development of students with a focus on student wellbeing, student academic growth, and social and sporting success.

Teachers, parents, and students work in partnership to maintain high expectations and a positive environment where every student is known, valued, and cared for. Student success will be underpinned by engaging and explicit instruction from passionate and committed teachers. Students are at the heart of all that we do, whose learning goals are individualised by planning at the point of need.

School context

Newcastle East Public School is an inner-city primary school with a proud tradition of providing high-quality educational services to its community for over two centuries. We are Australia's oldest continuously running school, opening our doors in 1816 with 17 convict, free settler, and soldier children. At Newcastle East Public School, we believe that by collaborating within and beyond the school, we will inspire confident, creative, and innovative individuals. We develop critical thinkers, effective problem solvers, and dynamic learners, who will become productive citizens and future leaders.

Newcastle East Public School aims to support every child in achieving their potential and prepare them for life and future learning through the development of their capacity for higher-order thinking, problem-solving, relating positively with others, resilience, using information technology, self-discipline and responsible behaviour, personal fitness and wellbeing, and lifelong learning.

In 2023, there are 257 students enrolled. This includes 11 Aboriginal students and 72 students who have a language background other than English. Our Family Occupational and Education Index (FOEI) of 16, indicates a low level of socio-economic disadvantage.

Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence. Extra-curricular opportunities in sport, science, STEM, and performing arts, enable our students to excel through a range of different experiences.

In response to high expectations from teachers and the school community, the school will undertake a program of strategic changes in teaching practice to improve learning outcomes for its students, particularly in the skills of problem-solving with a strong focus on literacy and numeracy. The school is able to provide a diversified range of curricular and co-curricular opportunities for students. Successful changes have been adopted by all staff and sustained across the school K-6.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy. We will develop and sustain whole school processes for collecting and analysing data to ensure that teaching and learning is underpinned by evidence-informed strategies and embed evaluative practice.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading for Year 3 and Year 5 for 2024 compared to Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy for Year 3 and Year 5 for 2024 compared to Year 3 and 5 in 2023.

Initiatives

Reading

Embed sustainable whole-school processes for the collection and analysing of data to demonstrate effective classroom practice. Triangulated data points including NAPLAN, Pat testing, and Check-In, to determine students' growth and progress toward targets.

- Teaching strategies to address student learning.
- Small group tuition to support.
- Teacher professional learning and school resources.
- Formative and summative assessment tasks to utilise and analyse student progress, evaluate growth over time and report student achievement.
- Parent forums to highlight school strategies and student achievements.

Numeracy

Embed sustainable whole-school processes for the collection and analysing of data to demonstrate effective classroom practice. Triangulated data points including NAPLAN, Pat testing, and Check-In, to determine students' growth and progress toward targets.

- Teaching strategies to address student learning.
- Small group tuition to support.
- Teacher professional learning and school resources.
- Formative and summative assessment tasks to utilise and analyse student progress, evaluate growth over time and report student achievement.
- Parent forums to highlight school strategies and student achievements.

Success criteria for this strategic direction

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas.

There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.

Evaluation plan for this strategic direction

The school will determine the level of improvement in student outcomes and to what extent we have embedded what extent improvement in student outcomes in reading and numeracy.

The school will use the following data sources (NAPLAN data, scout - value-added data, student work samples, literacy, and numeracy school developed tracking sheet, student PLPs, and student focus groups), to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

The school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Following a school-wide analysis, our data will further determine our next steps and budget allocation.

Strategic Direction 2: School Culture

Purpose

To create a culture where both teachers and students are seen as learners who focus on nurturing curiosity and creativity. We will be able to connect, succeed, thrive, and learn. The school provides enriched educational programs involving the ability to think creatively and work collaboratively, so students to develop problem-solving skills and apply these new skills to real-world situations.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate increases from 76.34% in Semester 1 2023 to 81.3% Semester 1 2027.

Wellbeing

Achieve by year: 2026

A multi-faceted, school-wide wellbeing program has been implemented to support and engage all students, staff, and parents of the NEPS community.

Initiatives

Attendance

The school is committed to promoting a culture of regular attendance recognising its vital role in fostering a sense of belonging, enhancing student engagement, and improving academic outcomes.

- Implementing targeted strategies to address attendance barriers and cultivate a supportive environment conducive to student success.
- Ongoing monitoring and analysis of attendance data will inform tailored interventions and support measures to ensure every student feels valued and connected within the school community.

Wellbeing

The school plan emphasises a holistic approach to student wellbeing, engagement, and academic achievement through a shared commitment.

- Assessing current wellbeing practices using self-assessment data to target areas for improvement.
- Providing ongoing professional development to staff to integrate effective wellbeing strategies into the school culture.
- Integrating tailored support for student wellbeing and engagement into teaching practices, aligning with evidence-based approaches to enhance student attendance rates.
- Continue to embed Resilience Project to ensure all students feel empowered.
- Student voice and agency are used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Success criteria for this strategic direction

Attendance

There is a high-expectation culture of high attendance rates for all students. Teachers, students, parents/carers, and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing

A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff.

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

Evaluation plan for this strategic direction

The school will determine if systems and processes have enhanced student wellbeing and engagement.

The school will use a range of data points such as wellbeing framework self-assessment pre and post-data, professional development plans, personal attendance plans, incident reports, suspension data, extra-curricular group data, TTFM data (student wellbeing, family satisfaction) to gain baseline and progress targets.

The school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Following a school-wide analysis, our data will determine our next steps, and budget allocation.

Strategic Direction 3: Quality Teaching Practice

Purpose

To create and maintain a stimulating and engaging learning environment for both teachers and students, supported by a positive collaborative culture. We will develop skilled, passionate, and high-performing teachers who inspire lifelong learning.

Improvement measures

Enhanced teaching practices

Achieve by year: 2026

Enhanced teaching practices

Educators master explicit instruction, diverse assessments, and data collection to tailor curriculum and provide impactful feedback. High-quality teaching rounds enrich teaching practices school-wide for improved student outcomes.

High potential and gifted education

The school excels in serving high potential and gifted students from kindergarten to year six by implementing personalised instructional methods and offering enrichment activities that cater to the unique needs of each student.

Initiatives

Enhanced teaching practices

Teachers will harness data to customise curriculum, guide instruction, and provide personalised feedback, fostering tailored learning experiences and continuous progress monitoring. They will also adopt self-assessment practices to nurture reflective teaching, while professional development will focus on enhancing data literacy for ongoing improvement.

- Provide teachers with skills for effective data collection, differentiation, and personalised feedback, including Quality Teaching Rounds (QTR).
- Utilise the whole school tracker alongside formative assessments and external data for personalised learning, while fostering reflective practice through authentic self-assessment and professional development emphasising data literacy and analysis.

High potential and gifted education

Empower teachers with comprehensive knowledge and differentiation strategies for high potential and gifted education (HPGE), utilising assessment data for personalised learning, developing teaching programs, and implementing best-practice identification processes.

- Empowering teachers with comprehensive knowledge and differentiation strategies to support HPGE students through professional learning.
- Leveraging student assessment data for personalised learning opportunities, and continuously developing teaching and learning programs to meet the needs of HPGE students and foster an inclusive learning environment for all.
- Implement policy, school-developed framework, and utilise identification processes in line with best practice.

Success criteria for this strategic direction

Enhanced teaching practices

There is a strong, visible culture in the school that promotes and supports outstanding teaching and leadership pathways. Staff are recognised for skills in leading high-impact strategies and quality teaching practices.

Teachers demonstrate adeptness in both collecting and analysing data, utilising this information to customise the curriculum, enhance teaching methodologies, and furnish precise feedback to students.

High potential and gifted education

The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations. Students' learning pathways are longitudinally monitored to ensure sustained challenge and optimal learning outcomes. Strong partnerships with parents/carers support student learning and wellbeing.

Evaluation plan for this strategic direction

Through the use of external student performance measures, (NAPLAN), internal student performance measures, teaching programs, classroom observations and student work samples we will know where all students are sitting against common data points.

The school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Following a school-wide analysis, our data will determine our next steps, and budget allocation.