

Strategic Improvement Plan 2021-2025

Narara Public School 2703



School vision and context

School vision statement

Narara Public School is committed to providing high quality cross curricular teaching and learning programs that challenge and engage all learners to succeed. Teachers, parents and students work in partnership to maintain high expectations and a safe, respectful, learning environment where every student is known, valued and cared for.

School context

Narara Public School (NPS) has a strong and rich heritage dating back over 130 years. The school was established in 1889, relocating to the present day location on Newling Street, Lisarow in 1998. NPS pays respect and acknowledges that it is on Aboriginal land. The school has strong links with the Cooinda Aboriginal Education Consultative Group (AECG).

NPS has a student population of 373 students, with 7% from Aboriginal heritage and 3% from non-English speaking backgrounds. The school consists of 13 mainstream classes, 2 Multi-Categorical classes and an Early Intervention class. In total the school has 16 classes in 2022.

The school completed a rigorous situational analysis that identified three areas of focus for this Strategic Improvement Plan. The three strategic directions are Student Growth and Attainment, Wellbeing and Sense of Belonging and Partners in Learning. Within these strategic directions our major focus areas will be maximising student learning outcomes in literacy and numeracy, increasing student and staff wellbeing and ensuring all community members feel valued and respected as equal partners in learning. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

The school receives School Based Allocation Resource (SBAR) funding for Socio-economic Backgrounds, Aboriginal Education, Low Level Adjustment for Disability and Beginning Teacher Support.

NPS is an active member of the Valley schools Learning Community and has a genuine partnership with the school's Parent & Citizens (P&C) Association, ensuring the school is well positioned in supporting quality outcomes for all students.

Our school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and offers a broad range of extra-curricular experiences including performing arts, band, cultural groups, leadership, sport, environmental education and a number of academic pursuits.

There is a strong student welfare program in our school and we pride ourselves on being a Positive Behaviour for Learning School and Trauma Informed Practice School.

At NPS our mission is to "Create Opportunities" for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and life.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, and to build the capacity of staff in utilising effective teaching pedagogies across Kindergarten to Year 6, we will use data informed practices that are tailored to suit the individual learning needs of all students.

Improvement measures

Achieve by year: 2025

PAT (Numeracy):

At least 75% of students in Year 2-6 will demonstrate 7 points of growth in numeracy (calculated through scale score) when compared to previous year in the PAT.

Achieve by year: 2025

PAT (Reading):

At least 77% of students in year 2-6 will demonstrate 7 points of growth in reading (calculated through scale score) when comparing to previous year in the Progressive Achievement test (PAT)

Achieve by year: 2025

Support Unit:

90% of students from the Support Unit will achieve their Personalised Learning and Support Plan (PLaSP) goals within the Learning domain.

Achieve by year: 2025

School Excellence Framework:

In the School Excellence Framework NPS will maintain Excelling in the theme of Data Analysis within the element of Data Skills and Use.

Numeracy growth

Achieve by year: 2023

Initiatives

Data Driven Practices:

Ensure effective strategies and processes for data analysis and reflection are used for differentiated teaching practices in literacy and numeracy.

- Professional learning in data analysis and use in teaching for all staff with a particular focus on gap analysis.
- Utilising the curriculum advisor and LANSAs to support teaching staff in the analysis of data to inform future planning.
- Review and update the K-6 Assessment schedule to ensure reliable formative and summative assessment data is used to inform practice.

Differentiated Pedagogies:

Embed a learning culture that supports all staff to embed quality teaching and learning practices in literacy and numeracy with the intention of improving academic growth and success of all students.

- Professional learning in key initiatives that increase staff capacity to differentiate pedagogy.
- Expertly use student assessment data to reflect on the effectiveness of whole school programs.
- Embed current research and literature into teacher professional learning to increase staff awareness of best practice and reflect on the effectiveness of their teaching practices including CTJ.

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy and used responsibly as an integral part of classroom instruction.
- 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.
- Valid teacher judgement is evident across the school and informs future teaching practices.
- The Learning Support Team builds the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.
- Professional learning is differentiated and evaluated. There are explicit systems for collaboration and feedback to sustained teaching quality teaching practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose?

Data:

NPS will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of Strategic Direction 1:

These will include-

- NAPLAN data
- Scout value added data
- Internal assessments PAT, Sound Waves, PLAN 2
- Student PLASP's
- focus groups
- surveys

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the percentage of students correctly answering questions in the Numeracy Check-in Assessment to be above the school's previous results with a target score of 59.1%.

Evaluation plan for this strategic direction

- Observations

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring and annually NPS will review progress towards the improvement measures

Our analysis plan will involve:

- regularly review these data sources to provide clarity of whether we are on track for achieving the intended achievement measures.
- Regular professional discussion around the SEF elements and themes
- Executive team and whole staff reflective session and TPL to build collaborative practices.
- Semester reviews and triangulation of data sources

Implications:

The findings of the analysis will inform:

- Future actions for longevity of the plan.
- Annual reporting on school progress measures published in the annual report and published on the school website. will be at the end of term 1 each year.

Strategic Direction 2: SD 2 Wellbeing and sense of belonging

Purpose

In order to increase student and staff wellbeing and sense of belonging, we will implement a planned approach to wellbeing, attendance, classroom management and individual learning and support needs to ensure all members of our school community are able to connect, succeed and thrive.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance:

Increase the percentage of students attending > 90% of the time to be above the lower bound system negotiated target of 83.5%.

Wellbeing

Achieve by year: 2023

Tell Them From Me (TTFM):

TTFM Wellbeing data in the area of Sense of Belonging increases to 82%.

Achieve by year: 2025

PLaSPs:

90% of students achieve their Personal Learning and Support Plan (PLSP) goals in the area of wellbeing.

Achieve by year: 2025

School Excellence Framework:

In the School Excellence Framework NPS will achieve Excelling in the theme of Attendance in the element of Learning Culture and the themes a Planned Approach to Wellbeing and Behaviour within the element of Wellbeing.

Initiatives

Wellbeing and Engagement:

To ensure all staff and students are known, valued and cared for we will implement effective strategies and processes that support both wellbeing and sense of belonging within our school community.

* Reviewing current wellbeing processes and their effectiveness in relation to the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.

* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of data in the areas of student behaviour, attendance, wellbeing, learning and engagement at planned intervals.

* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies to improve practice.

* Implementation of mentoring initiatives for both early career and experienced staff members to build capacity of all staff.

* Embedding differentiated and individualised support for identified personal goals within PLaSPs, that are agreed upon by all stakeholders, regularly reviewed and updated, to improve the social emotional and academic success of students.

Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex trauma, learning and support needs 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.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose?

Data:

NPS will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of Strategic Direction 2:

These will include-

- TTFM
- Student PLASP's
- focus groups
- surveys
- Observations of wellbeing programs EG peer support
- Collegial discussions
- Sentral data

Strategic Direction 2: SD 2 Wellbeing and sense of belonging

Evaluation plan for this strategic direction

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring and annually NPS will review progress towards the improvement measures

Our analysis plan will involve:

- regularly review these data sources to provide clarity of whether we are on track for achieving the intended achievement measures.
- Regular professional discussion around the SEF elements and themes
- Executive team and whole staff reflective session and TPL to build collaborative practices.
- Semester reviews and triangulation of data sources to evaluate the effectiveness of implemented wellbeing programs.

Implications:

The findings of the analysis will inform:

- Future actions for longevity of the plan.
- Annual reporting on school progress measures published in the annual report and published on the school website. This will be at the end of term 1 each year.
- What are the implications for our work? Future directions and next steps.

Strategic Direction 3: SD 3 Partners in learning

Purpose

Connecting to the community bridges the gap between home, school and transitional settings and ensures all community members feel valued and respected as equal partners in the teaching and learning process. To support this, we have considered what excellent parent, student, teacher culture looks like in relation to community satisfaction, engagement and transitions embedded in the Learning Culture, Educational Leadership and Management Practices of the School Excellence Framework.

Improvement measures

Achieve by year: 2025

TTFM:

Increase Parent support learning at home to 80% in the TTFM.

Achieve by year: 2025

Parent Satisfaction:

85% Parent satisfaction of workshops and transition programs.

Achieve by year: 2025

Aboriginal Families:

90% of the Aboriginal families engage with the PLP process.

Achieve by year: 2025

School Excellence Framework:

In the School Excellence Framework NPS will achieve Excelling in the elements of Educational Leadership and Management Practices in relation to community satisfaction and engagement.

Initiatives

Community Engagement and Transition:

We understand the importance of working collaboratively with staff, students, families and the wider community to support all stakeholders.

Parents/carers are provided with opportunities to engage in a range of school-related activities and workshops to build a cohesive educational community that focuses on increasing learning opportunities.

Collaboratively develop and implement quality, targeted professional learning across the Learning Community focused on building the capacity of every teacher whilst embedding a culture of high expectations.

Strengthening links with learning alliances (including departmental support services) and consultation with the AECG to effectively cater for and support Aboriginal students.

Strengthening learning communities through the use of effective transitional processes for students and their families Pre-Kindergarten and those transitioning into High School settings.

Success criteria for this strategic direction

- Parents encourage learning at home by supporting students to complete the home reading scheme, Public Speaking and project based learning assessments.
- Parent engagement in workshops offered is high and maintained for the duration of the program.
- All students transitioning into Kindergarten attend Narara Nippers program. Students transitioning into High School placements participate in HS orientation days.
- All staff attend Valley Schools learning opportunities throughout the year to further build the capacity of all teachers.
- All Aboriginal families are welcomed and encouraged to be equal partners in the PLP process.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose?

Data:

NPS will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of Strategic Direction 3:

These will include-

- TTFM
- Student transition plans
- Transition Days
- focus groups
- surveys
- Collegial discussions including Valley Schools combined staff development days.
- Parent Workshops

Strategic Direction 3: SD 3 Partners in learning

Evaluation plan for this strategic direction

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring and annually NPS will review progress towards the improvement measures

Our analysis plan will involve:

- regularly review these data sources to provide clarity of whether we are on track for achieving the intended achievement measures.
- Regular professional discussion around the SEF elements and themes
- Executive team and whole staff reflective session and TPL to build collaborative practices.
- Semester reviews and triangulation of data sources to evaluate the effectiveness of implemented wellbeing programs.

Implications:

The findings of the analysis will inform:

- Future actions for longevity of the plan.
- Annual reporting on school progress measures published in the annual report and published on the school website. This will be at the end of term 1 each year.
- What are the implications for our work? Future directions and next steps.