

# Strategic Improvement Plan 2021-2025

## Narrandera Public School 2710



# School vision and context

## School vision statement

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Narrandera Public School aims to improve performance, confidence and resilience for every student, teacher and leader in all learning experiences.

## School context

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Narrandera Public School is located in the township of Narrandera on the Murrumbidgee River on the traditional lands of the Wiradjuri people. The school boasts a strong and proud history of public education in Narrandera and surrounding areas with a total enrolment of 291, including 121 Aboriginal students. The Parents & Citizens Association (P&C), the Narrandera Aboriginal Education Consultative Group (AECG) and various community groups are active and supportive partners that contribute to, and strengthen, learning and well-being programs for our students.

We encourage high expectations of all learners (children and adults) and a school culture based on four key values of being respectful, responsible, safe and a learner. 'STRIVE TO EXCEL' features in the school's day to day practices and is the traditional motto for the school.

Narrandera Public School is a learning focused school in which staff expertise and positive relationships with students and their families are prioritised as key factors that can contribute to growth in student learning.

Through our situational analysis, we have identified a need to improve data driven practices that ensure all students have access to stage appropriate learning. Further professional learning will need to occur focused on how teachers can successfully plan for and deliver quality differentiated instruction to students with additional learning needs, including those identified with high potential. Our work with individual students will be responsive and closely monitored.

Trends across a range of factors are carefully monitored and these are considered to inform interventions, programs and staff professional learning needs.

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

# Strategic Direction 1: Student growth and attainment

## Purpose

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Teachers will expertly use a range of explicit teaching strategies in response to recognising what individual students know and understand, resulting in improved growth and attainment in reading and numeracy.

## Improvement measures

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### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

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### Effective Classroom Practice

Teachers will ensure the most explicit, evidence-based teaching methods are implemented, consistently optimising learning progress for all students, across the full range of abilities in Reading and Numeracy.

### Assessment, Data Skills and Use

Teachers will clearly understand, develop and apply a full range of assessment strategies to determine teaching directions, monitoring and assessing student progress and achievement, whilst reflecting on teaching effectiveness.

## Success criteria for this strategic direction

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A student centred learning environment exists where all students are supported and challenged and receive timely and meaningful feedback on their learning to inform future directions.

Valid assessment data is collected in Reading and Numeracy on a regular and planned basis and used to collaboratively plan, identify interventions and modify teaching practice.

Teachers plan, modify and deliver lessons to meet the learning strengths and needs of students and to monitor the effectiveness of lessons.

All students K-6 are tracked and all students can articulate, understand and achieve their Reading and Numeracy learning goals.

Effective and researched based teaching methods are identified, promoted and modelled, with all students demonstrating growth.

## Evaluation plan for this strategic direction

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What has been the impact of using explicit, evidence based teaching methods on individual student academic success? How has the full range of assessment strategies improved the teaching and learning cycle within the classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include school based standardised assessments, work samples, observation, NAPLAN and Reading level assessments.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff,

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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students and community.

# Strategic Direction 2: Connected, inclusive, aspirational and collaborative learning community

## Purpose

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Teachers, students and the school community will strive to develop and sustain a strategic and planned approach to student engagement, well-being and attendance processes that support growth, whilst fostering positive relationships.

## Improvement measures

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### Wellbeing

Achieve by year: 2025

The percentage of students feeling a sense of belonging and supported for improved learning increases by 5% in the Tell Them From Me Survey.

### Attendance (>90%)

Achieve by year: 2023

The percentage of students attending school 90% or more per year increases by 16%.

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## Initiatives

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### Wellbeing and Engagement

The school implements and identifies evidence-based strategies to support whole school practices, resulting in widespread positive, respectful relationships among students, staff and community. Student well-being will be maximised to ensure optimal conditions for student learning across the school.

### Attendance

Teachers, parents and the community work together to support consistent and systematic processes in attendance and engagement. Strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student individually will be implemented.

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## Success criteria for this strategic direction

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Staff, students and parents understand the evidence based well-being approaches used in the school and their benefits for learning and engagement.

The importance of regular and improved attendance is communicated, with excellent attendance above 95% and improved attendance acknowledged, with whole school attendance data being analysed with all staff.

Teaching staff and parents, in conjunction with the Schools as Community Centre, work in partnership to support student and community well-being appropriately and continually.

The school encourages and enhances authentic partnerships with the community through showcasing student progress and achievements with parents and carers.

## Evaluation plan for this strategic direction

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What has been the impact of using evidence based processes and a planned approach on individual student engagement and well-being success? How has a consistent and collaborative approach regarding attendance improved student academic and social outcomes?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include school based standardised assessments, work samples, observation, attendance data and Tell Them From Me surveys as determined by the school's assessment schedule.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff,

## Strategic Direction 2: Connected, inclusive, aspirational and collaborative learning community

### Evaluation plan for this strategic direction

students and community.

# Strategic Direction 3: Powerful Instructional Leadership

## Purpose

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The school demonstrates high expectations for all. Professional Learning develops a culture of effective, evidence-based teaching, developing stronger educators to sustain whole school improvement.

## Improvement measures

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### Reading growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth using Internal Comprehension Assessment.

### Numeracy growth

Achieve by year: 2023

Increase the percentage of 3-6 students achieving or exceeding expected growth using the PAT Maths assessment.

## Initiatives

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### Educational Leadership

The school will embed a culture of teachers individually and collaboratively evaluating the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student.

### Professional Learning

The school and teaching staff will seek professional learning opportunities to share and gain expertise in evidence based teaching practices. The school will embed processes of continual teacher improvement, whilst instilling the expectation that every minute of every lesson is important and valuable.

## Success criteria for this strategic direction

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Professional learning emphasises and focuses on developing instructional leadership, classroom management practices and leadership attributes across all staff.

Teams collaboratively review teaching practices to affirm quality by challenging and addressing identified areas.

A professional learning model to sustain a culture of effective, evidence-based teaching will be embedded in staff Performance Development Plans.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practice, consistent assessment and tracking of student achievement.

## Evaluation plan for this strategic direction

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What has been the impact of teachers collaboratively evaluating their practice on student learning outcomes? How has a consistent and collaborative approach regarding professional learning improved teacher practice?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include school based standardised assessments, work samples, observation, NAPLAN and Tell Them From Me surveys, as determined by the school's assessment schedule.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.