

Strategic Improvement Plan 2021-2025

Narromine Public School 2713



School vision and context

School vision statement

At Narromine Public School it is our mission to provide our students with a quality education in a caring environment. Our school is student focussed and provides excellence in education. We pride ourselves on making a diverse range of co-curricular and educational opportunities available to all with equity and access a strong focus of our delivery. Staff, parents and the wider school community work in partnership to develop the whole child. Student wellbeing encompasses everything the school community does to meet the personal, social and learning needs of students. We develop and enhance a safe, caring school environment in which students are nurtured as they learn. We acknowledge and support differences within the school community and provide programs and support which incorporate these differences. Within our students' Personal Learning Plans (PLPs) we acknowledge their strengths and set goals around aspiring to achieve at their highest level.

School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. The current school enrolment is 252, this includes a 58% cohort of students identifying as Aboriginal. Our school is set on a large block with extensive grass and asphalt areas for play and sporting activities. It has 18 classrooms, a sports and creative arts hall, a modern well-equipped library and a number of covered outdoor learning areas. The school's Positive Behaviour for Learning (PBL) philosophies of being respectful, honest and responsible learners enhances Narromine Public School's belief in working together to promote a quality education in a caring school culture.

The school has a small but energetic P&C consisting of parents, carers, staff and the wider school community. The many roles of the P&C include assisting in providing equipment, management of the school canteen "Tastebuds", consulting with teaching staff in the establishment of school policy and management, engaging with staff in all facets of school activity and establishing a strong sense of community within the school.

Narromine Local AECG and Narromine Public School have a rich and respectful relationship where we share cultural and community knowledge and understanding for staff and for students. Our AECG monthly meetings are attended by our Aboriginal Education Officers and an executive member of staff to consult and inform members of student progress, initiatives and actions taking place at Narromine Public School. We as a school community value the input and support of our AECG.

Narromine Public School provides a variety of opportunities for academic, sporting, cultural, leadership and social achievements in a supportive and collaborative environment for our students.

The school has completed a situational analysis that has identified three areas of focus for the 2021-2025 Strategic Improvement Plan (SIP). It is important to note these build upon the work undertaken in the previous school planning cycle around engaged, responsible and successful learners; quality teaching; and meaningful community partnerships.

Growth in both numeracy and literacy is an area of explicit focus. To ensure academic success for every student in numeracy and literacy, the embedding of strong foundations is critical. Student learning outcomes are driven by data and are aspirational, measurable and attainable, maximising individual learning outcomes for Kindergarten to Year 6. As a whole school we have reviewed and adapted practices to ensure reliable formative and summative assessment tasks are implemented in the analysis of student progress, evaluation of growth over time and reporting student achievement. We have implemented and consolidated evidenced based teaching practices in Teaching Sprints for both reading and number and embedded a deeper and consistent understanding of A-E Assessment. We have implemented, monitored and evaluated key features of 'What works best in practice' engaging the Assistant Principals as key drivers for adaption.

Embedding a learning culture that facilitates high expectations, positive wellbeing, consistent attendance and quality learning opportunities that meet the needs and aspirations of both students and staff is another key area of focus in the new school plan.

School vision and context

School vision statement

School context

By ensuring all students can articulate, understand and achieve their personalised learning goals for numeracy and literacy it provides a defined pathway to achievement. Student assessment data across key learning areas will be regularly visited in Stage meetings to develop understanding and possible high-performance focus areas for groups and individuals. Professional learning impacts on quality teaching and student learning will be evaluated and explicit systems for collaboration and feedback will be built to sustain quality teaching practice.

When conducting the situational analysis, it was evident that educational leadership to manage practices and maximise potential of students and staff was an important area of ongoing focus. With a renewed emphasis on high expectations and continuous improvement we have further developed student and staff's capacity for engagement, success and achievement. By offering the vision to achieve within their personal context, learners have built the potential for lifelong learning. Narromine Public School values teacher accreditation and will work towards developing aspirations in staff for higher levels of accreditation.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure academic success for every student in numeracy and literacy. Student learning outcomes will be driven by data and will be aspirational, measurable and attainable maximising individual learning outcomes for Kindergarten to Year 6.

Improvement measures

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in comprehension over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in numeracy over the year, using the learning progressions.

Achieve by year: 2025

90% of the Kindergarten students demonstrating reading strategies at a level 9 and beyond with the expectations of maintaining green reading levels (EA4S benchmark level) throughout Stage 1.

Achieve by year: 2025

85% of Year 4 and Year 5 students will demonstrate a reading comprehension level of 26+.

Initiatives

Learning analysis

All staff take a shared responsibility for student improvement and contribute to planning, identifying interventions and modifying teaching practice through:

- Consistent approaches in assessments, evidence-based judgement and moderations.
- Analysing, interpreting and extrapolating student assessment data.
- Utilising centrally identified technology.
- Professional development focuses on summative and formative assessment.
- Implementing and consolidating evidenced based teaching practices in Teaching Sprints for both reading and number.

Engagement with curriculum

Students develop strong foundation skills in literacy and numeracy and an ability to learn, adapt and develop lifelong learning attributes. The school will create a responsive, quality and rich learning environment where each student is engaged as an active participant in their learning.

High quality learning opportunities are provided to engage students through:

- Future focused skills based processes embedded in lesson planning and delivery.
- High expectations for student learning with explicit feedback and ongoing assessment.
- Planning for rich learning experiences that build on student capabilities.
- Provision of high level engagement learning opportunities.

Success criteria for this strategic direction

A whole school approach in Teaching Sprints ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities.

The school uses systematic and reliable assessment information to evaluate student learning over time. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Formative assessment is practiced expertly by all teachers.

Students will demonstrate a high level of engagement with learning opportunities and be exposed to future focused skills based lessons.

All students will develop an understanding of and comply with high expectations set by teachers on quality of work and engagement in learning.

Evaluation plan for this strategic direction

Question:

How has intensive teacher support and development during 2021 improved outcomes in Literacy and Numeracy including remote learning environment?

Data sources:

- Internal data tracking resources,
- teacher PDPs,
- student PLPs,
- data collection (including Teaching Sprint engagement data),
- professional development calendar,
- teaching and learning programs,
- student assessments,
- Tell Them From Me survey, and

Evaluation plan for this strategic direction

- SEF SaS.

Analysis:

The school will use the data sources to regularly analyse the effectiveness of the initiatives in this strategic direction.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data will inform future planning for student growth.

Implications:

The findings from the analysis will inform:

- Professional discussions around the School Excellence Framework elements and themes, coupled with the What Works Best (CESE, 2020) research.
- Reflective sessions led by the executive team.

Strategic Direction 2: Foundations

Purpose

Our purpose is to embed a learning culture that facilitates high expectations and quality learning opportunities that meet the needs and aspirations of students.

Staff at Narromine Public School use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing, now and in future years.

Improvement measures

Achieve by year: 2021

The proportion of students attending school over 90% of the time increases by 5.4%.

Attendance (>90%)

Achieve by year: 2023

The proportion of students attending school over 90% of the time, increases by 5.4%.

Achieve by year: 2021

The percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM well being data increases by 3.6%.

Wellbeing

Achieve by year: 2023

The percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM well being data increases by 3.6%.

Wellbeing

Achieve by year: 2023

Achieve by year: 2025

100% of students personalised learning plans include a HPGE identified goal.

Achieve by year: 2025

Initiatives

Supporting learners

There is school wide collective responsibility for student learning and success which is shared by parents and students. All practices are inclusive and enriching. All students are challenged and all adjustments, resourcing, policy and practices lead to improved learning.

- Learning support practices empower all stakeholders to respond expertly to identified needs.
- Access to staff expertise to support (academically and behaviourally), challenge and extend students is at point of need. A case management approach ensures improved learning.
- High potential and gifted education practices are explicit and implemented effectively.
- Digital portfolios and personalised learning plans facilitate effective communication with all stakeholders enabling ongoing adjustments for learning.

Attendance

Teachers will know, value and care for every student, maintain good record-keeping practices in Sentral and liaise with their supervisor and parents/carers to enhance student wellbeing.

Whole school practices promote and celebrate attendance across the school making students and the community aware of the importance of attending school regularly. This will be achieved through:

- Personal attendance plans,
- The promotion of regular attendance across communication channels,
- The introduction of an incentive program for attendance, and
- The allocation of an in-school attendance contact.

Success criteria for this strategic direction

Students requiring additional support are identified and adjustments and accommodations are evident through class programs and learning and support team documentation.

Implementation of 'What Works Best' incorporates elements of high expectations creating aspirational expectations of learning progress and achievement for all students.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

The school's K-6 attendance approach ensures learning is not impacted by non-attendance.

Evaluation plan for this strategic direction

Question: How have initiatives impacted on students' sense of belonging and attendance?

Data sources:

- attendance data,
- wellbeing entries,
- Tell Them From Me surveys,
- pre and post survey data,
- teacher feedback and focus groups,
- observations, anecdotal notes and images, and
- learning support processes and records.

Analysis

The school will regularly review these data sources and engage in professional discussion around the School Excellence Framework elements and themes.

Implications:

Strategic Direction 2: Foundations

Improvement measures

All teaching and learning programs clearly reflect learning progressions and syllabus knowledge, implementation and reflection as key elements.

Achieve by year: 2025

The percentage of students reporting they feel accepted and valued by peers and others in the Tell Them From Me (TTFM) survey increases by 13% from the 2020 baseline data.

Achieve by year: 2025

The percentage of students reporting they feel they have friends at school to trust and encourage positive choices in the TTFM surveys increases by 13% from the 2020 baseline data.

Achieve by year: 2025

70% uptake of staff observations and peer teaching experiences identifying What Works Best as key drivers for change.

Evaluation plan for this strategic direction

The findings of analysis will inform:

- future action, and
- annual reporting on school progress measures.

Strategic Direction 3: Empowered educators

Purpose

To ensure the school leadership team models instructional leadership that drives high expectations, professional growth of staff and improved engagement with peer schools and external agencies to enhance learning outcomes for students.

Improvement measures

Achieve by year: 2025

Aspiring leaders are encouraged and supported to attain higher levels of accreditation.

Achieve by year: 2025

Collaborative practices are embedded to deepen partnerships with peer schools and external agencies.

Initiatives

Educational leadership

The school will embed a culture of teachers who individually and collaboratively evaluate and plan for the effectiveness of:

- Teaching practice.
- Student engagement.
- Learning growth and outcomes.
- Communication and shared knowledge at transition points.
- Higher accreditation.
- Reflective practices.

Collaborative learning community

The school will consolidate and refine its collaborative practices and processes in supporting feeder schools and other government agencies. Improved outcomes for students and families through strong connections with external agencies, other schools, early childhood providers and universities to ensure that continuous improvement are embedded for student growth and development as learners.

- Embed a shared knowledge of learning and support processes and practices,
- Collaboratively facilitate case management meetings for complex case students,
- Open and transparent communication across all stakeholders, and
- Access joint professional learning opportunities.

Success criteria for this strategic direction

Staff teams collaboratively review teaching practice by challenging and addressing identified improvement areas.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

All staff are supported and mentored in the application and use of professional standards, the school monitors and encourages higher levels of accreditation.

The school regularly evaluates its administrative and executive processes and practices in order to improve universal outcomes and ensure active support of and improvement in peer school and non-government organisations.

Staff teams collaboratively maintain a focus on transition milestones to ensure continuity of learning.

Evaluation plan for this strategic direction

Question: To what extent have we embedded instructional leadership across the school and wider learning community?

Data sources:

- learning walk observations,
- transition plans,
- surveys (Tell Them From Me and People Matter Employee Survey),
- pre and post data from school systems,
- Scout,
- document analysis and
- SEF SaS.

Analysis: Analysis will be embedded within the initiatives/activities through progress and implementation monitoring. Term by term our school will review progress towards the improvement measures.

Strategic Direction 3: Empowered educators

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform:

- future actions and
- annual reporting on school progress measures.