

Strategic Improvement Plan 2021-2024

Neutral Bay Public School 2730



School vision and context

School vision statement

Our school vision outlines our aspiration for students to strive for excellence, innovation and opportunity. Neutral Bay Public School believes in collaboratively empowering all students to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning. This vision places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. It also provides opportunities for teachers to know their students well and engage them in building supportive, inclusive and stimulating learning environments that allows students to achieve and grow as learners.

We recognise the central role of teachers as they use expert knowledge, skills and dispositions as designers. Our vision includes developing educational leaders who lead teachers to develop engaging and challenging learning programs through planned integration of curriculum, pedagogy and assessment. Our leaders and teachers create the optimal conditions for student learning, including supporting parents as partners in our student's education and wellbeing. Leaders and teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to improve their own learning and develop learner agency.

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 2021, there are 868 student enrolments (39% EAL/D students) and the school's staffing entitlement includes 59 teaching staff and 12 non-teaching staff. The school employs two Instructional Leaders from school funds.

Our school acknowledges and celebrates a wide diversity of student, staff and community achievements. Co-curricular activities in sport, technology, band, music, dance, choir and public speaking enable our students to excel through a range of different experiences. Neutral Bay Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child and adult at our school.. As a school community, our collective goal is to provide an educational environment that supports the consistent improvement of student outcomes and the narrowing of achievement gaps between students. Inspired by the School Excellence Framework, staff and parents are committed to ensuring that students achieve at least a year's worth of learning from every year of teaching. The whole school community was consulted with in the process of developing a thorough situational analysis which led to development of the 2021-2014 Strategic Improvement Plan. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This 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 professional practice 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. Departmental support and resources will be utilised to build understanding on how to do this successfully. In conjunction with Instructional Leaders, Spirals of Inquiry sessions, walkthroughs and peer, student and parent/carer feedback. When multiple forms of assessment and feedback inform teaching and learning practices, student engagement and achievement are enhanced. 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.

Professional learning will therefore focus on moderation of student assessment and the need to be precise and purposeful in the use of data-collection practices that inform future learning and enable student feedback against learning goals and curriculum standards. Another objective is facilitating precise, timely, specific, accurate and actionable 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. Our work with individual students will be responsive and

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closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and extension, and students not showing growth will be referred to the Learning and Support team for intensive intervention. Continual monitoring of student performance 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. Our aim is sustain open and sustained communications to facilitate involvement in education within the classroom and whole-school community. Evidence of this will include providing parents/carers with a range of communication channels to accommodate different needs, as well as providing updates on student progress and wellbeing, and information about school policies and practice. Parent/carers will be consulted when developing learning plans to support student learning needs and will be invited to provide feedback on school policies and practices, including school reporting processes and establishing student learning goals.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data. This plan aims to provide curriculum for every student which is underpinned by evidence-based strategies and evaluative practice.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

The proportion of students achieving in the top 2 bands of NAPLAN reading rises above 83.10%.

Target year: 2022

Achievement of 2022 system-negotiated targets:

The proportion of students achieving in the top 2 bands of NAPLAN numeracy rises above 74.5%.

Target year: 2023

Achievement of 2023 system-negotiated targets:

The proportion of students meeting expected or above expected growth in NAPLAN reading rises above 77.9%.

Target year: 2023

Achievement of 2023 system-negotiated targets:

The proportion of students meeting expected or above expected growth in NAPLAN numeracy rises above 68.6%.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Element: Curriculum

Initiatives

Initiative A: Reading and Writing

Reading and writing are foundational skills for student learning and underpin the acquisition of more complex skills, such as critical and creative thinking. Improving the consistency of professional practice by all teachers is central to improving outcomes for students. The challenge for our teachers is to lift student outcomes through a shared understanding of exemplary practice in order to promote and support each student's literacy development.

To enhance growth and attainment in reading and writing, we will:

Explicitly teach reading and writing

- Ensure that teachers have a deep understanding of how children learn to read and comprehend text and the explicit instruction of writing.
- Implement explicit reading programs including 'InitialLit' and teaching comprehension strategies 3-6.
- Ensure explicit teaching of reading and writing with varied levels of student support at different points of need through shared, guided, modelled and independent reading and writing.
- Collaboratively plan and evaluate units of work that embed evidence-based teaching strategies in reading and writing.
- Provide opportunities to maximise engaged reading and deep thinking through models of rich, authentic texts to promote extended talk about texts.
- Continue the implementation of high-quality intervention programs such as MiniLit and MacqLit.
- Involve students in focused, scaffolded writing lessons for a range of authentic audiences and purposes.
- Provide dedicated, uninterrupted blocks of time for writing on a daily basis and opportunities for peer conferencing, response groups or sharing sessions.
- Connect reading-writing programs through high-quality literature by investing in sets of quality texts

Success criteria for this strategic direction

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Teaching programs differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across a range of abilities. Teachers employ evidence-based effective teaching strategies.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

- Internal assessment data - PAT, PLAN2, running records, student work samples
- External assessment data - NAPLAN, Scout, Check-In Assessments
- Spirals of Inquiry data
- Work Samples
- Surveys - student and teachers
- Observation - Lesson Study, Walkthroughs
- Focus groups - student and teachers
- Student voice (videos)

Analysis:

- Regular review and triangulation of data sources, including quantitative and qualitative data as well as internal and external data, to understand impact and

Strategic Direction 1: Student growth and attainment

Improvement measures

- Focus theme: Curriculum Provision
- Focus theme: Differentiation

Teaching Element: Effective Classroom Practice

- Focus theme: Explicit teaching

Initiatives

for shared text analysis across K-6.

- Increase use of rich literature in writing programs to engage learning and enrich high performance.
- Review scope and sequences for reading and writing to ensure consistency in programming across the school.

Assess and monitor reading & writing

- Embed regular assessment opportunities in programs.
- Monitor whole school reading progress, e.g. running records and the Fountas and Pinnell Reading Comprehension Assessment tool.
- Record and monitor whole school reading data, e.g. PLAN2, Learning Progressions and Bump It Up Walls.
- Improve assessment of writing processes through consistency of teacher judgement (CTJ) and refining of assessment criteria.
- Support students to self-assess, monitor and reflect on their work and to act on feedback received.
- Develop student metalanguage through teaching practices such as vocabulary analysis, modelling, deconstruction, guided practice or joint construction.

Initiative B: Numeracy

Students will be supported to develop critical and creative mathematical thinking skills through explicit teaching of the language of mathematics and purposeful and planned questioning by teachers. At the heart of fostering children's numeracy outcomes are reflective practitioners who strive for continuous improvement. The challenge for our teachers is to provide students with opportunities to build their repertoire of problem-solving strategies, apply concepts to familiar and unfamiliar contexts and connect what they are learning to contexts outside the classroom.

To enhance growth and attainment in numeracy, we will:

Evaluation plan for this strategic direction

inform where to next.

- Regular professional discussion regarding the School Excellence Framework elements and reflection on What Works Best themes.
- Executive team and whole staff reflection sessions regarding our progress towards the school improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions, budget, resource allocation and next steps.
- 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 1: Student growth and attainment

Initiatives

Collaborative Learning Groups

- Continue to implement Spirals of Inquiry to improve student outcomes in working mathematically.
- Engage teachers in collaborative analysis of student cohort data, identifying trends in each stage and across the school.
- Use data gained through the spirals of inquiry process to evaluate the effectiveness of current teaching practice on student learning.
- Identify targeted professional learning to improve teacher practice in mathematics.
- Develop mathematics programs which focus on differentiation, open-ended tasks, use of hands-on equipment and mathematical vocabulary to improve student outcomes. Working mathematically outcomes will be embedded into all mathematics programs.
- Continue the implementation of high-quality intervention programs such as QuickSmart Maths or Targeted Early Numeracy.
- Review practices to develop the transference of concrete to abstract skills when using technology and hands-on materials, e.g. 2D shapes, 3D objects, mass, volume, time.
- Increase numbers of students showing evidence of working out and mathematical thinking during on-line learning and assessments.

Instructional Leadership in Mathematics

- Engage in the Primary Mathematics Specialist Initiative (PMSI). This involves training two Instructional Leaders to support teachers to improve pedagogical knowledge in mathematics. This will be achieved by leading professional learning activities and actively supporting colleagues to improve practice.
- Provide high quality approaches for curriculum planning, delivery and assessment in mathematics across the school.

Strategic Direction 1: Student growth and attainment

Initiatives

- Use student data effectively to inform planning and teaching in mathematics, including the use of assessment tools e.g. PLAN2, Learning Progressions, data walls.

Strategic Direction 2: High-impact teaching strategies and practices for all staff

Purpose

Our purpose is to maximise student growth in reading and numeracy through the use of high-impact teaching strategies in keeping with explicit, consistent and research-informed practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching. This will be supported by coaching, modelling, observation and feedback to ensure widespread use of high-impact practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2024

Collaboration for school improvement

- All teachers participate in 'Walkthroughs', receiving and delivering formal feedback with colleagues with a focus on differentiated instruction and explicit teaching each year.
- All classrooms exhibit Learning Intentions and Success Criteria, with students engaging in self-assessment and peer-assessment for literacy and numeracy goals.
- All teachers collaboratively plan for student-centred learning strategies and explicit teaching techniques such as questioning skills and quality feedback.
- All students articulate their own learning goals using the Learning Progressions, Success Criteria and Learning Intentions.
- Teachers embed the practice of conferencing with students on learning goals.
- Spirals of Inquiry (or similar process) becomes an embedded process for teachers to identify areas of improvement in their practice.

Target year: 2024

Data-informed practice

Initiatives

Initiative C: Collaboration for school improvement

Collective efficacy and collaborative practice builds shared responsibility for constantly improving teaching practice and student learning. The challenge for our teachers is to develop a shared understanding of what excellent practice looks like to promote student engagement and improvement.

Our clear focus is on building capacity at all levels, with clarity of the effective classroom practices that support student success by embedding a culture of high expectations where teachers, leaders and professional learning communities target explicit teaching, teacher judgement and align teaching practice with professional growth.

To enhance collaborative teacher and leader practice, we will:

- Undertake professional learning in evidence-based quality teaching practices that engage and challenge students in deeper levels of learning.
- Collaboratively plan and implement student-centred learning strategies, including learning intentions, specific success criteria, questioning skills and quality feedback.
- Review practices in explicit teaching, where new content is explicitly introduced, worked examples support independent practice and feedback addresses misunderstandings.
- Collaboratively plan units of work that clearly identify new knowledge and skills that would benefit from multiple exposures to achieve deep learning.
- Collaboratively plan the strategic use of questioning skills to facilitate discussions that maximise deep learning, engagement and challenge.
- Collaboratively develop worked examples (via Walls That Teach) in literacy and numeracy that scaffold the acquisition of new knowledge.
- Develop and embed coaching, modelling,

Success criteria for this strategic direction

- 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.
- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- Teachers actively evaluate, share and discuss learning from targeted and differentiated professional development with other staff in their school to implement the most effective strategies to improve teaching and learning.
- The principal, instructional leaders and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.
- Professional learning models such as Spirals of Inquiry and Walkthroughs are embedded as consistent, school-wide practices to build teacher capabilities and collective pedagogical practice.

Evaluation plan for this strategic direction

Questions: What has been the impact of using high-impact teaching strategies on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

- What opportunities for feedback do we provide to individual students and the whole class?
- How do we know if students have understood our feedback?
- How well do our students reflect on their work and

Strategic Direction 2: High-impact teaching strategies and practices for all staff

Improvement measures

- All teachers use a range of assessment strategies to inform teaching and learning based on system-negotiated expected growth data.
- All teachers are able to use a range of formative and summative assessments regularly within grade or stage teams to monitor learning, identify skill gaps and areas for extension, and determine future directions.
- All teachers use assessment as an ongoing opportunity to provide feedback to support students at their point of challenge. Feedback is specific and forward-focused, with an emphasis on how students can improve their learning.
- All teachers apply a range of assessment strategies to inform teaching and learning based on system-negotiated expected growth data.
- Writing assessment measures are written in student-friendly language that clearly describe what students need to do to succeed and the various levels of proficiency students should attain.. The focus is on validity, reliability, objectivity and inclusiveness. Clarity, syllabus focus, structure and differentiation are also considered.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Element:Curriculum

Focus Theme: Teaching and learning programs

Learning Element: Assessment

Focus Theme: Student engagement

Teaching Element: Data Skills and Use

Focus Theme: Data use in teaching

Teaching Element: Learning and Development

Initiatives

- observation and feedback processes to ensure widespread use of successful high-impact teaching practices.
- Collaboratively evaluate teaching and learning programs so they are responsive to the needs of all learners, showing evidence of revisions based on student progress to inform differentiation and future directions.
- Design and build programs that incorporate opportunities for inquiry-based STEM initiatives into regular classroom practice where students solve authentic, real-world problems.
- Build staff capacity to design programs that incorporate future-focused skills of collaboration, communication, creativity and critical thinking.

Initiative D: Data-Informed Practice

Our clear focus is for teachers to strategically use a range of formative and summative assessment strategies and two-way feedback to gather information about a student's understanding, assist students to advance their own learning, and reflect on the impact of their practice.

To enhance data-informed practice, we will:

- Provide professional learning on formative assessment, giving and receiving feedback and explicit teaching as needed to enable staff to reflect on and strengthen high-impact teaching practice.
- Implement effective feedback that is timely, clear and reflective, so students can be provided with specific advice on how to improve their performance.
- Provide opportunities for students to self-assess, reflect and monitor their work and act on feedback received.
- Undertake professional learning in the effective use of the Learning Progressions in conjunction with the syllabus to support teachers in tracking the impact of their teaching practice on student progress and

Evaluation plan for this strategic direction

detect errors?

- What types of questions do we ask to check understanding of a concept, or grasp of a skill?
- How do we know if an assessment task clearly assesses the intended learning outcomes and is accessible to all students?
- How do we check that assessment tasks are marked and scored consistently and objectively?
- What types of data do we use to identify student learning needs, develop learning targets and monitor progress?
- How do we use data to identify strengths and areas of development of a class/cohort?
- How do we know when our teaching is working or not working for different students?
- What do high expectations look like and feel like in our classrooms? What do students say?
- How do we use professional learning communities, structured lesson observations and walkthroughs as professional learning opportunities?
- How do we know if students are actively engaged in their learning?

Data: We will use a combination of data sources to measure impact and improvement in student outcomes in reading and numeracy. These will include:

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN, PAT
- Surveys
- Walkthroughs data analysis
- Spirals of Inquiry
- Observation
- Student voice (videos)
- Work sample analysis
- Consistent Teacher Judgement

Strategic Direction 2: High-impact teaching strategies and practices for all staff

Improvement measures

Focus Theme: Collaborative Practice and Feedback

Teaching Element: Effective Classroom Practice

Focus Theme: Explicit Teaching

Leading Element: Educational Leadership

Focus Theme: High Expectations Culture

Initiatives

achievement.

- Undertake professional learning in What Works Best practices to support the consistent use of evidence-based teaching strategies that support student improvement.
- Collect student feedback on the impact of teaching for ongoing evaluation and to inform professional learning needs.
- Use data-informed assessment practices as a regular part of instruction in every classroom with support from instructional leaders, grade leaders and literacy/numeracy team personnel.

Evaluation plan for this strategic direction

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.
- Term by term 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 and next steps.
- 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 for student learning and wellbeing

Purpose

To expand and strengthen positive, respectful partnerships as an educational community with students, teachers, families and carers to support student learning and wellbeing.

Improvement measures

Target year: 2022

Partnerships for Learning

- All student reports have indicators for each stage of learning to enable parents to have a deeper understanding of their child's learning and progress.
- Selected students are able to articulate learning goals in their school reports and participate in three-way parent-teacher-student meetings.
- Up to two parent workshops per year enable parents have a deeper understanding of the K-6 curriculum and guidance on how to support their children at home. This includes information about high potential and gifted students (HPGAT), Learning and Support Team (LST), assessment, reporting and strategies from 'What Works Best'

Target year: 2022

Partnerships for wellbeing

- Attendance - an uplift of 4% from 85.8% (in 2020) in the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 94.1% (in 2022)
- Wellbeing - an uplift of 3% from 87.9% (in 2020) in the Tell Them From Me wellbeing data (advocacy, belonging, expectations) to be at or above the lower bound system-negotiated target of 91.2% (in 2022).
- Up to two parent workshops per year enable parents to have a deeper understanding of the school's wellbeing programs and strategies to assist their children at home.

Initiatives

Initiative E: Partnerships for learning

Wellbeing is dynamic and integral to learning, and is pivotal in supporting students to connect, succeed and thrive at each stage of their development and learning. Our school strives for excellence in teaching and learning, endeavouring to connect on many levels to our parent and broader school community and building trusting and respectful relationships in order for students to succeed.

Our clear focus is on expanding and strengthening our communication and relationships as a school community, using evidenced-based strategies that are strength-based, preventative and focus on early intervention to enhance student wellbeing, emotional resilience, social intelligence and engagement.

To enhance partnerships between teachers, students and parents, we will:

- Refine reporting to parents in response to feedback and community consultation to ensure parents have a deeper understanding of their child's learning.
- Involve students in teacher-parent conferences to build open communication channels between stakeholders and create opportunities for reflection, engagement and student agency.
- Design parent workshops to give a deeper understanding of the K-6 curriculum and guidance on how to support their children at home. For example, high potential and gifted students (HPGAT), Learning and Support Team (LST), assessment, reporting and What Works Best.
- Continue implementation of Visible Learning strategies so that students are able to articulate where they are at in their learning and set personalised learning goals for future attainment.
- Evidence student voice and leadership opportunities in classrooms and across the school, e.g. student reflections included in school reports
- Improve Learning and Support Team processes to

Success criteria for this strategic direction

- The school engages in strong collaborations between parents, students and the community that inform and support learning for all students and motivates students to continually improve.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectation, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Question: How have successful parent partnerships enhanced learning and wellbeing outcomes for all of our students? How have students' personalised goals impact learning outcomes and student attitudes to learning?

Data:

- Tell Them From Me - student surveys - Expectations for Success, Advocacy and Sense of Belonging at School (School targets)
- TTFM - Parent surveys - Parents support learning and School support learning measures
- Reports - Repeat Parent Satisfaction survey in 2021
- Tracking of student learning goals for English and maths - Bump it up walls, evidence in teaching programs
- Program reviews
- PBL data

Strategic Direction 3: Excellence in community partnerships for student learning and wellbeing

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Element: Learning Culture

* Focus theme: High Expectations

* Focus theme: Attendance

Learning Element: Wellbeing

* Focus theme: A planned approach to wellbeing

Initiatives

ensure parents and the school work in partnership to support students with additional learning needs.

- Utilise student assessment data to reflect on teaching effectiveness and provide individualised, differentiated and responsive learning opportunities.

Initiative F: Partnerships for wellbeing

To build authentic student wellbeing across K-6, we will develop a whole school, planned approach to social and emotional wellbeing which builds on the culture of positive relationships and engaged learning at Neutral Bay Public School (NBPS). We will do this by:

- Embedding the Wellbeing Framework into school culture via professional learning in effective wellbeing strategies to ensure that all children are 'known, valued and cared for'.
- Promoting resilience, mental health and wellbeing through implementation of the 'Be You' school action plan, focusing on a planned, whole school approach.
- Inviting expert speakers for parents and students on a range of wellbeing topics to support families, e.g. Enlighten Education, Friendology, Restorative Practice.
- Refining annotated teaching and learning programs that meet the learning and wellbeing needs of students with additional learning needs, including EAL/D and high potential and gifted students. For example, formative assessment and differentiation strategies.
- Continuing to monitor and refine programs which explicitly teach Social and Emotional Learning (SEL) across K-6 and are embedded into the school curriculum. For example, Bounce Back! and Smiling Minds .
- Refining ongoing whole-school implementation of Positive Behaviour for Learning systems that support students to make positive behaviour choices and supports the improvement of student learning outcomes.

Evaluation plan for this strategic direction

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

* Future actions, budget and resource allocation and next steps.

* 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 3: Excellence in community partnerships for student learning and wellbeing

Initiatives

- Developing systems to encourage improved attendance such as regular attendance reviews, newsletter reminders and meetings with families where attendance is a concern.
 - Incorporating evidence of student voice and leadership opportunities in classrooms and across the school in decision-making processes.
-