

# Strategic Improvement Plan 2021-2024

## Newtown North Public School 2744



# School vision and context

## School vision statement

At Newtown North Public School we hold high expectations for our learning community. We continuously strive to support the learning and wellbeing of all students, and ensure all students are known valued and cared for.

Staff students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a lifelong love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto. "to grow to help", encapsulates the school's ethos of valuing and promoting

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun

## School context

Newtown North Public School, located in Sydney's inner west, is a comprehensive primary school for students from Kindergarten to Year 6. With an approximate enrolment of 250 students, the school is housed in a beautiful three level heritage building, surrounded by a variety of outdoor play and learning spaces. We are a vibrant and innovative school, providing for students from the diverse local community of the inner west.

Established in 1883, the school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. Since establishment, the site has been used as an infants, primary and secondary college. The school was re-established in the current building in 1994.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a willingness to work together toward common goals. The school has a very experienced staff committed to delivering quality teaching and learning for all our students.

Our school has a strong focus on supporting students to improve their social and emotional wellbeing. Operating within the framework of Positive Behaviour for Learning, student wellbeing and positive social and emotional skills are fostered through the explicit teaching of our core values: Safe, Respectful, Supportive, Active Learners.

The school offers a comprehensive and engaging curriculum, with a focus on collaboration and engaging learning experiences, enriched by a wide range of co-curricular and after school activities.

We value collaborative and productive relationships with our school community. Working closely with students, parents, carers and surrounding schools, we seek feedback to ensure continued school improvement and happy engaged children. Our school has a record of achieving excellence in Literacy and Numeracy and supporting students as they work to achieve their full potential.

Through the development of a comprehensive situational analysis, the school has identified three key areas, developed into strategic directions, to inform our school improvement plan. This will be shared with our community as the focus of continually improved teaching and learning over the next four year period.

# Strategic Direction 1: Student growth and attainment

## Purpose

Teachers and students approach learning with the intent to improve learning outcomes for all students and achieve growth. A focus on pedagogy to improve growth and assessment processes to clearly measure growth and plan for future achievement. Systematic and reliable assessment is used by teachers to track student learning over time and inform the cycle of teaching and learning.

Expected growth is identified for each student and most achieve in the top two bands for NAPLAN in reading, writing and numeracy.

## Improvement measures

### Target year: 2022

The proportion of year 3 and 5 students achieving in the top two bands in NAPLAN reading is at least 75.0% of students

### Target year: 2022

The proportion of year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is at least 65.1% of students

### Target year: 2023

The percentage of students achieving expected growth in NAPLAN reading from 74.7%

### Target year: 2023

The percentage of students achieving expected growth in NAPLAN numeracy from 68.2%

## Initiatives

Development of K-6 plan for improving student learning in:

- Reading (comprehension strategies)
- Numeracy (problem solving, working mathematically).

Collaboratively developed responses to data analysis and planning will inform the selection of teaching strategies in relation to student need.

- Professional learning required to support the implementation of best practice.
- Establish data systems and routines to track expected growth in literacy and numeracy.
- Develop assessment processes to demonstrate growth and provide future direction.
- The resources required to support student growth and improve learning outcomes.

Developing a culture of high expectation for teaching and learning and success. Student learning is supported by:

- clearly communicated learning intentions. (what are we learning?)
- collaboratively planned success criteria for learning. (How do I know I've learned it?)
- learning informed by the evaluation of student need and assessment data.
- the development of and regular monitoring of student goals for improvement.
- Authentic whole school learning experiences and events that enhance engagement in learning.

## Success criteria for this strategic direction

School guidelines and procedures illustrate the culture of High Expectations and are clearly communicated with teachers, students, families and the wider school community.

All teachers can articulate a shared understanding of effective classroom practice.

All teachers collect and evaluate data to monitor and inform student progress.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF)

Evidence of student achievement and growth in Reading, Writing and Numeracy.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF)

The school achieves excellent value-added results, significantly above the value added by the average school (SEF)

## Evaluation plan for this strategic direction

Consistent and regular assessment of learning in literacy and numeracy

- Monitoring and tracking of student achievement data
- Internal assessments
- curriculum based assessments
- Moderated consistent teacher judgement (writing)
- External assessments (NAPLAN)
- Assessment schedules and benchmarks for individual success implemented across school.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Student and community feedback

Term by term analysis of data to inform whole school planning and maximise student learning outcomes.

## Strategic Direction 2: Wellbeing for learning

### Purpose

We continuously work towards a strategic and planned approach to develop whole school wellbeing processes. Positive relationships underpin enhanced student wellbeing and learning. The school strives to develop a positive school culture, focusing on a strong sense of connectedness, engagement, respectful relationships and community partnerships. Clearly defined whole school practices result in measurable improvements in wellbeing and engagement.

### Improvement measures

#### Target year: 2024

An increase in the proportion of students reporting advocacy and sense of belonging to be at or above 88.5% in the tell them from me surveys.

#### Target year: 2022

92.6% of students attend school, on average, more than nine days a fortnight.

#### Target year: 2024

The Wellbeing element in the Learning domain of the School Excellence Framework is assessed as excelling.

### Initiatives

A strategic and planned approach to whole school wellbeing processes

- Whole school review of current wellbeing strategies.
- Establishment of strategies that provide clear pathways of support for all students.
- Expand upon Positive Behaviour for Learning Framework to further embed an authentic 3 tier approach through which students and staff can connect, succeed and thrive.
- Establish connections for all students with a network of supportive adults.

A whole school approach to monitoring attendance and the reduction of unexplained absences.

Developing a clear transition strategy for Kindergarten to year 6:

- Whole school annual transition
- Year 3 intake transition
- Year 6-7 transition
- Kindergarten transition program
- Students with additional needs

### Success criteria for this strategic direction

Implementation of school wide accessible data to enable a positive approach to attendance monitoring.

Implementation of Sentral as an administration/data collection/monitoring tool.

Implementation of assessment package to provide triangulation of data and clear data review.

Review of wellbeing policy and procedures to include strategies to promote connectedness, engagement and positive relationships.

Students indicate a greater feeling of connectedness.

All students can identify a network of understanding and supportive adults at school.

Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF)

Students are provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. ((The Wellbeing Framework for Schools)

### Evaluation plan for this strategic direction

Data will be obtained from the following sources:

TTFM: Student, Parent and teacher responses.

Parent feedback

Student feedback

Teacher feedback

Behaviour tracking through Sentral

Wellbeing tracking through Sentral

## Strategic Direction 2: Wellbeing for learning

### Evaluation plan for this strategic direction

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Student voice

Attendance tacking through Sentral

# Strategic Direction 3: Strong and sustainable leadership, systems and practices

## Purpose

Leadership is viewed as a whole school responsibility. Our school maintains a focus on distributed, instructional leadership to sustain a culture of effective evidence based teaching and on going improvement.

Clear guidelines for planning , programming scope and sequences, assessment and individual planning are central to providing the platform for teachers to teach well and students to thrive.

The school employs embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of feedback between teachers..

Management practices are responsive to student, staff and community feedback and identified needs.

## Improvement measures

### Target year: 2024

The school provides evidence for and judges itself as Excelling against the school excellence framework in the area of "Data Skills and Use" and "Assessment

### Target year: 2024

All teachers receive feedback on their teaching based on their Performance and Development Plan and the Professional Teaching Standards.

## Initiatives

Development of a whole school assessment and tracking plan.

School leaders engage in a model of instructional leadership implementing a collaborative approach to the interpretation of assessment data to inform programming, teaching and learning.

Targeted professional learning to foster effective strategies for data analysis and the development of responsive curriculum delivery.

Stage teams collaboratively assess student learning to inform classroom instruction, teaching practice and individual learning. (differentiation)

Implementation of whole school assessment processes that align students with outcomes to determine effective differentiation and identification of specific need.

Introduction of whole school software to:

- track student progress.
- monitor and address student need.

### Instructional leadership strategy

School leaders develop a shared understanding of collaborative practices.

School leaders develop a process of collaborative stage leadership focused on responsive planning and addressing student need.

Stage teams plan for teaching, learning and assessment informed by detailed school procedures, scope and sequences and learning plans.

School leaders engage in focused roles to model and guide classroom practice.

School leaders lead stage based collaborative teams to ensure tracking of growth, achievement and learning.

## Success criteria for this strategic direction

Assessment data is collected in literacy and numeracy on a regular and planned basis and used responsively

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and the collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF)

Teachers clearly understand , develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning- in determining teaching directions, monitoring and assessing student progress. (SEF)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement so that every students makes measurable learning progress and gaps in student achievement decrease

Consistent school wide practices to observe, evaluate and continuously improve teaching, learning and assessment practices.

## Evaluation plan for this strategic direction

Data will be collected from the following sources:

External and internal student achievement data

School based benchmarks of student academic success

Teacher Performance and Development Plans and self reflections

SIP Tracking

Clear and accessible school documents and procedures for planning teaching and learning in all learning areas.

Internal measures of data analysis.

## Strategic Direction 3: Strong and sustainable leadership, systems and practices

### Initiatives

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School leaders monitor and support classroom practice through observation, feedback and modeling.

Development of leadership team roles and responsibilities.

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