

Strategic Improvement Plan 2021-2025

Normanhurst Public School 2760



School vision and context

School vision statement

Normanhurst Public School is an inclusive and collaborative community dedicated to meeting student needs. We seek to prepare our students to adapt and thrive in a dynamic society by providing diverse and innovative experiences.

School context

Normanhurst Public School is located in the northern suburbs of Sydney and has a student enrolment of 383 students (February 2023). Enrolments have remained constant over the past few years. Over 30% of students are from non-English speaking backgrounds, with the most prevalent languages being Mandarin, Cantonese and Persian, and 1% of our students identify as Aboriginal.

There are high expectations for student achievement across academic, sporting and creative areas and students are provided with a broad range of learning opportunities to assist them in realising their potential. A strong focus on catering for the individual needs of students is established both through differentiated class programs and specific support and enrichment programs. A diverse range of extra-curricular programs is offered across areas of sport, creative arts, technology, debating, leadership and environmental education.

Our school has three key values of: Be Responsible, Be Respectful and Strive for Success and these are taught explicitly, with expectations across all settings stemming from these values. We recognise the relationship between wellbeing and learning and take collective responsibility for our students.

Our school has an engaged community, with many community members contributing to school initiatives. There is an active Parents and Citizens Association that offers input to school decision-making and initiates fundraising events to provide additional resources.

Our school works in partnership with local pre-schools and high schools to support transitions and implement specific programs to meet student learning needs.

Through a Situational Analysis our school undertook with staff, student, parent, and community input, we identified a key focus for our Strategic Improvement Plan that aligns with the School Excellence Framework. Our Plan centres on improvement in student learning outcomes through the continued implementation of visible learning strategies and enhancements to our well-being programs; high-impact professional learning for staff to support innovative and research-based programs; and resources and systems to enhance student engagement.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student performance and engagement through a consistent, targeted approach to curriculum, wellbeing and assessment

Improvement measures

Reading growth

Achieve by year: 2023

READING GROWTH

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

NUMERACY GROWTH

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Attendance (>90%)

Achieve by year: 2023

ATTENDANCE

Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 91.4%.

Initiatives

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Success criteria for this strategic direction

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.(SEF- Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.(SEF - Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Evaluation plan for this strategic direction

What has been the impact of initiatives on student performance, attendance and wellbeing?

The school will use the data sources listed below to regularly analyse the effectiveness of the initiatives. Regular review and discussion of these data sources will provide clarity around whether we are on track for achieving the set improvement measures and accordingly guide future school planning.

- NAPLAN data
- Check-in assessments
- Essential Assessment
- Literacy and numeracy progressions
- Student IEPs, BMPs and PLPs
- Student, parent and staff Tell Them from Me surveys
- Program evaluations

Strategic Direction 2: Staff development and practice

Purpose

To build staff capacity to enhance and sustain data-informed, innovative teaching practice through high-impact professional learning

Improvement measures

Achieve by year: 2022

EXPLICIT TEACHING

100% of teachers implementing explicit teaching strategies in the classroom as evidenced through teaching and learning programs and classroom observations.

Achieve by year: 2022

PROGRESSIONS

100% students will be monitored for progress on geometry, measurement, grammar and punctuation on the literacy and numeracy progressions.

Data Informed Practice

Achieve by year: 2025

DATA INFORMED PRACTICE

An improvement in the element of "Data Skills and Use" to the level of Excelling as measured by the School Excellence Framework.

Professional Learning

Achieve by year: 2025

PROFESSIONAL LEARNING

An improvement in the theme of "Professional Learning" to the level of Excelling as measured by the School Excellence Framework.

Explicit Teaching

Achieve by year: 2025

Professional Learning

Initiatives

Data Informed Practice

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

- Consistent Teacher Judgement
- Entry and exit slips
- NAPLAN
- Essential Assessment
- Problem Solving Assessments - Stage 2 and 3 differentiated maths groups
- Check In Assessments

Professional Learning

Our school's staff share their expertise within our school and across schools and explicitly teach literacy and numeracy, with regular engagement with data to monitor student improvement.

- Provide ongoing professional learning to support the implementation of evidence-based programs in literacy and numeracy that align with the Department of Education's Professional Learning Policy for Teachers and Staff
- Streamline coaching / mentoring to promote improvement and achievement of PDP goals
- Monitor staff performance through regular PDP check-in meetings and evidence to support work towards achievement of PDP goals
- Continue AECG partnerships to support targeted professional learning
- Increase opportunities for consistent teacher judgement discussions in stage meetings
- Utilisation of QTSS funds through executive staff to engage in lesson observations and program monitoring.
- Building collaborative practices by utilising experts

Success criteria for this strategic direction

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

(SEF - Summative Assessment)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

(SEF - Whole school monitoring of student learning)

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

(SEF - Data Literacy)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

(SEF - Data Analysis)

Evaluation plan for this strategic direction

What has been the impact of initiatives on staff practice?

The school will use the data sources listed below to regularly analyse the effectiveness of the initiatives. Regular review and discussion of these data sources will provide clarity around whether we are on track for achieving the set improvement measures and accordingly guide future school planning.

- Program evaluations

Strategic Direction 2: Staff development and practice

Improvement measures

Achieve by year: 2025

Implement evidence-based professional development for all staff.

Initiatives

in the school to drive student improvement.

Innovative Programs

Our school is recognised as a leader for its impact on learning progress, its effective and evidence-based practices and continuous improvement.

- Develop students' capabilities in creative and critical thinking, collaboration and communication
 - Review reading programs and refine them to reflect current research in best practice
 - Ensure a consistent approach to programming across K-6 that involves explicit teaching and appropriate application of the gradual release model, and regular reflection and revision of programs
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Evaluation plan for this strategic direction

- PDPs
- Accreditation levels
- Professional learning NESA logs
- Grade-based assessment tracking spreadsheets
- Beginning Teacher Plans

Strategic Direction 3: School leadership and partnerships

Purpose

To foster a culture of high expectations through instructional leadership, wellbeing and community engagement.

Improvement measures

ENGAGEMENT

Achieve by year: 2025

ENGAGEMENT

An improvement in the theme of "Community Engagement" to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

FUTURE FOCUSED LEARNING

100% of teachers are implementing future focused teaching and learning strategies to support and enhance student learning across all KLAS.

Wellbeing

Achieve by year: 2025

Wellbeing

An improvement in the theme of "Wellbeing" to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Engagement

Our school's curriculum provision supports high expectations for student learning and effective partnerships with students, parents and pre- and post-primary school destinations assist students to continually improve.

- Implement and monitor support and extension programs to ensure they best meet individual student learning needs
- Create a register of high potential / performing students and ensure school procedures align with the Department of Education's High Potential and Gifted Education Policy
- Strengthen transition processes with local high schools
- Foster partnerships with parents that support their involvement in their child's learning
- Our school deploys teaching and non-teaching staff to make best use of available expertise and integrates resources to optimise learning.
- Expand future-focused resources and review and adaption of RFF programs to support innovative programming
- Introduce an integrated timetable to maximise the use of physical and human resources
- Continue move towards digital systems for communication, programming and reporting

Wellbeing

Our school has a collective responsibility for student learning and wellbeing and positive, respectful relationships are evident that ensure optimum conditions for learning.

- Continue implementation of Positive Behaviour for Learning program and ensure its alignment with the Department of Education's Student Behaviour Strategy

Success criteria for this strategic direction

- ICT resources are expertly integrated into lessons and used effectively by school staff to enhance learning and service delivery
- The school regularly solicits feedback from parents and the broader school community and is recognised as responsive by the community in catering for student needs

Evaluation plan for this strategic direction

What has been the impact of initiatives on school leadership and engagement?

The school will use the data sources listed below to regularly analyse the effectiveness of the initiatives. Regular review and discussion of these data sources will provide clarity around whether we are on track for achieving the set improvement measures and accordingly guide future school planning.

- Timetables
- Asset Register
- Essential Assessment data
- Parent surveys
- Parent engagement with Seesaw

Strategic Direction 3: School leadership and partnerships

Initiatives

- Implement a consistent, school-wide approach (Grow Your Mind) to promote positive mental and social wellbeing
- Implement Reconciliation Action Plan
- Increase student voice through Student Representative Council structures and use this feedback in school planning

Reconciliation Action Plan

Term 1

- All staff participate in Professional Learning....
- Continue whole school practice of co creating class 'Acknowledgement of Country', displaying in classrooms and publishing in the newsletter.

Term 2

- All staff engage in Professional Learning on Staff Development Day and complete the online module about Aboriginal Students within the 'Curriculum Planning Support for Every Student in Every Classroom' course.
- Incursion with Nyumbar Education to recognise Reconciliation Week and learn about Darug and Guringai country which our school is situated upon.
- Consult Aboriginal elders and label the school's native resources with plaques e.g. our soap tree.
- Host 'Grandparents Day' during NAIDOC week to celebrate the national theme 'For Our Elders'.
- Darug word of the week learnt in all classrooms and shared in the newsletter.

Term 3

- Review K-6 History and Geography programs and collaborate with _____ to embed Aboriginal and Torres Strait Islander perspectives.

The Great Book Swap during Education Week with funds to be donated to the Indigenous Literacy Foundation.

Strategic Direction 3: School leadership and partnerships

Initiatives

Term 4