

Strategic Improvement Plan 2021-2025

Northbridge Public School 2761



School vision and context

School vision statement

Northbridge Public School is committed to maintaining and growing a strong learning culture so that learners, leaders and teachers improve every day. By catering for the social, emotional and academic needs of all students we are responsive to students at the point of learning.

School context

Northbridge Public School is situated in a community rich in diversity and character. We have a tradition of academic excellence with high standards and expectations embracing every student and their development in a vibrant learning environment. The school emphasises a well-rounded differentiated education including initiatives which develop the whole child such as an extensive school band program; gifted and talented and learning and support programs; ICT; sporting opportunities; dance; Japanese; music and public speaking. The school's direction is supported by dedicated and talented staff whose student centred approach aligned with the latest pedagogy, embrace the individual learner through its positive behaviour for learning focus. The supportive P&C association works in close partnership with the school to support the school's directions. Current priorities include evidence informed pedagogical excellence, growth in student attainment and continuing to strengthen wellbeing across the school community.

The school culture is one of inclusivity and equity with a focus on wellbeing that supports all members of the school community to work collaboratively to promote school excellence.

In evaluating our 2018-2020 Strategic Plan we are proud of the achievements we have made as a school. In summary, our School Plan 2018-2020 strove towards three goals- Empowerment, Engagement, and Excellence and Equity.

Teaching and learning programs are all collaboratively planned, evaluated and annotated using the OneNote platform. Differentiation and Formative Assessment are areas to continue building teaching capacity moving forward, to improve student outcomes and achievement.

The Learning Sprint Framework for collaborative professional development cycles has been strengthened through the inclusion of research evidence in each sprint cycle, and adapting the sprint cycles to our own context at Northbridge PS, and this framework will continue to support improvement in practice in the next planning cycle. The Learning Sprint framework is also included in new staff induction.

Through our situational analysis we have identified these areas that we will focus on in the next plan:

The whole school community, involving students staff, parents and the local AECG was consulted in a thorough situational analysis followed by the development of a strategic improvement plan.

Self assessment using the SEF and our Situational Analysis have highlighted these areas that will determine our focus in the plan:

Curriculum , Assessment, Reporting, Effective Classroom Practice and Data Skills.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students demonstrate better than expected growth in their learning, through teaching that uses the thorough collection, analysis and use of data to inform practice.

The high expectations teachers have about their students influence how they teach and interact with them and directly impacts on student achievement levels, growth and attainment.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scale score for Numeracy in Years 3 and 5 for 2023 compared with Year 3 and 5 in 2022

Reading growth

Achieve by year: 2023

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.

Attendance >90%

Achieve by year: 2023

Increased percentage of students attending school from the baseline of 95.5% to the lower bound target of 97.7%.

Initiatives

Data discussions and analysis - Reading and Numeracy

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery and the identification of trends and student needs.

- HIPL in data literacy, data analysis and data use in teaching for all staff to ensure the needs of all students are catered for, underachievement is identified and gifted and high potential students are sufficiently challenged.

- Expert use of formative assessment practices to assess learning and provide individualised explicit, differentiated and responsive learning opportunities.

- Summative assessment data is analysed and monitored on a whole school, cohort, class and individual level to monitor and track progress and growth. Data-driven protocols established to ensure that data is analysed regularly and teaching programs are adjusted accordingly to ensure all students make sufficient growth and attainment.

Further development of the school's learning culture - students becoming assessors of their own learning

Flight Paths- longitudinal summative data tracking

Our flightpaths are aimed at monitoring year on year student progress to ensure that all students are making sufficient growth. Our flightpaths have been developed at school level and used to highlight those students who require intervention to make accelerated growth as well as underachievement. Flightpath analysis leads to adjustments in programming and planning to ensure that all students are progressing and maintaining growth.

Teaching Sprints- High Impact Professional Learning (HIPL)

Teaching Sprints is an organisational routine that can support the adoption of evidence-informed practices and develop the collective efficacy of teacher teams. The

Success criteria for this strategic direction

Students at all levels of attainment will demonstrate growth that goes beyond their own and their teacher's high expectations

Data- Internal and External- learning walks, flight paths, teaching and learning programs, and data discussions will all contain demonstrated evidence of formative and summative assessment, and differentiated instruction using all elements of CESE's What Works Best

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by all teachers

The school analyses student progress and achievement data. Teachers respond to trends in student achievement at individual, group, and whole school levels.

Teaching and learning programs are dynamic, showing evidence of adjustments based on formative assessment, continuous tracking of student progress, and the Learning progressions in literacy and numeracy

Evaluation plan for this strategic direction

Question:

- What has been the impact of thoroughly collecting analysing and using data, to inform improved and effective teacher practice and, has raising teacher's expectations of student learning impacted on student achievement levels?

DATA:

- NAPLAN data, Flightpath data, PLAN2 data, Year 1 Phonics Check-in data, Years 3 4 5 6 Check-in data
- **Data from the Phonics Diagnostic Assessment administered to Kindergarten students in Week 3 and 4 of Term 4 2021 shows:**
- 93% of students can say the most common phoneme for all single-letter graphemes
- 91% of students can read single-syllable words with

Strategic Direction 1: Student growth and attainment

Initiatives

approach is aligned with the existing research evidence into the features of effective teacher professional learning and the science of behaviour change.

Whole school data driven dialogue and analysis

Teachers have developed data tracking and monitoring systems throughout the school. Our goal is to establish more opportunities to share and analyse student data at grade, stage and whole school level. This will be built upon the collaborative discussions and whole school sharing taking place as part of the Teaching Sprints process and extended to twice a term sessions where analysis of triangulated data takes place.

High Skill / High Challenge - Reading and Numeracy

Further development of the school's learning culture by building teacher capabilities in using formative assessment processes and practices to monitor student progress and growth. Formative assessment will be embedded in all aspects of learning to inform teaching, differentiate the curriculum and provide feedback to students so that learning is maximised for all so that all. High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

* Professional learning on the use of on-going, daily formative assessment which reflects responsive teaching practices to promote personalised learning.

* Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities which accommodate and challenge all learners, including gifted and high potential students.

* Enhance the Sprints process as a High Impact Professional Learning model to build teacher capabilities and collective pedagogical practice to provide differentiated learning experiences and meet the needs of individual students.

Evaluation plan for this strategic direction

taught consonant digraphs (sh, ch and ck - sh-i-p, r-i-ch, l-o-ck) and apply this when reading decodable texts

- 91% of students can segment and represent CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t)

• **Tell them From Me 2021 Student Engagement Data shows:**

- Quality Instruction - 92% report positive teacher instruction compared to the state average 86%
- School level factors associated with student engagement (TTFM 2021):
- Expectations for Success - 8.6 on a ten-point scale compared to 8.7 NSW State Norm
- Quality Instruction - 7.9 compared to 7.7 NSW State Norm
- Positive Learning Climate - 7.0 compared to 7.2 State Norm

• **Tell Them From Me**

8% school wide increase in reported High Skill High Challenge data from March 2020 to April 2021

Analysis:

- All teaching programs will show evidence of responsive formative assessment and differentiation to meet the needs of all learners in the class (evaluation column in OneNote) including saved student work samples and specific use and reference to the progressions.
- Classroom observations will reflect teachers responding fluidly and flexibly to all learners
- Stage meeting minutes will show evidence of data discussions and analysis, and evidence of planned adjustments to collaboratively planned teaching programs.
- Exemplary practice will be identified through Sprints sharing sessions and highlighted in the Ambassador Classroom program.

Strategic Direction 1: Student growth and attainment

Initiatives

* Embedding a whole-school framework that empowers students with the skills that enable them to be successful, life-long learners.

Evaluation plan for this strategic direction

Implications:

- Where do we go from here?

Strategic Direction 2: Engagement

Purpose

Effective partnerships in learning with parents and students mean students demonstrate their motivation to deliver their best and their capacity to improve.

Students benefit from the school's planned and proactive engagement with parents and the broader community.

Parents and carers develop an understanding of, and value, social and emotional learning in children, and how that drives the school's wellbeing practices.

Improvement measures

Achieve by year: 2025

Shared understandings and language between parents and staff of the core competencies and associated skills of social and emotional development in children

Achieve by year: 2025

Stronger student collaboration with the wider community, through increased opportunities to engage with our broader community

Initiatives

Parent Partnerships

Ongoing parental information and education on the concepts and practical strategies of the school's chosen evidence-based wellbeing framework- You Can Do It! and The DoE Wellbeing Framework and; assisting parents to understand how children learn using Guy Claxton's Building Learning Power. This will embed a whole school approach to student wellbeing and engagement where there is collective responsibility for student learning and success, working in partnership with key stakeholders- students, parents and the community.

Building Learning Power is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable our students to become better learners; face difficulty and uncertainty calmly, confidently and creatively.

Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They perform better and they are more satisfied in their learning.

Parents are partners in our students' learning journey. Our goal is to increase our parents understanding of how our children learn most effectively so the partnership between home and school is strengthened.

The NEW Program Achieve curricula (Primary) contains lessons that teach attitudes, values/character strengths and social-emotional skills for success, relationships and well-being as well as for overcoming social-emotional blockers

Community Connections

Collaborative partnerships are built with students, the local community and other organisations to support and develop students as citizens within the broader community. Grade-based 'Community Connection Projects' will be established to develop meaningful, on-going relationships. in Early Stage 1, Stage 1 and Stage 2

Success criteria for this strategic direction

Students develop strong positive character traits that are reflected in their behaviour, social decision making and peer relationships

Students are confident and reflective learners. They have positive self-esteem, challenge themselves, and take risks in their learning. Students demonstrate self-discipline and effort toward their learning

Parent feedback, eg through SeeSaw, verbally, written, anecdotally, has a greater emphasis on learning skills (resourcefulness, reciprocity, resilience, reflectiveness) rather than just achievement or content

Grade based community connections are relationships that are sustained and nourished over time and parents will have understandings of and common language to support their children with social interactions.

Evaluation plan for this strategic direction

QUESTION:

What effect will developing student's learning and social and emotional behaviours have on engagement?

DATA:

BRF data through SENTRAL- social negative incidents will lower over time, positive incident data will increase over time

Tell Them From Me survey data- Effort, Positive Relationships, Students that Value Schooling Outcomes- will increase to above state norms

ANALYSIS:

See Saw parent feedback screenshots will demonstrate increased parental engagement with the language of Learning Skills. Detailed analysis of parent engagement over 2021 shows an increase in parent visits and comments from May to October by 376%

Strategic Direction 2: Engagement

Initiatives

. eg Pathways. Stage 3 will engage with the community through the Willoughby 2040 project.

Strengthening the library as a hub for cross-age relationships, eg games clubs, chess

Social and Emotional Learning

The *Program Achieve* curricula (Primary) Years 1 to 6 is a social emotional learning program from You Can Do It! Education. Research continues to show the positive impact of this program on student well-being and achievement. The program Program Achieve has been recognised by the Australian government's Be You Mental Health and Wellbeing initiative as being a 'best practice' program meeting all essential criteria including evidence from research of effectiveness. Each social-emotional learning lesson addresses one or more aspects of the ACARA national curriculum's Personal and Social Capabilities. Our goal at Northbridge is to increase parent understanding and participation in their child's social emotional learning. Engagement in this program will build upon the schools extensive work with the Positive Behaviour for Learning Framework that has been re-implemented and invigorated over the past 4 years at Northbridge PS. Parents will engage with the school using common language and understandings around social emotional development so their children can be supported with relationships and interactions. *The YCDI! Positive Parent Program* (online) is also a program that will allow parents in our school community to engage with a variety of eLearning programs, articles and audio-visual resources that they can access at home in their own time when needed some of which they can view and discuss with their children.

Evaluation plan for this strategic direction

Community Connections focus in newsletters, with photos and stories about how these relationships with the broader community are being developed

IMPLICATIONS: Where do we go from here?

Strategic Direction 3: Empowerment

Purpose

Our purpose is to ensure that all students have the opportunity to learn skills and understandings that they can apply to navigating social, emotional and learning situations..

Students develop and maintain a strong sense of belonging which enables them to build strong and healthy relationships both at school and in the broader community.

Improved sense of belonging will assist in creating an effective environment for valuing student voice and promoting engagement in learning.

Improvement measures

Achieve by year: 2025

Every student can identify a staff member besides their current classroom teacher to whom they can confidently turn for assistance and advice at school

Achieve by year: 2025

Evidence that there is a strategic and planned approach to develop whole school wellbeing practices that support the wellbeing of students so they can connect, succeed, thrive and learn. Tier 3 students tracked on the ACARA Personal and Social Capability Learning Continuum will demonstrate a clear progression of skill development

Wellbeing

Achieve by year: 2023

Positive Sense of Belonging in TellThenFromMe to be above state average

Achieve by year: 2025

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

Initiatives

You Can Do It! Social Emotional Learning

You Can Do It - Program Achieve (Primary Years 1 - 6) addresses all sub-elements of the ACARA Personal and Social learning continuum that will provide our students with opportunities to learn skills and understandings that they can apply to navigating social, emotional and learning situations. The program focuses on the *social emotional skills* of: getting along, organisation, persistence confidence and resilience; the *positive attitudes* of following rules, thinking first, accepting everyone, time management, setting goals, giving effort, working tough, growth mindset, I can do it, being independent, taking risks and accepting myself. The *outcomes for students* are positive relationships, success and wellbeing.

Bystander to Upstander Program (School Developed) The goal would be to implement this program in cross grade groupings to encourage new friendships and interactions with students other than those in your current class and to provide students with opportunities to connect with teachers other than your current teacher. Implementation of this program requires teacher professional learning and also addresses the anti-bullying strategy.

Metacognition

Through ongoing teacher professional development, implementing aspects of Guy Claxton's Building Learning Power framework from K-6 to explicitly teach Learning Skills and Dispositions, to make learning strategies visible to students, building a shared language between school and home about student learning.

Building Learning Power provides a clear direction for this journey. It

- **Recognises** that effective learning depends on qualities of attention and emotional reactivity; of thought and imagination; of reflection and self-awareness; and of sociability and relationships and in doing so links with the social emotional learning initiative.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance

School has implemented an evidence-based framework of a progression of social and emotional skills and strategies

There is school-wide, collective responsibility for student wellbeing and success. Students feel connected to their school and community

Classroom cultures cultivate the habits and attitudes of curious, confident and independent learners. Students are able to articulate the skills they need to employ to be a successful learner

Evaluation plan for this strategic direction

QUESTION:

What effect will explicit teaching of friendship and learning dispositions have on student sense of belonging?

DATA & ANALYSIS

- Student surveys about whether every student has an adult at school who they can talk to about their own issues at school or at home.
- Focus group to see if there is consistency of language around social and emotional learning across K-6
- TTFM data Sense of Belonging will increase to better than state average.
- Student reflections on their learning will make more reference to the skills they need to be a successful learner not learning intentions and success criteria for content but for the thinking skills required for success eg resourcefulness and grit.

IMPLICATIONS;

Where do we go next?

Initiatives

- **Views** teachers as learning-power coaches who explore and extend students' learning-to-learn behaviours.
 - **Infuses** the development of learning habits and skills into curriculum content.
 - **Develops** a language for learning throughout the school and with the parent community
 - **Attends** to the kind of language used to frame activities and comment on learning.
 - **Encourages** learning challenges that students can get their teeth into - real, interesting and hard.
 - **Involves** teachers in seeing themselves as learners about learning: taking time to think and ask questions about learning, testing out claims of their own, and customising ideas for local conditions and students' current interests.
 - **Infects** school life beyond the classroom, linking the professional world of teachers and the school's relationship with its community.
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