

# Strategic Improvement Plan 2021-2024

## Northmead Public School 2763



# School vision and context

## School vision statement

At Northmead Public School we believe in the word "C.A.N." which stands for the Capacity to Achieve at Northmead. High expectations and continual improvement for students, staff and community are non-negotiable. Every child accesses evidence-based learning excellence; educational and social/emotional. Northmead Public School nurtures a connected and collaborative culture.

## School context

Located in the Girraween network, Northmead Public School opened in 1924 with current student enrolment numbers of 721. The school has a diverse population with approximately 50% from a language background other than English. Less than 1% of student population identify as being Aboriginal. Northmead Public School provides a safe, compassionate, stimulating learning and wellbeing educational environment where everyone is encouraged to continually improve and where the practice and understandings of students, families, staff and whole school community are aligned with the values and goals of the NSW DoE Strategic Plan and the domains of learning, teaching and leading within the School Excellence Framework. Teaching is focused on learning success for every student in an integrated curriculum, based upon not only on what we learn but how we learn. Students are supported to transfer knowledge, skills and understanding to a range of concepts and critical questions linked with real world situations. Our students are provided with quality extra-curricular opportunities in the Creative Arts including respected and highly successful Dance and Band programs and annual submissions in Operation Art. Students participate in Public Speaking, Tournament of the Minds and leadership forums. Students successfully compete in school, zone and regional sporting events including swimming, athletics and cross-country as well as entering teams in weekly PSSA competitions and gala days. Northmead's learning team identifies with the responsibility to engage in research and evidence-based professional development and a commitment to data informed practice. The school culture promotes respectful and cooperative partnerships with all members of Northmead's community. The school completed and evaluated the data from their comprehensive Situational Analysis to inform the Strategic Directions and initiatives for the 2021-2024 Strategic Improvement Plan and incorporated consultation with students, staff and the community in order to bring about continual improvement in learning, teaching and leading for every student, every staff and community member.

The school will focus on the following Strategic Directions:

**Strategic Direction 1 - Student Growth and Attainment:** Northmead Public School is committed to embedding an integrated approach to teaching and learning and is focused on the delivery of quality, explicit teaching to continually improve student outcomes in reading and numeracy.

**Strategic Direction 2 - High Expectations : Continual Capacity Building:** At Northmead Public School, teachers differentiate curriculum delivery to meet the needs of all students, including adjustments to support learning or increase challenge underpinned by data informed practice, analysis of ongoing assessment and providing effective feedback to optimise student progress.

**Strategic Direction 3 - Connected Culture:** Northmead Public School focuses on student wellbeing and positive, respectful and authentic partnerships with parents/carers to enhance student learning success and continual improvement across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Students will demonstrate continual improvement in learning outcomes with an emphasis on reading and numeracy using data informed explicit pedagogy and practice aligned with each student's individual needs. Teachers will regularly monitor, measure and evaluate each student's growth and attainment using external and internal evaluative analysis tools.

## Improvement measures

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading demonstrates an uplift of 6.2%.

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy demonstrates an uplift of 6.3%.

### Target year: 2023

The proportion of students achieving expected growth in NAPLAN reading achieves an uplift of 3.1%.

### Target year: 2023

The proportion of students achieving expected growth in NAPLAN numeracy achieves an uplift of 6.3%.

## Initiatives

### Reading

Effective strategies and processes for identifying, understanding and implementing effective, explicit teaching methods in reading are school-wide and strongly focused on building ongoing performance improvement and achievement in students.

- High impact professional learning in the explicit teaching of reading is accessed, embedded and impact on student progress is monitored by Stage Assistant Principals (AP) and Senior Executive in feedback sessions each term to track alignment with improvement measures.
- Embed teacher practice of analysing student achievement using the literacy progressions, to effectively capture information about student learning, to then analyse and plan teaching and learning cycles to maximise student improvement at their individual point of need.
- Gap analysis establishes base-line and expected achievements for progress in reading and tracked each term to monitor progress aligned with improvement measures.
- Teacher and AP Learning Success positions are embedded to support improving teacher practice and build capacity in the explicit teaching of phonics, phonemic awareness, vocabulary and fluent reading including using data analysis to monitor and assess student progress.
- Teachers review and adapt practice to ensure reliable formative and summative assessment tasks are used to to analyse progress of individual students and student cohorts, using PLAN2 and Learning Progressions and include embedding 5 week Teaching Sprints in reading in Stage planning and programming to assess student, class and stage improvement.

### Numeracy

Effective strategies and processes for identifying, understanding and implementing effective, explicit

## Success criteria for this strategic direction

- Valid and reliable assessment data is regularly collected, analysed and interpreted by all teachers and used to inform planning, identify interventions and modify teaching practice and aligned with Learning Progressions. (Data Skills and Use - Data analysis)
- Assessment (formative and summative) is used flexibly and responsively as an integral part of daily classroom instruction. Teachers respond to trends in student achievement as individuals, in groups and whole school levels. (Assessment - Formative and Summative)
- Feedback from students on their learning derived from assessments informs further teaching. (Assessment - Student engagement)
- School successfully reaches uplift targets in each year and achieves upper band targets by 2024. The school has identified what growth is expected for each student and students are achieving high than expected growth on internal school progress and achievement data. (School Performance Measures - Student growth).
- The school's value-add trend is positive and is excelling by 2024. (Student Performance Measures - Value-add)
- School data shows student progress and achievement is greater than SSSG students and is consistent with student progress and achievement on internal measures. (Student Performance Measures - Internal and external measures against syllabus standards)
- Progress and achievement of equity groups is equivalent to progress and achievement of all students. (Student Performance Measures - Internal and external measures against syllabus standards)
- All teachers understand and explicitly teach literacy and numeracy to student at all levels of achievement with success that can be measured by improved student progress and achievement data. (Professional Standards - Literacy and numeracy focus)

# Strategic Direction 1: Student growth and attainment

## Initiatives

teaching methods in numeracy are school-wide and strongly focused on building ongoing performance improvement and achievement in students.

- High impact professional learning in the explicit teaching of numeracy is accessed, embedded and impact on student progress is monitored by Stage APs and Senior Executive in feedback sessions each term to track alignment with improvement measures.
- Embed teacher practice of analysing student achievement using the numeracy progressions, to effectively capture information about student learning, to then analyse and plan teaching and learning cycles to maximise student improvement at their individual point of need.
- Gap analysis establishes base-line and expected achievements for progress in numeracy and tracked each term to monitor progress aligned with improvement measures.
- Teacher and AP Learning Success positions are embedded to support improving teacher practice and build capacity in the explicit and data informed teaching of Mathematics with a focus on Working Mathematically, Measurement and Geometry.
- Teachers review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse progress of individual students and student cohorts, using progressions and include embedding 5 week Teaching Sprints in reading in Stage planning and programming to assess student, class and stage improvement.

## Success criteria for this strategic direction

- Staff evaluate professional learning activities to identify and systematically promote/implement the most effective strategies to improve teaching and learning. (Learning and Development - Professional learning)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching so every student makes measurable learning progress and gaps in student achievement decrease. (Educational Leadership - Instructional leadership)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Educational Leadership - High expectations culture)

## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and demonstrated improvement (student attainment and growth) in reading and numeracy through embedding explicit pedagogy and practice aligned with each student's individual needs?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Check-in assessments (Years 2, 4 and 6)
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.
- SEF SaS

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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

Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.

# Strategic Direction 2: High Expectations : Continual Capacity Building

## Purpose

Through high quality, targeted professional learning underpinned by high expectations for every learner, the school will build capacity of teachers to plan, implement, monitor and analyse data informed teaching and assessment practices. Teachers will demonstrate explicit teaching practice and provide personalised learning that is data informed, effective feedback and mentor students to cooperatively develop learning goals to maximise learning outcomes and academic success in all key learning areas.

## Improvement measures

### Target year: 2024

Every teacher's Professional Development Plan provides evidence of an individual goal aligned with the priorities of the Strategic Improvement Plan and their identified areas for development to build collective capacity of staff.

### Target year: 2024

Tell Them From Me (TTFM) teacher survey responses demonstrate a 10% uplift in the areas of:

- teacher collaboration drives student learning;
- leadership capacity drives student learning.

### Target year: 2024

Tell Them From Me (TTFM) parent survey responses demonstrate a 10% uplift from 2021 baseline data that parents are informed partners in their child's learning and all parents have been provided with student achievement examples at Sound, High and Outstanding for their child's Stage of learning.

### Target year: 2024

Student TTFM surveys provide evidence of 10% uplift from 2021 baseline data that:

- students in Years 4-6 can confidently articulate their learning goals; and

## Initiatives

### Data Informed Practice

Ensure effective strategies and processes for data analysis, reflection and evaluation are used for responsive curriculum delivery in every classroom.

- Embed high impact professional learning in data literacy, data analysis and data use in teaching for all staff to develop and sustain collection and analysis of student assessment, progress and achievement. Gap analysis establishes semester then annual base-line and expected achievements for improvement.
- Establish and use Teacher and AP Learning Success positions to build teacher capacity in using data to monitor and assess student progress and design 5 week Stage-based cross-curricular teaching sprints, (with a focus on reading and numeracy) assess student, class and stage improvement.
- The executive as the data instructional leadership team, comprehensively leads the review and analysis of student data to adapt teacher practice and ensure reliable formative and summative assessment tasks are used to analyse student progress, in 5-week teaching/learning cycles and evaluate growth over time each term.
- Embed data informed formative assessment practices by all teachers as an integral part of daily instruction in every classroom which is reported on at Stage and Executive levels in weeks 5 & 10 each term and informs evaluation of student understanding of content and subsequent reporting processes.

### Differentiated Assessment Informed Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals and confirm that students learn what is taught.

- Embed and evaluate impact of professional learning and subsequent quality teaching practice that is

## Success criteria for this strategic direction

- All teachers analyse, interpret and extrapolate data to collaboratively plan, identify interventions and modify teaching practice. (Data Skills and Use - Data literacy)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. (Data Skills and Use - Data analysis)
- Teachers understand, develop and apply a range of assessment strategies in determining teacher directions and reflect on teaching effectiveness. (Data Skills and Use - Data use in teaching)
- Teachers and support staff collaborate with community to use student progress and achievement data to identify priorities and implement plans for continuous improvement. (Data Skills and Use - Data use in planning)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. (Assessment - Formative assessment)
- Students and parents understand the assessment approaches used in the school. Feedback from students derived from assessments informs further teaching. (Assessment - Student engagement)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (Assessment - Whole school monitoring of student learning)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation., modelling effective practice and provision of specific and timely feedback to drive ongoing school-wide improvement in teaching practice and student results. (Learning and Development - Collaborative practice and feedback)
- The school is recognised as a leader for its impact on learning progress, effective practices, continuous improvement and active support of improvement in other schools. (School Planning, Implementation and

## Strategic Direction 2: High Expectations : Continual Capacity Building

### Improvement measures

- students can provide feedback to their teacher on the "next steps" to achieve their next learning goal for improvement.

### Initiatives

- aligned with Gifted and High Potential policy and What Works Best research to provide differentiated teaching practice that personalises learning and provides effective feedback so students can articulate their knowledge, understanding and subsequent learning goals.
- Build, develop and evaluate teacher capacity through targeted professional learning, focused on collaborative practice, classroom observation and specific, effective feedback to improve whole school practice.
- Teachers are supported by identified curriculum/instructional leaders to trial innovative and evidence-based pedagogy that builds student creativity and capabilities, provides individualised, explicit and responsive learning opportunities, with areas for teacher development identified, for continual improvement in practice and student achievement outcomes.
- Develop and embed coaching and mentoring professional learning for teachers and students to build capacity and implementation of SMART goal setting, identify effective feedback and evaluation practices which provides a positive value-add high expectations school culture.
- Develop processes for parents/carers to be partners in their child's learning to embed a mutual understanding and implementation of a high expectations school culture focused on teaching and learning.

### Success criteria for this strategic direction

Reporting - Continuous improvement)

### Evaluation plan for this strategic direction

Question: To what extent has the school achieved its purpose of teachers demonstrating collaborative data informed personalised teaching, assessment and feedback practices which positively impacts upon the academic success for all students in all key learning areas?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Teacher rubrics for L.I.S.C.
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.
- Student and Teacher surveys
- Exit slips Professional Learning
- Data Hub analysis on Learning Observations and Feedback trends
- Internal data around frequency and evaluation of Coaching and mentoring partnerships
- SEF SaS

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

## Strategic Direction 2: High Expectations : Continual Capacity Building

### Evaluation plan for this strategic direction

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Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.



# Strategic Direction 3: Connected Culture

## Purpose

Positive, respectful relationships are evident among all members of the school community. The wellbeing and optimal engagement in learning and life outcomes for every student is understood to be a collective responsibility, is monitored and continually improved through high expectations and consultation between teachers, students and parents/carers. Mutually effective, responsive and productive communication and feedback is sought within the school community to positively impact the wellbeing and learning outcomes for every student.

## Improvement measures

### Target year: 2024

Students undertaking Tell Them From Me (TTFM) Surveys demonstrate an uplift of 10% in the areas of:

- Advocacy at school
- Expectations for Success and
- Sense of belonging

### Target year: 2022

Attendance data demonstrates an uplift of 5.2% in students attending >90% of the time.

### Target year: 2024

More than 40% of parents respond to the Tell Them From Me parent surveys in the areas of:

- Parents are Informed
- Inclusive School

## Initiatives

### Wellbeing: Navigating to True North

Ensure the school/community wellbeing culture enables students to create, receive feedback and achieve their learning and wellbeing goals and use internal/external measures that demonstrate students are showing growth with their resilience and growth mindset.

- Embed high impact professional learning aligned with the 2021 Behaviour Strategy to build capacity with all staff in self-regulation and social/emotional coaching strategies for students..
- Design and embed expectations of behaviour that are co-developed with students, staff and community to provide optimal learning and wellbeing conditions, which is consistently applied across the school.
- Design and embed organisational structures so all students have regular opportunities to meet with identified staff members that coach and mentor students to reach their personalised life learning goals.
- Develop collaboratively with staff and Attendance Support Officer evidence based, whole school systems and practices that demonstrate improved whole day and partial attendance K-6 and build student voice co-develop positive attendance expectations and goals K-6.
- Establish and embed processes for parents to be partners in their child's wellbeing at school and support a culture of high expectations culture focused resilience and growth mindset.

### Productive Partnerships

Develop and embed a school community culture of high expectations and community engagement that ensures consistent delivery of optimal learning and life outcomes for every student, every day.

- Community consultation opportunities are embedded across the school year to seek feedback and

## Success criteria for this strategic direction

- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning Culture - High expectations)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes. (Learning Culture - Attendance)
- All students have regular opportunities to meet with identified staff members to provide support, advice, support and assistance to help student fulfil their potential. Students articulate, understand and achieve their learning goals based on Wellbeing Framework so they can connect, succeed, thrive and learn. (Wellbeing - Caring for students)
- The school implements evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning with school SCOUT and TTFM data shows student progress in Wellbeing goals is same or greater than SSSG students and consistent with internal PBL and SENTRAL data. (Wellbeing - A planned approach to wellbeing)
- There is a school-wide collective responsibility for student learning and success shared by parents/carers and students. (Wellbeing - Individual learning needs)
- 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 (Wellbeing - Behaviour)
- The school is recognised as excellence and responsive by its community and uses best practice to embed a culture of high expectations, effectively catering for the range of equity issues in the school. (Educational Leadership - Community engagement)

## Evaluation plan for this strategic direction

## Strategic Direction 3: Connected Culture

### Initiatives

- evaluation for optimising communication processes at class, stage and whole school levels on student learning and expectations for continual progress.
- Community consultation processes are developed and embedded around positive student and community opportunities which supports optimal parent/carer communication and multi-cultural engagement.
- Develop coaching and mentoring professional learning for teachers and students to build capacity and implementation of SMART goal setting, effective feedback and evaluation practices that provide positive value-add targets for a high expectations school culture for continual improvement.
- Implement and embed effective feedback opportunities to develop effective partnerships in learning with students and their families as we pursue and create a school learning community that is underpinned by a culture of high expectations.
- Teachers, parents and community work together to support implementation of personalised attendance approaches to improve regular attendance rates.

### Evaluation plan for this strategic direction

Question: To what extent has the school achieved its purpose and can demonstrate impact and improvement of student wellbeing and engagement outcomes for improved learning outcomes as well as evidence of improved, mutually effective and responsive communication and consultation between school staff and the Northmead P.S. community.

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- PBL data including student progress through the STAR system
- Teachers and Executive regularly monitor partial and whole day attendance data and identify students requiring positive uplift data
- SENTRAL Wellbeing and attendance data
- Attendance data of parents/carers at consultation meetings
- Student, staff and parent/carer surveys
- Student, staff and parent/carer consultation opportunities (including breakout rooms via ZOOM as relevant)
- Tell Them From Me Survey data
- SCOUT data
- SEF SaS LEARNING: Learning Culture; Wellbeing; Curriculum; Assessment | LEADING: Educational Leadership; School Resources and Management Practices and Processes.

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

Implications: The findings of the analysis will inform future actions and annual reporting on school progress

## Strategic Direction 3: Connected Culture

### Evaluation plan for this strategic direction

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measures.