

Strategic Improvement Plan 2021-2024

Narraweena Public School 3827



School vision and context

School vision statement

At Narraweena Public School, our vision is to be partners in learning with our parents, students and teachers who collaboratively prepare and inspire our students to achieve their personal best which will enable them to contribute to their school, family and wider community. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We will empower all students to embrace learning and build their academic, social, emotional and physical well-being.

School context

Narraweena Public School is located on the Northern Beaches of Sydney and has a current enrolment of 537 students. Students come from a wide variety of socio-economic backgrounds with 2% of students identifying as Aboriginal and 37% from language backgrounds other than English. Our staff is innovative and dynamic, providing leadership that inspires learning across all key learning areas.

Extra-curricula opportunities and enrichment programs for example, Science, Technology, Engineering and Mathematics (STEM), creative and performing arts, High Potential Gifted Education (HPGE) and sport, enable our students to excel through a range of different experiences that have a focus on challenging students to reach their full potential.

The school culture is one of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. We have a strong relationship with our active and supportive P and C and we have a strong connection with local businesses.

Student individual needs are a key focus with tailored programs , for example 'Smiling Minds', that support wellbeing.

A comprehensive Situational Analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan, both of which involve genuine consultation with students, staff and parents.

We have identified a need to focus on assessment, data-driven analysis and planning, to ensure the delivery of quality teaching to enable students to consistently perform at their best. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by *What works best: 2020 update*. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

When conducting an analysis of school wellbeing through TTFM surveys it was evident that student sense of belonging is an area of ongoing focus. While PBL was revamped during our previous school plan we will continue this and have a whole school focus on activities that can be grouped broadly into 'promoting social and emotional learning and school attendance', 'strengthening transitions' and 'creating a safe environment'.

We are committed to continuing to strengthen collaborative partnerships with the whole school community through ongoing performance improvement and high expectations to build a positive school culture.

Strategic Direction 1: Student growth and attainment

Purpose

To improve literacy and numeracy outcomes for every student, school wide systems will be established to support the consistent use of data and evidence-informed strategies. Research based practices will drive quality teaching and learning throughout the school, ensuring the learning needs of each individual student are met.

Improvement measures

Target year: 2022

Numeracy: 5.3% uplift in Year 3 and Year 5 students achieving in the top two bands in NAPLAN.

Target year: 2022

Reading: 6.2% uplift in Year 3 and Year 5 students achieving in the top two bands in NAPLAN.

Target year: 2023

Numeracy: 3.7% uplift in Year 5 students achieving expected growth in NAPLAN.

Target year: 2023

Reading: 2% uplift in Year 5 students achieve expected growth in NAPLAN.

Initiatives

What Works Best in Practice

Embed and use professional learning models to build teacher capabilities and collective pedagogical practice based on CESE's What Works Best document. To enable improvement in literacy and numeracy, professional learning will focus on evidence-based practices in the areas of:

- reading, viewing and comprehending texts
- punctuation conventions and vocabulary
- measurement and geometry
- place value
- additive and multiplicative strategies

Data Driven Practices

Instructional leader and Professional Learning Community (PLC) mentors guide teachers to effectively/strategically use student literacy and numeracy assessment data to reflect on teaching effectiveness and provide differentiated and responsive learning opportunities. Teachers will use student data to:

- review and adapt their practice.
- analyse student progress in literacy and numeracy through the use of effective formative assessment strategies, summative assessment and consistent teacher judgement.
- evaluate student growth over time.
- report on student achievement.

Success criteria for this strategic direction

Students can identify what they are learning, why they are learning it and what success looks like (SEF - Student Performance Measures).

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 student makes measurable learning progress and gaps in student achievement decrease (SEF - Educational Leadership).

Teachers will use relevant assessment data to track progress, differentiate teaching to meet student needs and to evaluate the effectiveness of programs and practices (SEF - Assessment).

Student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions (SEF - Assessment).

The school uses

- research
- evidence based strategies
- innovative thinking

in designing and implementing a school plan to deliver ongoing, measured improvement in student progress and achievement (SEF - Performance Development and Management, High expectations culture, School Planning, Implementation and Reporting)

Evaluation plan for this strategic direction

Question

To what extent have our initiatives achieved our purpose and system negotiated targets in numeracy?

To what extent have our initiatives achieved our purpose and system negotiated targets in reading?

Evaluation plan for this strategic direction

Data

We will use a combination of data sources. These will include:

- Scout
- PLAN2
- PAT assessments
- Learning walks
- Reading levels
- Phonics data
- Surveys
- TTFM

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 directions and activities
- Professional learning needs and initiatives
- Data collection processes and refinements
- Interventions and supports
- Learning support

Strategic Direction 2: Engagement and Wellbeing

Purpose

For students to connect, succeed and thrive, there will be a systemic research based approach to developing whole school wellbeing processes that support high levels of engagement and attendance.

Improvement measures

Target year: 2022

47.5% of students have scores that placed them in the desirable quadrant of high skills and high challenge, in the Tell The From Me Survey (Student Engagement).

Target year: 2024

Adjustments to teaching and learning that address improving student engagement are recorded in 100% of programs, in all Key Learning Areas.

Target year: 2022

Students attending >90% of the time to be at or above the lower bound system-negotiated target of 85.4%.

Target year: 2022

2.7% uplift in students reporting positive wellbeing in the Tell Them From Me Survey to be at or above the lower bound system-negotiated target of 91%.

Initiatives

Authentic Student Engagement

Adjustments to teaching and learning programs that ensure all students are challenged, and all adjustments lead to improved learning.

- Establish common understanding and collective efficacy around student engagement.
- PLCs guide pedagogical practice.
- Establish, review and adapt agreed protocols for recording of differentiation/adjustments within teaching/learning programs.
- Establish practices for teacher collaboration to plan for adjustments to student learning.

Student Wellbeing

Implement evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- Teaching and behaviour management practices are aimed at building positive behaviours and learning environments, through proactive and preventive approaches.
- Implementation of Smiling Minds across Kindergarten to Year 6 (K-6) including the development of a scope and sequence
- Positive Behaviour for Learning Tier 2 intervention implementation and process established for referrals through learning support team.

Attendance

Implement whole-school consistent and systematic processes to ensure student absences are monitored and interventions put in place to reduce the impact on learning outcomes.

- Analyse data and draw conclusions about patterns to attendance of equity groups and cohorts.

Success criteria for this strategic direction

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF - Effective Classroom Practice)

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 - Wellbeing)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture)

Evaluation plan for this strategic direction

Question:

To what extent have our initiatives achieved our purpose and can demonstrate impact and improvement of student engagement?

To what extent have our initiatives achieved our purpose and can demonstrate impact and improvement of student wellbeing?

To what extent have our initiatives achieved our purpose and can demonstrate impact and improvement of student attendance?

Data:

Strategic Direction 2: Engagement and Wellbeing

Initiatives

- Create opportunities for stakeholders to be meaningfully involved in attendance improvement.
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Evaluation plan for this strategic direction

We will use a combination of data sources. These will include:

- Tell Them From Me Student Outcomes and School Climate Survey Reports
- Surveys
- Observations
- Scout
- Smiling Mind session evaluations
- Smiling Mind student journals
- Sentral (blue and yellow cards data)
- Teaching/Learning Programs
- Meeting Minutes
- Positive Behaviour for Learning Tier 2 referrals

Analysis:

Analysis will be embedded within initiatives through progress and implementation monitoring. Data will be analysed during Professional Learning Community sessions (twice termly), stage meetings (fortnightly)

Implications:

The findings of the analysis will inform:

- Future directions/activities
- Adjustments to Teaching/Learning Programs

Strategic Direction 3: Partners in Learning

Purpose

We will work in partnership with students and our school community to ensure sustainable improvement within a culture of high expectations, focused on enriching and enhancing learning for all students.

Improvement measures

Target year: 2024

A 50% increase in the number of parents able to articulate students learning goals .

Target year: 2024

A 10% increase in the number of staff embracing leadership opportunities focusing on continuous improvement.

Target year: 2024

20% increase of parent participation in focus groups and information sessions.

Initiatives

Partnerships

Effective evidence-based practices are consistently used to build staff capacity to enhance partnerships with parents and students focused on improving student outcomes

- Professional learning to build teacher capacity and establish protocols for sharing learning goals.
- Parent focus groups and information sessions (eg, digital technologies, HPGE, Maths Hub NBLA networks).
- Sharing of learning goals and strategies to assist families in supporting their child's learning.
- PLP processes refined for Aboriginal students.
- Student and staff involvement in community networks. (DMI partnerships, HPGE programs and transitions)
- Provide leadership opportunities for staff in line with their PDP. (PLC leadership, KLA coordination, AECG, committee).

Communication

Communication will be enhanced for parents, students and staff within a supportive environment to encourage collaboration that positively impacts student outcomes.

- Clear and defined class parent roles and responsibilities.
- Collaborative workspaces are established and designated meeting rooms for student, staff and parent groups.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF- Learning Culture)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. (SEF- Professional Standards)

The staff evaluate professional learning activities to identify, promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff and school networks to share and embed good practice. (SEF-Learning and Development)

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. (SEF- School Resources)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF- Management Practices and Processes)

Evaluation plan for this strategic direction

Question:

- To what extent have evidence based practices had a positive impact on learning partnerships between students, staff and parents?
- How effective has enhanced communication impacted student learning?

Data:

- Tell Them From Me (TTFM) data
- Parent Information sessions, feedback and focus

Evaluation plan for this strategic direction

groups

- Parent surveys (Google Forms/ Survey Monkey) to establish understanding of students' learning goals
- Personalised Learning Plans for ATSI students.
- Transition to school/orientation programs and individualised for target students.
- Staff PDPs, Leadership opportunities, PL spreadsheets and roles and responsibilities document
- Teacher accreditation data and processes
- NBLA Professional Learning Networks

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 directions and activities.
- professional learning opportunities and initiatives.