

Strategic Improvement Plan 2021-2025

Narranga Public School 4404



School vision and context

School vision statement

We are a positive learning community that fosters a culture of high expectations, engagement and mutual respect. Every student has the opportunity to achieve sustained academic and personal growth.

Our students learn and flourish by attending school regularly, striving to do their best and taking pride in their achievements. Student wellbeing is a major school focus.

As part of their commitment to ongoing improvement, every teacher engages in best practice professional learning in teaching strategies identified as having the greatest effect. Teachers work together to deliver a balanced and innovative curriculum with a strong focus on reading and numeracy, measuring and analysing impact on student outcomes.

Parents and the wider community are provided with regular communication and feedback opportunities to actively engage with and support student and school progress.

The school promotes and reinforces its traditional culture of fairness and tolerance. We believe that school should be fun. Narranga produces caring, capable citizens who will continue to model the school's values as they take their place in the wider community.

School context

Narranga Public School serves families in the western part of Coffs Harbour on the NSW Mid-North Coast. We have over 640 students, who are drawn from a range of socio-economic and cultural backgrounds. The school's Family Occupation and Education Index is 120, with 14% of students from an Aboriginal background, and 8% for whom English is an additional language or dialect.

Equity funds received by the school are used primarily to employ staff to directly improve student outcomes. A team of teachers and support staff provide high quality, comprehensive educational programs. They are supported by parents and overseen by a professional executive team, led by the principal.

The school curriculum provides a balance across all key learning areas, with a particular focus on literacy and numeracy. Enrichment and remedial programs are provided to support the individual needs of all students.

Narranga has strong traditions of artistic and sporting excellence. The school's performing arts groups provide creative learning opportunities, while the comprehensive sports program has led to consistent individual and team success at regional and state levels.

The school has the support of an active community which contributes to a range of school programs and has helped develop excellent educational facilities. The school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

The school plan is the product of extensive consultation with the school executive and staff, parents, P&C, members of the local Aboriginal community and students. A situational analysis identified that the school should prioritise student learning, teacher practice and the development of partnerships to optimise positive learning outcomes, including wellbeing and attendance as areas for high improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To optimise student learning outcomes in literacy and numeracy and to build strong foundations for academic success.

Improvement measures

Numeracy and Reading Internal Measures

Achieve by year: 2025

Numeracy & Reading Internal Measures

- Average growth in Number & Algebra for all Year 1-6 classes will demonstrate an average of .75 growth in Essential Assessment data.
- All students will show reading and comprehension growth at or above stage level on internal data measures, including PM Reading Levels and the Literacy Progressions.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Top 2 Bands

- Improvement in the percentage of students to at least 42.2% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Reading

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Top 2 Bands

- Improvement in the percentage of students to at least 34% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Numeracy.

NAPLAN expected growth - Reading

Achieve by year: 2023

NAPLAN Growth

- Increase the percentage of students achieving

Initiatives

Explicit teaching and the use of data to inform practice

Review and update explicit teaching strategies and data analysis to ensure curriculum delivery is responsive to student needs.

- Provide professional learning in data literacy, analysis and using data to drive teaching. This is linked to determine students for interventions and extension.
- Clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.
- Review and update practice based on reliable formative and summative assessment progress.
- Monitor and continually assess student progress and design appropriate learning activities.

Expert curriculum delivery in reading & numeracy

Review and implement effective teaching and learning practices in reading and numeracy to ensure all students achieve high standards and demonstrated growth.

- Undertake an extensive review of current understanding, teaching and programming of reading and numeracy.
- Provide whole school and individualised professional learning opportunities.
- Utilise literacy and numeracy teachers to support the effective teaching of reading and numeracy.
- Review and update practice based on assessment progress and student responsiveness.
- Effective feedback for learning strategies are implemented in the delivery of classroom, small group and individual learning.

Success criteria for this strategic direction

The school achieves excellent value-added results, significantly above the value added by similar schools.

Assessment data is collected in reading and numeracy on a regular and planned basis and used as an integral part of classroom instruction.

School wide practices for assessment are used to monitor, plan and report on student learning. Teachers apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and reflecting teaching effectiveness.

Quality, valid and reliable data is collected and analysed to inform learning goals for students and determine future teaching directions.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

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
- Year level planning meeting student work samples & data
- Literacy and numeracy PLAN2 data
- Essential Assessment data & internal reading data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 1: Student growth and attainment

Improvement measures

expected growth in NAPLAN Reading to more than 63.9%.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

NAPLAN Growth

- Increase the percentage of students achieving expected growth in NAPLAN Numeracy to more than 60.6%.

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflection sessions.
- Termly review and triangulation of data sources to evaluate conclusions and determine future actions and goals.
- Utilising the QDAI model to analyse and adjust priorities.

Strategic Direction 2: Improved teacher practice

Purpose

To facilitate optimal learning outcomes for students, we will implement collaborative structures to assist teachers to learn, develop, administer and refine evidence-based teaching strategies.

Improvement measures

Focused Teaching Standards

Achieve by year: 2022

100% of teachers are assessed as confident and proficient in their responses to a school-developed survey assessing differentiation and inclusion, setting challenging learning goals and improving teaching programs as identified in Australian Teaching Standards 1.5.2 & 4.1.2 and 3.1.2, 3.6.2.

Achieve by year: 2021

100% of teachers demonstrating through their PDP process that their learning has had a positive impact on student outcomes. Excelling in the "Accountability for impact on student progress" on the High Impact Professional Learning tool.

Achieve by year: 2025

100% of teachers demonstrating through their PDP process that their learning has had a positive impact on student outcomes. Excelling in the "Accountability for impact on student progress" on the High Impact Professional Learning tool.

Initiatives

High impact collaborative practice

Promote and evaluate the implementation of High Impact Collaborative Professional Learning to achieve responsive curriculum delivery.

- Work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem-solving.
- Use a collaborative practice structure that reviews and updates teaching practice based on student learning needs.
- Evaluate student growth to ensure school and teacher accountability and to drive inform professional learning needs.
- Promote whole school community aspirational expectations of learning progress and achievement.

Instructional leadership & effective classroom practice

Support teachers to ensure they are skilled in the use of evidence-based teaching strategies to ensure effective delivery.

- Utilise the Instructional Leader positions and Assistant Principals to work with teachers to improve effectiveness through observations, feedback and modelling of effective practice.
- Undertake collaborative professional learning, review of practice and evidence gathering based on the CESE What Works Best publications.
- Use the Australian Professional Standards as the measure of high-quality teaching and a means of continuous improvement.
- Staff regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning. Feedback for improvement is provided.

Success criteria for this strategic direction

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.

A whole school approach ensuring the most effective evidence-based teaching methods are optimising learning progress for all students. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

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:

- Pre and post survey data from surveys and focus groups measuring teacher proficiency in using evidence based teaching strategies
- Observation and feedback sessions
- Successful achievement of teacher PDP goals

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the improvement measures.
- Regular professional discussions around the SEF elements and themes.
- Executive team and whole staff reflective sessions.
- Termly review and triangulation of data sources

Strategic Direction 2: Improved teacher practice

Evaluation plan for this strategic direction

including quantitative and qualitative, internal and external data to corroborate conclusions.

- Utilising the QDAI model to adjust priorities.

Strategic Direction 3: Partnerships

Purpose

To promote programs which facilitate teachers, students, parents and the wider community working together to optimise positive learning outcomes, including wellbeing and attendance.

Improvement measures

Achieve by year: 2021

Wellbeing & Attendance

- The percentage of students with positive wellbeing as measured by the Tell Them From Me survey will be above 87%
- The percentage of students attending school 90% of the time or more will be above 78.7%

Achieve by year: 2021

Parent & Community Partnerships

- The average scores in the Tell Them From Me parent survey will be above the NSW Government norm in all areas.
- 100% of pre-service teachers who participate in the SHAPE program report that it has positively impacted their preparedness to enter the teaching profession.

Wellbeing

Achieve by year: 2023

Wellbeing & Attendance

- The percentage of students with positive wellbeing as measured by the Tell Them From Me survey will be above 87%

Attendance (>90%)

Achieve by year: 2023

Attendance

- The percentage of students attending school 90% of the time or more will be above 78.7%

Initiatives

Wellbeing and attendance

Ensure effective school and class strategies and processes are in place to address the wellbeing needs of every student and encourage regular school attendance.

- The Be You initiative will create and implement an action plan to provide teachers, students and parents with knowledge, resources and strategies that promote positive mental health outcomes.
- Ongoing review of the school's behaviour and wellbeing policies and practices to ensure a balance of promoting positive and discouraging negative behaviours.
- Class trials of the Smiling Mind program to promote student mindfulness.
- Staff to work with parents to identify and communicate resources promoting the importance of positive school attendance habits.
- School staff to implement and promote school initiatives addressing student attendance, analyse class attendance data and follow procedures to address individual cases of need.

Parent and community partnerships

Ensure parents are engaged in the daily life of the school, and are confident that they and their children are valued and their needs addressed. Develop and implement strategies to improve outcomes for pre-service teachers.

- Communication channels between school and home are constantly reviewed and refined to enhance parental engagement and involvement.
- Programs in place to recognise and celebrate the diversity of the school's families, and to address their specific needs when engaging with the school.
- Staff will provide quality customer service that is flexible, innovative and ensures decisions are made in a collaborative and evidence informed manner.
- The school will refine the SHAPE program that

Success criteria for this strategic direction

Every student can identify and have opportunities to meet with a staff member to whom they can confidently turn for advice and assistance at school

The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning.

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

Teachers and parents work together to improve understanding of school and personalised attendance approaches to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

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:

- Tell Them From Me survey data - students and parents
- School attendance data on Sentral
- Uptake data of digital parent communication options - Seesaw, Class Dojo, Facebook, Sentral app, Yarn Up session attendance

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 3: Partnerships

Improvement measures

Achieve by year: 2025

Parent & Community Partnerships

- The average scores in the Tell Them From Me parent survey will be above the NSW Government norm in all areas.
 - 100% of pre-service teachers who participate in the SHAPE program report that it has positively impacted their preparedness to enter the teaching profession.
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Initiatives

provides professional learning for pre-service teachers as part of the Hub School initiative, and will extend these by sharing best practice with neighbouring schools.

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflection sessions.
- Termly review and triangulation of data sources to evaluate conclusions and determine future actions and goals.
- Utilise the QDAI model to analyse and adjust priorities.