

# Strategic Improvement Plan 2021-2024

## Niagara Park Public School 4427



# School vision and context

## School vision statement

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At Niagara Park Public School we promote an enthusiastic, creative community of learners, committed to enhancing their academic, emotional and physical development. Our innovative staff are dedicated to continuously improving their pedagogical practices to provide evidence-based, future-focused and challenging experiences to ensure students reach and expand their potential and become confident lifelong learners. Through strengthened home school communication our school community empowers all students to actively participate and engage in their learning.

## School context

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Niagara Park Public School is located on the picturesque Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. Our school grounds have a mix of fixed play equipment, undercover outside learning areas and a large oval for our students to utilise. The school has a highly supportive community and P&C and we work closely to ensure positive educational, social and emotional outcomes are achieved for our students. Niagara Park Public School has a longstanding reputation of excellence within the community and beyond. Our students wear their uniform with pride and are proud members of our school community. The school values encourage all students to 'Be Safe', 'Be Responsible', 'Be Respectful' and 'Proud'. We currently have an enrolment of 546 students. Student enrolment includes 7% Aboriginal and Torres Strait Islander and 10% EALD. Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes which includes three multi-categorical support classes. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support for all students. Niagara Park Public School has a strong alliance with the Cooina Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students. L3 strategies, Focus On Reading, Big Write/Seven Steps, Focused Phonics, Decoding, Prime Mathematics and Spelling Mastery are priority programs. The dedicated staff consists of a mixture of early career and experienced teachers who work collegially to provide students with a variety of innovative programs to enhance student learning and engagement. Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. Class sets of iPads, 90 laptops, four 3D printers and robotics programs within the school provide students with a variety of opportunities to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance, are offered. Environmental Education and sporting opportunities are highly valued and encouraged.

# Strategic Direction 1: Student growth and attainment

## Purpose

To build strong foundations for success by maximising student learning outcomes in reading and numeracy through the implementation of evidence based learning programs and data driven practices.

## Improvement measures

### Target year: 2022

System-negotiated Targets

Increase the % of students in the top two bands in Numeracy to equal or exceed 36.9%

Increase the % of students in the top two bands in Reading to equal or exceed 50.8%

For Aboriginal students, increase in % of Aboriginal students achieving top 3 bands in reading and numeracy greater than similar schools and equal to or better than state averages

### Target year: 2023

System-negotiated Targets

Increase % of students achieving expected growth in numeracy to equal or exceed 60%

Increase % of students achieving expected growth in reading to equal or exceed 67.7%

### Target year: 2024

**Improvement as measured by the School Excellence Framework:**

Student Performance Measures - Excelling

Effective Classroom Practice - Excelling

### Target year: 2024

Internal School Targets

## Initiatives

### Numeracy

In Numeracy we will:

-embed differentiated, whole school practices and pedagogies with curricular emphasis on the understanding of fundamental mathematical concepts, principles, logical thinking, problem solving and communication to improve student learning outcomes in mathematics through the expert delivery of the Singapore Maths Program K-6.

-structure whole class, grade-based teaching and learning to include interventionist and SLSO support, including in class, small group and individual settings to meet the learning needs of all students, including students with disabilities, students with additional learning needs, Aboriginal students, students from low socio-economic backgrounds and EALD students;

-embed effective processes for data analysis and reflection to review and adapt practice, analyse student progress and evaluate growth over time.

### Reading & Comprehension

In Reading we will:

-embed a whole school integrated approach to curriculum planning, delivery and assessment with a focus on developing sequential skills in decoding and comprehending text that is responsive to individual learning needs to improve student outcomes in reading

-embed effective processes for data analysis and reflection to review and adapt practice, analyse student progress and evaluate growth over time.

-structure interventionist and SLSO support in class, small group and individual settings to meet the individual learning needs of all students, including students with disability, students with additional needs, Aboriginal students, students from low socio-economic backgrounds and EALD students.

## Success criteria for this strategic direction

A whole school integrated approach to teaching reading, comprehension and numeracy with a shared understanding of targeted pedagogies to meet the needs of all students

Student assessment data K-6 is regularly collected according to agreed schedules and analysed in order to reflect on teacher effectiveness and inform future school directions in teaching and learning

Student and teacher resources to support teaching and learning are adequate and consistently used across the school.

Instruction in reading and numeracy is differentiated to meet the learning needs of all students and delivered flexibly, including whole class instruction, streamed group instruction, small group and individual instruction.

## Evaluation plan for this strategic direction

### Evaluation Plan

#### Question

Have we improved student learning outcomes in reading and numeracy through the implementation of evidence based learning programs and data driven practices?

#### Data

We will use the following data sources to analyse the effectiveness of the initiatives:

NAPLAN data

Scout-Value Added

PLAN 2 data

Internal Assessment Data for literacy & numeracy

Anecdotal Observation

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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87% of students achieving or exceeding grade benchmarks in Prime Maths numeracy assessments K-6 (working at or beyond)

### Target year: 2024

Internal School Targets

### Kindergarten

90% of students achieve decodable LLLL4 in reading assessments

90% of students achieve independent benchmark reading Level 9

### Year 1

85% of students achieve decodable LLLL7.2 reading assessments

90% of students achieve independent benchmark reading Level 16

### Year 2

90% of students achieve independent benchmark reading Level 24 in reading

### Years 3-6

86% students achieving grade level or above in reading comprehension assessments

## Evaluation plan for this strategic direction

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### Analysis

Data analysis and review of data sources will be embedded in monitoring and review processes.

Regular professional discussion on the impact of the initiatives on student achievement will provide clarity around whether we are on-track for achieving the intended improvement measures.

Measures of progress against the School Excellence Framework will be discussed and reviewed

### Implications

The findings of the analysis will inform future actions & reporting on school progress in the Annual School report.

# Strategic Direction 2: Improved Teacher Practice

## Purpose

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Quality teaching underpins student achievement leading to improved student outcomes. We will focus on developing and refining explicit, data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

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**Target year: 2024**

### Teaching Learning Programs

100% of teaching learning programs evidence a deep understanding of syllabus, curriculum, differentiation, explicit teaching practices and ongoing assessment.

### PDPs

100% of PDPs evidence professional goal setting aligned to professional learning and professional practices, along with collaborative engagement in authentic feedback and discussion on professional growth between teachers and supervisors.

### Accreditation

30% of staff have attained or are working towards attaining accreditation at Highly Accomplished or Lead.

**Target year: 2024**

### Staff Surveys

Greater than 95% of staff indicate a high degree of satisfaction with professional learning models and interventionist support underpinning program implementation and professional development.

### Student Surveys

100% of students understand and can articulate their learning goals in reading /comprehension and numeracy.

### Observations of Practice

## Initiatives

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### Performance & Development

To support staff in their professional development we will:

-embed a culture of high expectations for teacher performance and development, underpinned by rigorous supervisory processes that promote staff professional growth and improvement through reflective practices, observation, coaching and mentoring, constructive feedback and authentic conversations.

-plan staff professional learning to reflect current school priorities for improvement and growth and build the capacity of all staff by acknowledging levels of experience and empowering staff with the knowledge, skills and opportunities to seek and attain higher levels of accreditation

### Collaborative Practices

To embed collaborative practices across the school we will:

- use professional learning models to build teacher capacity, capabilities and collective data-driven, explicit teaching practices

-analyse classroom and interventionist data to monitor program implementation in individual classrooms and target support for teachers to improve practice in targeted areas

-embed whole school processes for assessment, data collection, analysis and consistent teacher judgment in literacy and numeracy to inform learning goals and student achievement K-6 and within stage and grade teams.

## Success criteria for this strategic direction

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Teaching learning programs are dynamic, show evidence of revision based on feedback on teaching practices, include consistent and reliable student assessment and continuous tracking of student progress.

Teaching learning programs comply with DoE and school requirements and there is consistency in program supervision processes across the school

Staff demonstrate a good understanding of the Performance and Development Framework and work collaboratively with supervisors to develop authentic professional goals and PDPs

Professional learning is planned to support school directions, promote attainment of higher levels of accreditation and is differentiated for individual professional development .

Teachers receive constructive and timely feedback on teaching practices

Specialist interventionist teachers provide professional learning on targeted programs and model explicit teaching in classrooms.

There are explicit systems for collaboration and feedback, with explicit systems for interventionist teachers to support classroom teachers in program implementation to sustain quality teaching practices.

Collected data is analysed and discussed collaboratively to identify individual student achievement, reflect on effectiveness of teaching and inform planning and programming for teaching and learning.

Learning goals are informed through the collection of valid and reliable student data and students can articulate their learning goals are in reading/comprehension and numeracy

The school leadership team model professional practices and support a culture of high expectations.

# Strategic Direction 2: Improved Teacher Practice

## Improvement measures

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Feedback on observations of practice in lesson delivery indicate that 100% of teachers are demonstrating expertise in the delivery of targeted literacy and numeracy programs as measured against the Australian Professional Standards for Teachers

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## Evaluation plan for this strategic direction

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### Evaluation Plan

#### Question

Have we developed and refined teaching practices to be responsive to the learning needs of individual students through quality teaching models and collaborative practices?

#### Data

We will use the following data sources to analyse the effectiveness of the initiatives:

Internal student data

Staff Surveys

Student Surveys

Staff PDPs

Accreditation documentation

TTFM data

Professional Learning Schedules

Feedback from interventionist staff on teacher capacity building

Feedback from supervisors on quality of planning, programming and teaching practices

Measures of progress against the School Excellence Framework

#### Analysis

Data analysis and review of data sources will be embedded in monitoring and review processes.

Regular professional discussion on the impact of the initiatives on student achievement will provide clarity around whether we are on-track for achieving the

## Strategic Direction 2: Improved Teacher Practice

### Evaluation plan for this strategic direction

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intended improvement measures.

Measures of progress against the School Excellence Framework will be discussed and reviewed

#### Implications

The findings of the analysis will inform future actions & reporting on school progress in the Annual School report.

# Strategic Direction 3: Engagement

## Purpose

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To promote student engagement through strengthened home school communication, innovative and creative learning opportunities and authentic documented processes leading to increased student participation and improved attendance.

## Improvement measures

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### Target year: 2024

Engaging Aboriginal students and families

#### PLPs

At least 90% of Aboriginal parents/carers have actively engaged in the development of student PLPs

#### Aboriginal Parent Survey

Parents are welcomed & valued to exceed 95%

Parents are kept well informed of events, activities and initiatives increase from to exceed 95%

Teachers & school executive are approachable & willing to listen increase to exceed 95%

Aboriginal perspectives are embedded into learning to exceed 90%

#### TTFM Student Survey

I feel good about my culture when I am at school to exceed 95%

My teachers have a good understanding of my culture to exceed 95%

### Target year: 2022

System-negotiated lower bound Target

#### Attendance

## Initiatives

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### Engaging Aboriginal students and families

To engage Aboriginal students and families we will:

-embed a genuine and practical approach to working together to improve outcomes for Aboriginal students by ensuring access to learning that values cultural heritage and identity and supports learning and development through quality teaching practices, inclusive curriculum and opportunity .

-establish a close working relationship with the Cooinda AECG and the DoE Aboriginal Directorate to strengthen our understanding of the needs of our Aboriginal community and students, with a view to achieving our jointly agreed goal to improve educational outcomes and opportunity for Aboriginal students.

### Attendance

To improve attendance we will:

-embed whole school processes for attendance monitoring, follow-up and data analysis and align individual student attendance data to existing reward systems

-embed a learning culture where students are challenged in their learning, with shared measures for success leading to improved student engagement and participation

-personalise student reports to provide parents with detailed, clear and specific information about learning, growth, improvement measures, engagement and impact of attendance on student outcomes.

## Success criteria for this strategic direction

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The school has formed authentic partnerships with the Cooinda AECG and regularly consults with DoE Aboriginal Community Liaison Officers to guide and inform Aboriginal education and staff PL opportunities

All Aboriginal students have student-led PLPs with clearly articulated goals developed in consultation with parents/carers and teaching staff

The Aboriginal education teacher and interventionists work collaboratively with the class teacher to ensure PLPs are working documents, establishing learning goals, monitoring progress and supporting learning in literacy and numeracy.

The Aboriginal education teacher is known to families and provides a point of contact between home and school through regular 'check-in' communication and up-dates to families on initiatives and cultural opportunities both within and outside the school setting.

All staff have a deep knowledge and understanding of Aboriginal heritage, culture and ways of learning to inform planning and programming for all students

The attendance committee meets regularly to review and analyse attendance data and make recommendations for attendance monitoring systems within the school

Whole school practices to improve student attendance are documented and there is evidence of follow-up with parents according to school processes and DoE requirements

Students reports are personalised and comprehensive, providing detailed, clear & specific information about student learning, growth, next steps, improvement measures and attendance.

## Evaluation plan for this strategic direction

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### Evaluation Plan

# Strategic Direction 3: Engagement

## Improvement measures

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84.1% of students attend school 90% or more of the time

### Target year: 2024

Internal Measures

#### Parent Survey:

School reports are useful and clearly indicate academic performance maintained or exceeding 90%

Students and parents are kept informed of their academic progress maintained or exceeding 90%

Students are challenged in their learning maintained or exceeding 90%

#### TTFM Student Survey

Students are interested and motivated in their learning to exceed 85%

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## Evaluation plan for this strategic direction

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### Question

Have we strengthened home school communication and opportunities and participation for our Aboriginal students and families? Have processes for monitoring attendance, challenging learning opportunities and clear reporting processes resulted in improved student attendance rates?

### Data

Aboriginal Parent and Student Survey

Teacher Survey-PLPs

Attendance Data

Attendance Policy

% students receiving Attendance Awards

Student Reports

Parent & Student Survey Data

### Analysis

Data analysis and review of data sources will be embedded in monitoring and review processes.

Regular professional discussion on the impact of the initiatives on student achievement will provide clarity around whether we are on-track for achieving the intended improvement measures.

Measures of progress against the School Excellence Framework will be discussed and reviewed

### Implications

The findings of the analysis will inform future actions & reporting on school progress in the Annual School report.