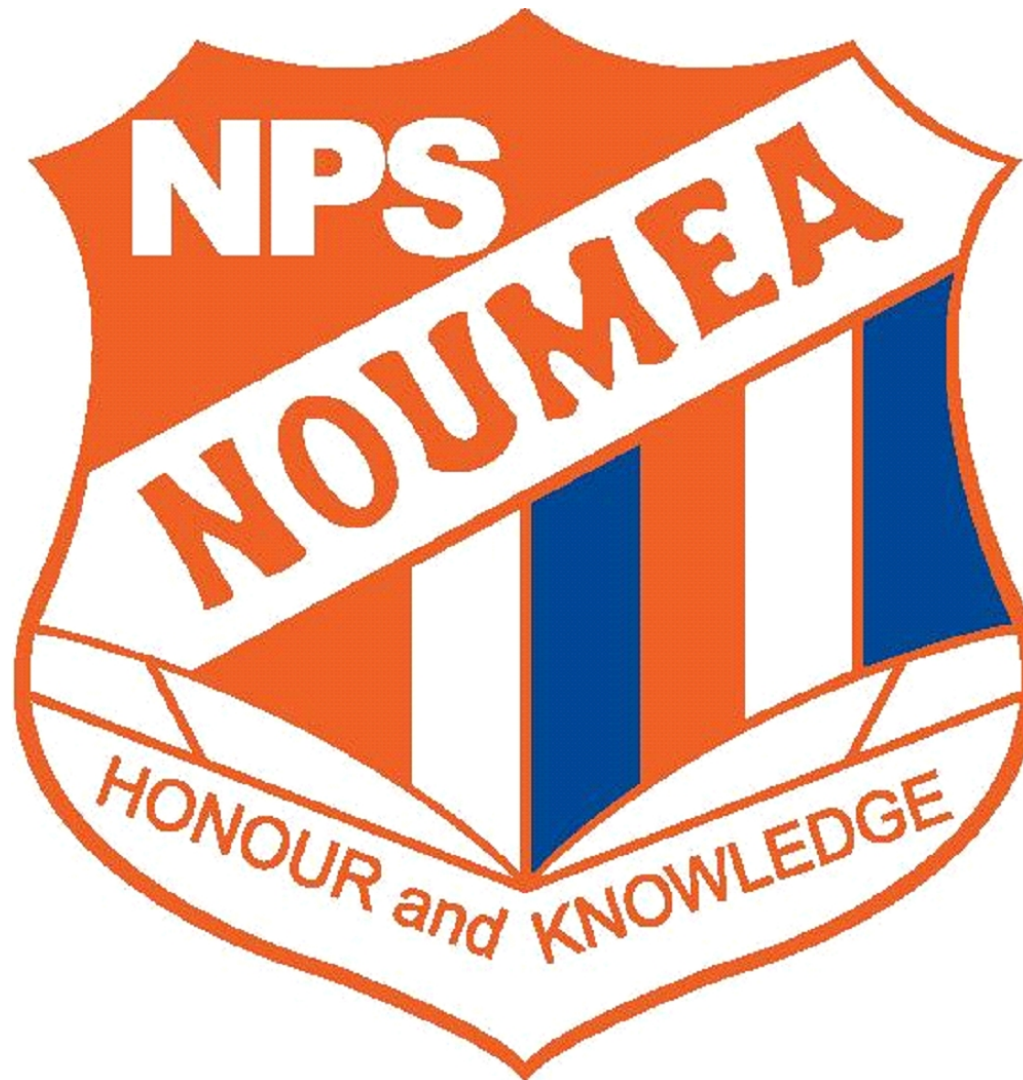


Strategic Improvement Plan 2021-2025

Noumea Public School 4493



School vision and context

School vision statement

Noumea Public School creates a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to create literate and numerate young people who can contribute to society.

We are committed to an inclusive culture that focuses on high expectations, excellence, continual improvement and success for all.

School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P2 with an enrolment of 253 students including 31% of students from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students.

The school has a dedicated staff made up of early career and experienced teachers. There is a provision for extracurricular activities including cultural dance groups and choirs, drumming, STEM activities and sporting groups.

The school has strong partnerships with local schools and community organisations. The culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together.

System negotiated target areas of Reading and Numeracy have been identified through NAPLAN gap analysis. More specifically our situational analysis has identified a need to work on the explicit instruction of comprehension and spelling skills. Student speech assessments, on entry to the school environment, show delays in oral language skills which require further work specifically in phonological and phonemic awareness. This work will flow through unpacking mathematical problems by identifying the language of mathematics across the curriculum, building skills in automaticity / working memory and in the specific strand of Measurement and Geometry.

Quality summative and formative assessment tasks and data collection practices will develop a greater consistency of judgement within and across the school.

Support will be provided to individual students where interventions are required after initial assessments and ongoing monitoring and post assessments will assess the impact of this support. Students will be identified by class teachers and the Learning Support Team for uptake in these programs.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

At least 60% of Kindergarten students will meet the 'Basic' level of phonological awareness skills using the Department's Phonological Awareness Diagnostic Assessment Test.

Achieve by year: 2025

At least 60% of K-2 students will achieve the benchmark for Oral Language Skills (Receptive, Expressive, Speech)

Initiatives

Effective Classroom Practice in Reading

*Building the expertise of staff and classroom practice to develop proficiency and excellence using the School Excellence Framework (SEF) in teaching **reading** including effective evidence based instruction using syllabus outcomes.*

- Professional Learning / collaborative practice (coaching and mentoring) data literacy
- Effective classroom practice (explicit teaching / feedback / lesson planning)
- Big 6
- Whole school planning
- Data skills for use in teaching and planning

Effective Classroom Practice in Numeracy

*Building the expertise of staff and classroom practice to develop proficiency and excellence (SEF) in teaching **numeracy** including effective evidence based instruction using syllabus outcomes.*

- Professional Learning / collaborative practice (coaching and mentoring) data literacy
- Effective classroom practice (explicit teaching / feedback / lesson planning)
- Patterns and algebra, mathematical language, working mathematically
- Whole school planning
- Data skills for use in teaching and planning

Success criteria for this strategic direction

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is grounded in the syllabus and that teachers are effective in their implementation. Teachers regularly use student progress and achievement data to inform lesson planning. **(SEF)-Effective Classroom Practice.**

Teachers employ evidence-based effective teaching strategies. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. **(SEF)-Effective Classroom Practice.**

Teachers review student assessment data and compare results from external assessments (NAPLAN,PAT) with internal measures to build consistent and comparable judgement of student learning **(SEF)-Data Skills and Use.**

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data **(SEF)-Professional Standards Literacy/Numeracy focus.**

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 schools future directions:

- NAPLAN data
- Scout-Value added data
- Student work samples
- Literacy and Numeracy PLAN2 data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student PLP's and ILP's
- Student focus groups
- Classroom observations
- Teacher programs
- Professional Learning evaluations
- Learning Progressions 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.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole school staff discussion and reflective sessions

Term by Term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Thorough analysis of data will guide future planning to ensure ongoing improvement to enhance student learning outcomes.

Strategic Direction 2: Wellbeing and Partnerships

Purpose

Utilising a strategic and planned approach, we will develop whole school wellbeing processes that lead to measurable improvements in student wellbeing and engagement and effective community partnerships

Improvement measures

Wellbeing

Achieve by year: 2023

The Tell Them From Me (TTFM) Wellbeing data for advocacy, belonging and expectations improves to be above the current percentage of 68%.

Achieve by year: 2025

A range of evidence supports our assessment and validation in the elements and themes of wellbeing, a planned approach and learning culture.

Initiatives

Planned Approach to Wellbeing

*Creating a school-wide collective response to **wellbeing** and **engagement** enabling positive respectful relationships which result in measurable improvements that support student learning.*

- Establish effective Positive Behaviour for Learning
- Restructure Learning Support Team Interventions for Tier One identified students with a specialist LaST teacher
- Embed Effective Partnerships with the community.
- Embed improved strategies for Assessing and Reporting to parents /carers

Success criteria for this strategic direction

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

Students have a strong sense of belonging and purpose. **(SEF) Wellbeing- a planned approach**

There is a strategic and planned approach to whole school wellbeing processes that supports the wellbeing of all students so they can connect, thrive and learn. **(SEF) Wellbeing- a planned approach**

Students have more positive and respectful relationships with each other, their teachers and community. **(SEF) Wellbeing- a planned approach**

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 schools future directions:

- SENTRAL data
- School surveys
- Student Feedback
- TTFM surveys
- Community Feedback
- Suspension 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 2: Wellbeing and Partnerships

Evaluation plan for this strategic direction

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole school staff discussion and reflective sessions

Term by Term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Thorough analysis of data will guide future planning to ensure ongoing improvement to enhance student learning outcomes.

Strategic Direction 3: Enhanced attendance

Purpose

Systematic and consistent processes will continue to be developed to ensure growth in learning outcomes and measurable improvements in student attendance .

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time to be at the lower bound of 74.1%.

Achieve by year: 2025

Decrease the percentage of students at 80-90% attendance from 13% to 7%.

Initiatives

Improved attendance

*Creating a community responsibility to engagement and learning through **targeted attendance** programs that result in measurable improvements that support student learning .*

- Introduction of Phone intervention and SMS program for all students
- Increase in Positive attendance initiatives e.g. awards everyday, termly , yearly, individual and class.
- Embed Intensive attendance support programs for identified students.
- Building engaging projects with the Learning and Support Team
- Compliance with system requirements.

Success criteria for this strategic direction

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-Attendance**

Parents and broader school community actively participate and support positive attendance practices.(SEF): **Learning Culture-Attendance**

Individual and whole school attendance data reflects improvement as a result of whole school initiative.(SEF): **Learning Culture-Attendance**

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 schools future directions:

- SENTRAL data
- School attendance data
- Scout attendance data
- TTFM surveys

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.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole school staff discussion and reflective sessions

Term by Term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 3: Enhanced attendance

Evaluation plan for this strategic direction

Thorough analysis of data will guide future planning to ensure ongoing improvement to enhance student learning outcomes.