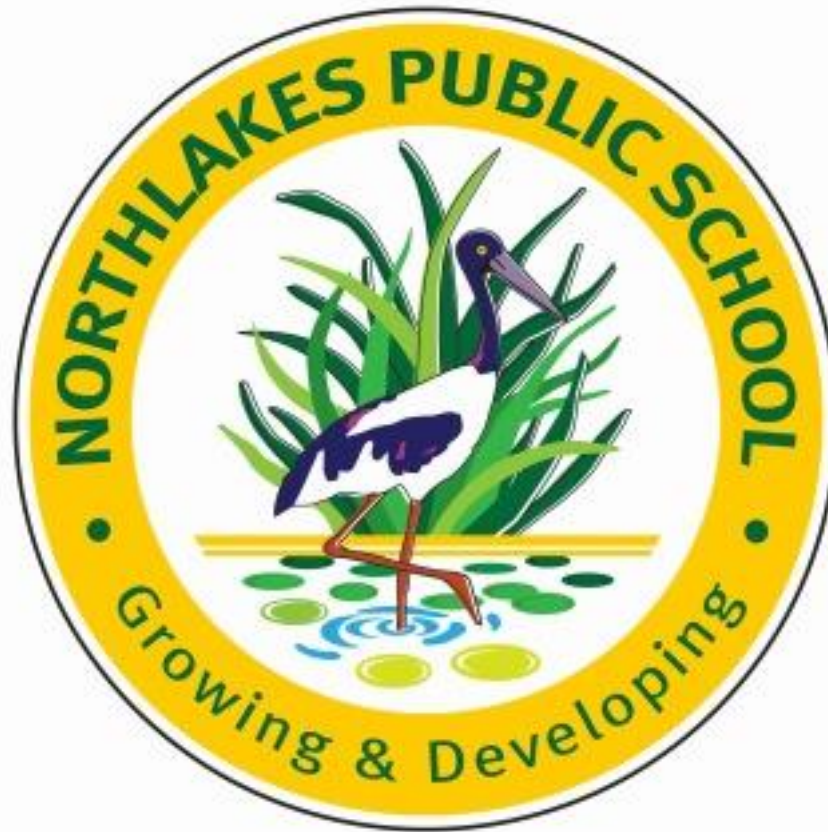


# Strategic Improvement Plan 2021-2024

## Northlakes Public School 4588



# School vision and context

## School vision statement

Northlakes Public School is committed to the provision of quality education in a nurturing, innovative and collaborative learning environment where high expectations are held in order to challenge students and encourage continuous improvement for all. By increasing student engagement and school connectedness, we believe all students can become successful learners. Through the development of individual determination, academic and social support, all students will achieve their full potential. With authentic partnerships, our vision is to develop our students into confident, creative and empathetic citizens who will become active, engaged and informed members and leaders of their community.

## School context

Northlakes Public School serves students and families in the township of San Remo on the NSW Central Coast just over an hour north of Sydney. The school began the 2021 school year with an enrolment of 361 students with 20% of students identifying as being of Aboriginal or Torres Strait Island background. Approximately 8% of students identify as being from a language background other than English (LBOTE) with 16 different culture groups represented.

The school has a special education support unit comprising of three classes; two IO/IS catering for students with moderate and severe Intellectual and/or physical disabilities, and one multi-categorical class catering for students with moderate to high support needs with one or more disability type, predominantly autism. There are also 15 mainstream classes with one of those being a Kindergarten and Year 1 composite. The school started the 2021 year with 44 mainstream Kindergarten enrolments which is 4 more than the anticipated numbers but considerably lower than the 57 of 2020.

The school has a proud tradition of inclusivity in education through regular, purposeful and two-directional integration at every opportunity for support unit and mainstream students based on their individual, academic, social and wellbeing needs.

The school participated in the External Validation process on November 19 2020. Through this process the evidence provided by the school, and validated by the panel, found that the school was operating at Delivering in the Learning Domain in the element of Curriculum and in the Teaching Domain in the element of Data skills and use. As part of the self-assessment and External Validation process, the school has identified some elements which present opportunities for improvement including but, not limited, to the following:

- In Data skills and use - Strategies need to be developed which allow us to effectively measure the impact of programs and initiatives on student outcomes. We need to gather and agree upon our essential baseline data and share this along with the executive analysis with staff. Our analysis needs to be school wide to identify student achievements and progress.
- In Curriculum - There needs to be consistency across the school in programing, planning and assessment to effectively meet all syllabus requirements. We need to collect and maintain evidence of how teachers are implementing dynamic teaching and learning programs in response to student needs. Programs will demonstrate evidence of the implementation of differentiation strategies and evaluation of how teachers have changed their practice in response to the success of lessons. Programs and the delivery of learning is monitored K-6 to ensure continued challenge and maximum learning.
- In Management practices and processes - We need to narrow our focus to the questions we would like to survey the community on. These need to be linked to ongoing school improvement and the professional effectiveness of all school members. Our questions should link to the School Excellence Framework.
- Following on from 2020 and the worst of the COVID-19 pandemic student, staff and

# School vision and context

## School vision statement

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community wellbeing and connectedness and trauma informed practice would also be strong school focuses over the current 4 year strategic improvement plan (SIP).

The school will seek feedback from community, students and staff as well as continuing to strengthen our community partnerships as a proud member of the Wallarah Learning Community, Muru Bulbi AECG, Northlakes PS P&C, Smith Family Australia, The Epicentre (San Remo neighbourhood centre), Samaritans and numerous other non-government organisations working in partnerships with our Jabiru Cottage facilitator as part of the Central Coast Schools as Community Centres Program.

Following our consultative process with P&C, Staff, AECG and SACC facilitator our three Strategic Directions for the 2021-2024 Strategic Improvement Plan are:

1. **Student Growth and Attainment**
2. **Intervention for Growth**
3. **Engagement and Attendance**

We look forward to continuing our work and hearing your valued feedback throughout this 4 year cycle as we all strive to improve the outcomes for every student attending Northlakes Public School.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

## Improvement measures

### Target year: 2022

- Uplift of 6.7% to 30.1% of students achieving top two bands in NAPLAN reading (system negotiated target lower bound).

### Target year: 2022

- Up lift of 6.9% to 21.6% of students achieving top two bands of NAPLAN numeracy (System negotiated target lower bound).

### Target year: 2022

- Uplift of 5.5% to 60.7% of Aboriginal students achieving in the top three bands in NAPLAN Reading
- Uplift of 3% to 45.7% of Aboriginal students achieving in the top three bands in NAPLAN Numeracy

## Initiatives

### Effective Classroom Practice

In order to improve student learning in reading and numeracy we will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

- Teachers will receive training on the 'What Works Best' document and toolkit.
- Build teacher and leadership capacity through engagement with evidenced based research and ongoing professional learning on effective reading & numeracy teaching practices.

### Data skills and use

Professional Learning in data literacy, data analysis and data use in teaching for all staff, in order for the to be equipped with the skills to interpret and use data in practice.

- Dedication to the timely collection of systematic data and the improvement of systems and structures in place to record and analyse it.
- Establish strategic instructional leadership positions to coach and mentor teachers in the use of data to monitor and assess student progress and co-design future learning on a whole class, group and individual level.
- Strengthening teaching and learning to be directly informed by data.
- Use data related to the growth and achievement of all students to analyse and evaluate the effectiveness of differentiated programs and provisions.

## Success criteria for this strategic direction

- Teaching and learning programs describe expected student progression in knowledge, understanding and skill and, the assessments that measure them. (SEF- Curriculum: Teaching & Learning Programs- Sustaining & Growing)
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF- Data Literacy: Excelling)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF- Data use in teaching: Excelling)
- Our school has built the Premier's Priorities for the education of Aboriginal students into our plan and our Aboriginal students will achieve at or above non-Aboriginal students in reading and numeracy, providing them with the foundations to successfully transition to high school.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy through whole school processes for collecting and analysing data and evidence informed teaching strategies and evaluative practice?

### Data:

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

- \* Internal assessment, such as PLAN2, DoE Numeracy

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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and Literacy Short Assessments, PAT Tests, SA Spelling, Spelling Inventory Assessment

\* External assessment eg. NAPLAN , Check-in Assessments

\* Surveys

\* Observations & student work samples

\* Student voice

\* Interviews

\* 'Area of Focus' analysis

### 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 actions

\* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

## Strategic Direction 2: Intervention for Growth

### Purpose

Increase the number of students achieving expected growth in NAPLAN Numeracy and Reading through effective teaching practice, tiered intervention support, personalised learning and effective feedback.

### Improvement measures

#### Target year: 2023

- Uplift by 4% to 61% of students achieving expected growth or greater than expected growth in NAPLAN Reading.

#### Target year: 2023

- Uplift of 4.2% to 57.2% of students achieving expected or greater than expected growth in NAPLAN Numeracy.

#### Target year: 2023

- Uplift of 7.7% to 59.2% of Aboriginal students achieving expected or above expected growth in NAPLAN Reading.

#### Target year: 2024

- 63% of Aboriginal students achieving expected or above expected growth in NAPLAN Numeracy.

### Initiatives

#### Personalised learning

- Effective support for students not demonstrating optimum growth will be strengthened through effective classroom practice and tiered intervention in reading and numeracy. (COVID ILSP Intervention)
- Parent engagement with student learning will be increased through strong processes of regularly informing parents about what and how well their children are learning in reading and numeracy.
- Catering for diverse learning needs in classrooms and appropriate differentiation of the curriculum to meet the specific learning needs of students will be strengthened. This may involve changes in curriculum objectives, teaching methods, assessment methods, and / or changes in resources and learning activities.
- Professional Learning on differentiation while clearly defining what it should look like in reading and numeracy.
- Prioritising student goal setting for reading and numeracy.

#### Effective Feedback

- Professional Learning on effective feedback will involve all teaching staff in order for them to define what it should look like in the classroom and clearly articulate and action it
- Consistent and systematic processes will be developed to ensure effective feedback is clearly evident throughout the school
- Effective feedback will support student self-assessment, reflection and monitoring
- All students will be actively encourage to provide and act on feedback from their teachers

### Success criteria for this strategic direction

- Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. (SEF- Reporting: Parent Engagement- Sustaining & Growing)
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data.(SEF- Student Performance Measures: Student Growth- Sustaining & Growing)
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF- Effective Classroom Practice: Lesson Planning- Excelling)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.(SEF- Data Skills and Use: Data Analysis- Excelling)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF- Effective Classroom Practice: Feedback- Excelling)
- Aboriginal students will have high aspirations and they will reach their goals.

## Strategic Direction 2: Intervention for Growth

### Evaluation plan for this strategic direction

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#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student growth in reading and numeracy through effective teaching practice, tiered intervention support, personalised learning and effective feedback?

#### Data:

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

\* Internal assessment, such as PLAN2, DoE Numeracy and Literacy Short Assessments, PAT Tests, SA Spelling, Spelling Inventory Assessment

Student IEPs, PLPs and students' goals & analysis of achievement data in relation to goals

\* External assessment eg. NAPLAN , Check-in Assessments

\* Surveys

\* Observations & student work samples

\* Student voice

\* Interviews

\* 'Area of Focus' analysis

#### 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 actions

## Strategic Direction 2: Intervention for Growth

### Evaluation plan for this strategic direction

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\* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).



# Strategic Direction 3: Engagement and Attendance

## Purpose

Increase student engagement, sense of belonging and attendance by developing positive learning environments and partnerships with parents, students and staff.

## Improvement measures

### Target year: 2022

- Uplift of 3.9% to 70.6% of students achieving above 90% attendance (system negotiated target lower bound).

### Target year: 2024

- 86.8% of students reporting expectations for success, advocacy and sense of belonging at school (system negotiated target).

## Initiatives

### Engagement

- Staff will identify all students' social, emotional and intellectual engagement needs, including high potential and gifted students, so that a full suite of support can be offered to them in order for them to connect, succeed and thrive at school.
- Staff will provide opportunity for parents to engage regularly with the school and be informed regularly about students' engagement levels.
- Professional learning in strengthening staff understanding of Trauma Informed Practice to further consistent and calm responses and actions, to support students to re-engage in learning.
- Staff will engage in professional learning and the familiarisation of the new Behaviour Strategy.
- A student and staff mentor program will be initiated in order for every student to have a trusted adult they can seek advice, assistance and reassurance from.

### Attendance

A strong and inspiring attendance initiative will be developed for the whole school community to ensure student attendance continually improves.

- Consistent and systematic processes will be developed to monitor student absences
- Systems will be developed to include prompt action for address attendance issues
- Regular and improved attendance will be celebrated with students, staff and the whole school community
- Positive student relationships with staff and peers will be strengthened to support rich connectedness to school.
- Strategic staffing will occur to establish the role of 'Engagement and Attendance Teacher' who analyse attendance data to inform planning, improve regular attendance rates for all students.

## Success criteria for this strategic direction

- Partnerships with parents and students support clear improvement aims and planning for learning. (SEF- Learning Culture: High expectations- Sustaining & Growing)
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. (SEF- Well-being: Caring for students- Sustaining and Growing)
- 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- Excelling)
- 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: Behaviour- Excelling)

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact on student engagement, connectedness and attendance?

### Data:

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

- \* Attendance
- \* Wellbeing referrals & Suspensions
- \* TTFM
- \* Observations
- \* Student voice

## Strategic Direction 3: Engagement and Attendance

### Evaluation plan for this strategic direction

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- \* Interviews

- \* Surveys

#### **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 actions

- \* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).