

Strategic Improvement Plan 2021-2024

Narellan Vale Public School 4621



**NARELLAN VALE
PUBLIC SCHOOL**

School vision and context

School vision statement

At Narellan Vale Public School we are proud that every student is known, heard and valued. There is a collective responsibility for our culture of high expectations and inclusivity, focused on the achievement of personal best.

School context

Narellan Vale Public School is located in South Western Sydney which is within the Macarthur Network of Schools and was opened in 1997. There are currently 759 students enrolled. The student population comprises 22% of students with a language background other than English and 37 students from an Aboriginal background. There has been an increasing number of enrolments from students of Aboriginal backgrounds and the majority of these students are in Kindergarten - Year 2. The school values Aboriginal culture and history and has strong partnerships with our local AECG. We have forged connections with local schools through Aboriginal initiatives.

The school motto of 'Together We Learn and Grow' is central to all endeavours. A commitment to continual improvement is key. Literacy and Numeracy are at the core of all learning.

Our Stage 3 Enrichment class has been in operation for the past six years and caters for the additional needs of our high achieving students. In 2021, a new support unit of three Autism (AU) classes commenced to further support the needs of the students in the community and foster inclusivity.

The team of staff are committed and caring and support the wellbeing of all students; academic, social, physical and emotional needs. Our staff comprises of a mix of early career teachers and experienced teachers. There is a strong culture of collaboration and a dedicated team of educators who are committed to excellence and maximising student growth and attainment.

The school enjoys strong community support and has an active P & C. The school employs a Community Liaison Officer (CLO) to further improve connections with our families and the wider community. Strong links have been forged with the local preschools and Elizabeth Macarthur High School, our feeder secondary school.

Narellan Vale Public School is highly regarded in the areas of sporting and creative arts programs. Students engage in a variety of extra-curricular opportunities including; sports, cultural, creative and practical arts, environmental and social skill development through play. Students participate in Tournament of the Minds, Debating and Public Speaking, Maths Olympiad, Coding and Science, Technology, Engineering, The Arts and Mathematics (STEAM) in partnership with Elizabeth Macarthur High School. A strong and active voice is led by an elected Student Parliament and representatives from all Year 2-6 participate in meetings. Parliament's responsibilities include the portfolios of; Education, Communication, Environment, Sport and Recreation, Finance, Positive Behaviour and Learner Qualities.

This plan has been developed after an extensive Situational Analysis and a recent External Validation process which involved consultation and celebration with all stakeholders. Through our situational analysis, we have identified a need to focus relentlessly on whole school improvement through the implementation of high quality curriculum provision with a strong emphasis on literacy and numeracy, unpinning by evidence informed strategies. It is important to note that this builds upon the work undertaken in the previous school planning cycle around high quality and innovative practice, leadership excellence and connecting

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and engaging our stakeholders and the wider community. Classroom practice will be focused on deep, explicit pedagogical knowledge driven by assessment and differentiation for all learners. Further work will occur around creating the optimal conditions for learning and enhancing a sense of belonging and strengthening connections with the community.

The analysis and plans moving forward are underpinned by the evidence base provided by 'What Works Best: 2020 Update' Centre for Excellence Statistics and Evaluation (CESE) and work undertaken in 2020 around this and the Leading Evaluation, Evidence and Data (LEED) project.

To facilitate these changes, Leaders of Learning support teachers as instructional leaders in curriculum provision.

Systematic tracking and monitoring through collaborative practices is prioritised to identify students not demonstrating expected growth and the intervention required to further support these students. 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.

NAPLAN analyses have identified system negotiated targets in Reading and Numeracy and these form the basis of our School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

Student learning outcomes in Reading & Numeracy will improve through excellent whole school curriculum provision, supporting high expectations of student success underpinned by evidence informed strategies.

Improvement measures

Target year: 2022

An uplift greater than 7% of students achieving top 2 bands in NAPLAN Reading.

Target year: 2022

An uplift greater than 7.4% of students achieving top 2 bands in NAPLAN Numeracy.

Target year: 2024

Internal measures indicate an increased percentage of students achieving K-2 appropriate expectations in phonics.

Target year: 2024

Internal measures indicate an increased percentage of students K-6 achieving appropriate expectations in the Interview for Student Reasoning Assessment.

Initiatives

Whole school implementation of curriculum provision in Literacy and Numeracy

All students are supported through a trajectory of learning that challenges and supports their individual learning needs. Build teacher capacity and responsibility in delivering quality teaching and learning programs to students. Monitor, analyse and interpret performance data in Literacy and Numeracy to inform future strategies and directions. Use data to effectively plan and teach.

There is a collective responsibility for student improvement through close tracking and monitoring and a commitment to high quality, explicit teaching programs and practice.

Evidence informed Strategies in Literacy and Numeracy

All teachers know every student and their learning needs through assessment, data analysis and professional collaboration. Staff utilise data and evidence to guide teaching strategies. Teachers plan and select the most effective strategies to deliver improvement in student learning.

Success criteria for this strategic direction

- 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 through evidence based judgement and moderation of assessments.
- All Literacy and Numeracy programs address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Effective methods are identified, promoted and modelled, and all students' learning improvement is monitored, demonstrating growth.
- Learning and Support Team collaboratively build the capabilities of all teachers.
- Teachers involve students and parents in planning to support learning and share the expected outcomes.

Evaluation plan for this strategic direction

Questions:

To what extent have we improved the relentless focus on excellent curriculum provision which supports high expectation of student success?

To what extent have we improved evidence informed strategies in Literacy and Numeracy?

Data:

- NAPLAN data
- Check in assessments
- Interview for Student Reasoning Assessments (IfSR)
- Scout - Value added data
- QTR data analysis
- Student work samples

Evaluation plan for this strategic direction

- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- Parent Focus Groups and surveys
- Internal data measures
- Teaching and Learning Program supervision checklists and notes
- Learning Snapshots collated data
- Data on parental involvement in developing individualised learning plans

Analysis:

- 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.
- Leadership team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular evaluation of impact, activities are contributing to achieving improvement measures.

Implications:

The rigorous analysis for data related to the achievement of our purpose will then drive future practice and modifications to the Strategic Improvement Plan.

Strategic Direction 2: Excellence in teaching in a culture of high expectations and collaboration

Purpose

To ensure every child achieves their personal best through high quality, explicit teaching driven by assessment and differentiation.

Improvement measures

Target year: 2024

Quality Teaching, Improved Learning

All teachers are proficient in using the Quality Teaching Model to plan, evaluate and deliver high quality, explicit teaching.

Target year: 2024

Data Collaboration and Assessment Practices

All teachers have an excellent understanding of student assessment and data concepts.

Target year: 2024

All teaching and learning programs are high quality and reflect data informed practice and differentiation.

Target year: 2024

All teachers are highly skilled in the use of a range of assessment strategies in determining teaching directions and reflect on teaching effectiveness

Target year: 2023

An uplift greater than 7.6% of students achieving expected growth in NAPLAN Reading

Target year: 2023

An uplift greater than 6.9% of students achieving expected growth in NAPLAN Numeracy

Initiatives

Quality Teaching, Improved Learning

Support and resource all teachers through a high impact approach to professional learning underpinned by a Quality Teaching Model (QTM). This supports NVPS school vision of high expectations and the achievement of personal best through quality teaching and learning.

Training and implementation of school-wide of QTM.

Explicit professional learning opportunities for staff to build capacity in assessment and quality teaching.

Organisational structures support collegiality and peer feedback in planning for and improving teacher quality of delivery.

Data Collaboration and Assessment Practices

All teachers have a sound understanding of student assessment and data concepts. Whole school processes support teachers to collect, collaborate and analyse data to identify teaching priorities and plan for continuous improvement

High impact professional learning supports the teaching of data informed practices (LEED project).

Teachers collaborate and are inspired and critically challenged by expert input to strengthen teaching practice for ongoing progress and achievement.

Organisational structures support the collegial analysis of student learning data and the refining of differentiated learning programs for students.

Staff capacity to analyse and act on data has improved student learning outcomes.

Success criteria for this strategic direction

- Classrooms are quality learning environments with lessons that address all students learning needs and feature high levels of intellectual quality and significance.
- There is a safe environment where teachers are able to give and receive feedback and feed forward.
- Teachers refining their pedagogy to effectively meet student needs, using assessment as an integral part of their daily practice.
- An effective collaborative learning culture focussed on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.
- School staff collaborate to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.
- The school is a collaborative culture where embedded and explicit systems facilitate professional dialogue, collaboration and classroom observation to drive improvement.

Evaluation plan for this strategic direction

Question :

To what extent has every student achieved their personal best through high quality, explicit teaching, assessment and differentiation?

Has the quality of teaching improved?

How effective has QTM been in fostering professional dialogue about improving teaching and learning?

Data :

- De-identified lesson observations, learning

Evaluation plan for this strategic direction

snapshots, Tell Them From Me (TTFM) survey data, student growth measures, Progressive Assessment Tests (PAT, NAPLAN, internal assessments, reading and mathematics ages.)

- Participation rate, professional learning logs encompassing Professional Development Goals, Teacher Professional Learning schedule, meeting minutes, pre and post Quality Teaching Rounds, teacher surveys and focus groups.
- Staff perceptions surveys, TTFM teacher survey (Collaboration, Leadership, Learning Culture and Teaching strategies) teacher focus groups.
- Evidence of inclusion of QTM concepts and language in teaching and learning programs (planning and assessment) teacher focus groups.

Analysis :

- Regularly review and analyse these data sources to provide clarity around whether we are on track for the intended improvement measures.
- Regular professional discussion around the Quality Teaching Framework
- Leadership team and whole staff reflective sessions
- Term by term review and triangulation of data sources including qualitative and quantitative internal and external data to corroborate conclusions.
- Regular evaluation of impact, activities are contributing the achieving improvement measures.

Implications :

The analysis will determine next steps and future directions.

Strategic Direction 3: Connecting & Engaging

Purpose

To create the optimal conditions for learning through enhanced sense of belonging, stronger connections with community and successful continuity of learning pathways.

Improvement measures

Target year: 2022

An uplift of 3.9% of students attending school greater than 90% of the time.

Target year: 2022

An uplift of 2.7 % of students reporting an improved positive sense of Belonging, Expectations of Success, Advocacy at school.

Initiatives

At School Everyday

Create a school wide culture where daily attendance is valued and supported. Consistent and systematic processes are embedded to promote and celebrate positive attendance .

Strong Transition Programs

Build and enhance reciprocal collaboration between all stakeholders to support student wellbeing and continuity of learning pathways. Students participate in transition programs to support inclusion, growth and successful learning pathways.

A Collective Responsibility for all Students to Belong

Strengthen the culture of high expectations for all students and teachers where a sense of belonging is valued and partnerships are supportive and effective. There is a strategic and planned approach to foster students' sense of belonging, value student voice and promote engagement in learning.

Success criteria for this strategic direction

- There are systemic processes to ensure attendance and engagement.
- Teachers, parents and the community work together to ensure absences do not impact on learning outcomes.
- The school is recognised for its use of best practice to embed a culture of high expectations and equity.
- The school has implemented evidence based change to whole school practices resulting in measurable improvements in well being and engagement to support learning.
- There are strong partnerships between parents, students and community which inform and support continuity of learning and transitions.
- Positive, respectful relationships are evident and widespread among students , staff and the wider community to promote student well being to ensure optimum conditions for student learning.
- Wellbeing is supported by practices that foster students sense of belonging and which value student voice and promote engagement in learning.
- Students are informed learners and play an active role by using their student voice to effect change and influence others in a positive manner.

Evaluation plan for this strategic direction

Questions :

To what extent have we created optimal learning conditions to enhance students' sense of Belonging, Expectations of Success and Advocacy?

To what extent do engagement surveys for students, parents and teachers reflect an improved sense of belonging and communication?

Data:

- Tell Then from Me survey data

Evaluation plan for this strategic direction

- Student focus groups
- Parent Focus Groups and surveys
- Internal data measures
- Sentral data
- Engagement surveys
- Transition Surveys
- Data on Parental involvement in developing individualised learning plans
- Exit slip feedback from 7 Taster Days

Analysis:

- 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.
- Leadership team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions. (particularly Tell Them from Me responses)
- Regular evaluation of impact, activities are contributing to achieving improvement measures

Implications :

From our analysis, we will devise future directions to enhance authentic connections with families, feeder schools and agencies strengthen students sense of belonging and ensure successful continuity of learning pathways for our students.