

Strategic Improvement Plan 2021-2024

Narooma Public School 2758



School vision and context

School vision statement

Our School Vision is to provide students with a range of opportunities to:

- Achieve Excellence;
- Experience Success;
- Become Resilient;
- Develop Strong Values; and
- Embrace Innovation.

Through our School Purpose of:

- Delivering high quality, evidence-based and innovative Teaching and Learning;
- Equipping students for the future as a whole person; and
- Ensure students transition to High School with a strong foundation of Literacy & Numeracy.

Around our School Values of:

- Responsibility & Fairness - Doing the right thing at the right time. following the rules, and choosing a good attitude;
- Care & Respect - Looking after people, places and things., and treating others how you would like to be treated; and
- High Expectations - Excellence can be achieved through parents, students and teachers all working together to achieve a common goal.

We are committed to encouraging our students to possess the following qualities:

- A mastery of academic skills;
- A love for learning;
- Self-discipline;
- Good manners;
- Good study habits; and
- Respect for themselves and others.

School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We are a medium sized Primary School with a fluctuating enrollment, 20-25% of students identifying as being from Aboriginal background. The school is supported in the community by its' Parents & Citizens' Association (P&C).

Narooma Public School has a great history and strong traditions of academic and sporting excellence. The school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students.

The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. As a result, community feel a belonging to the school and support our initiatives with a sense of pride.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction for all students including those with and additional needs and those identified as high potential. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy.

Our teaching staff is a mix of experienced and early career teachers who enthusiastically keep themselves up-to-date via quality Teacher Professional Learning to be able to deliver best practices and quality lessons to the students in their care. Our K-6 philosophy focuses on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student-learning outcomes.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. 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

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

Improvement measures

Target year: 2022

Increase the percentage of students in the top 2 bands in Numeracy in NAPLAN by 6.8%

Target year: 2022

Increase the percentage of students in the top 2 bands in Reading in NAPLAN by 5.9%

Target year: 2023

Increase the percentage of students achieving expected growth in Numeracy in NAPLAN by 4.4%

Target year: 2023

Increase the percentage of students achieving expected growth in Reading in NAPLAN by 4.8%

Target year: 2022

Increase the percentage of Aboriginal students in the top 3 bands in Numeracy in NAPLAN by 4.2%

Target year: 2022

Increase the percentage of Aboriginal students in the top 3 bands in Reading in NAPLAN by 6.1%

Target year: 2024

Increase the percentage of students achieving the PAT-R benchmark by 5% (currently 65.5% in 2020)

Target year: 2024

To increase the percentage of students achieving the PAT-

Initiatives

Curriculum - Phonics based reading instruction

Implement a school wide approach to the teaching of Reading. A school based phonics approach will be utilised in both the teaching of Reading and Spelling K-6.

Learning Support for Literacy & Numeracy

Provide targeted support to identified students in both Literacy and Numeracy with emphasis upon Reading and Number. Individualised Learning Programs will be utilised to demonstrate growth in all targeted students.

Data Analysis and Teaching and Learning Cycle

Review, develop and implement quality Scope and Sequences for Teaching and Learning programs in Key Learning Areas. Complement these with consistent assessment schedules which promotes the collection of data and informs future direction.

Teacher Professional Learning & Collaboration

Provide quality opportunities for teachers to access Professional Learning and work collaboratively with the common goal of improving Student Learning Outcomes.

Targeting Early Numeracy (TEN)

Implement the 'Targeting Early Numeracy' strategy consistently into all K-2 classrooms. Track student progress and record data accordingly.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular basis through our comprehensive assessment schedule and implemented as an integral part of classroom practice.

Valid and consistent teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning. All students articulate, understand and achieve their literacy and numeracy learning goals.

Stage, Target, Executive and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

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 - Value added data
- Student work samples
- Student PLPs
- PAT Reading and Maths assessment data
- School-based Phonics word-attack data
- Maths TENs 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 What Works Best themes in stage and cross-stage Target Teams.

Strategic Direction 1: Student growth and attainment

Improvement measures

M benchmark by 5% (currently 65.5% in 2020)

Target year: 2024

Increase the percentage of children at the school Literacy benchmark to 80% by 2024 (65.5% in 2020)

Target year: 2024

Increase the percentage of children at the school Numeracy benchmark to 85% by 2024 (74.1% in 2020)

Evaluation plan for this strategic direction

* Executive team, stage and whole staff reflective sessions.

* Regular review of the data sources above including quantitative and qualitative, internal and external data during stage planning days allowing for accurate benchmarking.

Strategic Direction 2: Equity

Purpose

To support staff in motivating children through quality teaching and learning experiences that target their needs.

Improvement measures

Target year: 2024

Collaborative planning / Explicit Teaching / Observations

All elements of the Teaching domain of the School Excellence Framework are assessed and validated at Sustaining or Growing or better.

Target year: 2022

Attendance

Increase the percentage of students attending more than 90% of the time by 5.3%.

Target year: 2024

Transition

Decrease the percentage of students at-risk identified during Kindergarten transition by the end of Semester one.

Target year: 2024

Collaborative planning / Explicit Teaching / Observations

Observations and demonstrations of explicit teaching records an increase teacher confidence and effectiveness utilising the teacher self-efficacy survey

Target year: 2024

Engagement

Increase in the average scores in the student Tell Them From Me survey on 'Interested and Motivated' indicator by 22% by 2024.

Initiatives

Aboriginal Educational

Provide quality educational and cultural opportunities to embrace our indigenous heritage and to ensure we are bridging the gap for Aboriginal students.

Collaborative planning / Explicit Teaching / Observations

Implement quality practices and provide systemic infrastructure to allow teachers to plan, develop, observe and evaluate best teaching practice within all stages of the school.

Attendance

Implement a consistent school-wide approach to attendance thus increasing growth rates in student attainment.

Engagement

Design, develop and deliver a quality, challenging and motivating curriculum for all students to provide quality opportunities and explore their interests and talents.

Transition

Build partnerships with all stakeholders to ensure our students have a smooth transition between settings, be it preschool or high school.

Success criteria for this strategic direction

Teachers are skilled at explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and stages. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Attendance data is regularly analysed and is used to inform planning. Whole-school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Students feel engaged at school and feel good about their culture.

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:

- Attendance Data
- Scout - Value added data
- Kindy transition checklists

Strategic Direction 2: Equity

Improvement measures

Target year: 2024

Aboriginal Educational

An increase of students feeling good about their culture for Tell Them From Me by 9% (Currently 81% in 2020)

Evaluation plan for this strategic direction

- Student PLPs
- Tell them from Me survey
- SEF S-aS

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 What Works Best themes in stage and cross-stage Target Teams.
- * Executive team, stage and whole staff reflective sessions.
- * Regular review of the data sources above including quantitative and qualitative, internal and external data during Target Team review meetings allowing for appropriate follow-up.

Strategic Direction 3: Wellbeing

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.

Improvement measures

Target year: 2024

Positive Behaviour for Learning (Classroom)

Sentral Data records a demonstrated improvement in classroom behaviour with 20% reduction in classroom incidents by 2024.

Target year: 2024

Positive Behaviour for Learning (Playground & Social)

Sentral Data records a demonstrated improvement in playground behaviour with 20% reduction in playground and other non-classroom incidents by 2024.

Target year: 2022

Positive Behaviour for Learning & Teacher Professional Development and Training

Increase the percentage of students reporting positive wellbeing in TTFM by 3.6%.

Initiatives

Positive Behaviour for Learning

Bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture, improving the social, emotional, behavioural and academic outcomes for Narooma Public School students.

Effectively implement PBL strategies so that teachers and students have more time to focus on relationships and classroom instruction. Students and staff will benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

Developing Teachers to Support Student Wellbeing and Success

Invest in rich professional development and training supporting staff to establish and strengthen effective wellbeing practices, including trauma informed teaching, improving social-emotional wellbeing for Narooma Public School students.

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.

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.

Teachers report positive interactions with students and positive behaviour across the school.

Teachers report a reduction of problem behaviours in both the classroom and the playground.

Teachers have observed an increase in engagement and time focused on instruction.

All teachers are trained in trauma informed practice and evidence-based wellbeing strategies.

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
- Staff surveys
- TFI survey
- Sentral behaviour 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

Evaluation plan for this strategic direction

Excellence Framework elements and What Works Best themes in stage and cross-stage Target Teams.

* Executive team, stage and whole staff reflective sessions.

* Regular review of the data sources above including quantitative and qualitative, internal and external data during PBL meetings, LST team meetings and Target Team reviews allowing for appropriate follow-up.