

# Strategic Improvement Plan 2021-2024

## Newington Public School 4627



# School vision and context

## School vision statement

At Newington Public School we strive for optimal growth and personal excellence through high expectations and challenge in a positive, engaging environment. Our vision for quality teaching and learning is built on collaboration, high impact professional learning and community partnership.

## School context

Newington Public School is a large metropolitan school located adjacent to Sydney Olympic Park with a student enrolment of 771. Our school is supported by a strong multi-cultural community with over 80% of students having a language background other than English. Over 50 different cultural/language groups are identified within the school. The school has a reputation in the community for being a welcoming school that provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad, balanced curriculum, as well as enrichment and extracurricular activities. The school culture is that of inclusion, high expectations and personal excellence. It promotes student responsibility, respect, safety and lifelong learning through creative, intellectual, physical and social-emotional development. The school motto 'Learning for Life' provides direction in ensuring that we motivate, engage and challenge all school community members to value education.

The school, in consultation with the community, has completed a comprehensive situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

**Student growth and attainment** - When analysis was conducted against the student outcome measures it was evident that historically we have high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. The gap analysis in reading indicated the need to focus on: vocabulary development, phonics, connecting ideas, inferential comprehension, exposure to poetry and sustained reading. The gap analysis in numeracy indicated the need to focus on: effectively using decimals, vocabulary development particularly in measurement and geometry and when problem solving. Our whole school focus to improve student achievement and optimal growth in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update (*explicit teaching, effective feedback, use of data to inform practice and assessment*).

**Student engagement** - When conducting the analysis of student engagement and wellbeing metrics (trend data in Tell Them From Me surveys), it was evident that higher expectations and higher challenge are areas for ongoing focus. We will have a whole school focus on evidenced-based practices that promote wellbeing and engagement underpinned by the evidence base provided by What works best: 2020 update (*high expectations, classroom management and wellbeing*).

**Collaborative practices** - Collaborative practice is an area of focus we identified in our 2020 SEF S-aS, *What Works Best in Practice* teacher survey and 2020 parent survey. Underpinned by the evidence base provided by What works best: 2020 update (*effective feedback and collaboration*) collaborative practices will take a two-pronged approach,

i) collaboration for quality teaching, where we will focus on professional collaboration that allows best practice to be identified and shared across classrooms.

ii) partnering with parents, where we will focus on strengthening student growth.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to optimise student learning outcomes in reading and numeracy and to build strong foundations in all key learning areas, we will focus on developing and sustaining whole school practices for collecting and analysing student data to inform literacy and numeracy programs.

## Improvement measures

### Target year: 2022

To increase the number of year 3 and 5 students achieving in top 2 bands in NAPLAN reading with an uplift of 8.7% from baseline (lower bound system-negotiated target)

### Target year: 2022

To increase the number of year 3 and 5 students achieving in top 2 bands in NAPLAN numeracy with an uplift of 7.6% from baseline (lower bound system-negotiated target)

### Target year: 2023

To increase the proportion of students achieving expected growth in NAPLAN reading by 5.2% from baseline (lower bound system-negotiated target)

### Target year: 2023

To increase the proportion of students achieving expected growth in NAPLAN numeracy by 1.9% from baseline (lower bound system-negotiated target)

## Initiatives

### Focus on assessment

Ensure effective strategies and processes for student assessment data analysis are used to identify achievement and progress.

- high impact professional learning in data literacy, data analysis; and data use in teaching and planning for all staff
- broaden the assessment leadership team, to work with teachers using data to monitor and assess student progress on a whole class, group and individual level, and plan future learning in response to this data
- review and adapt practice to ensure a full range of assessment strategies (assessment for learning, assessment as learning and assessment of learning) determine teaching directions, analyse student progress, evaluate growth and reflect on teaching effectiveness
- refine processes to support consistent, evidence-based teacher judgement and moderation of assessments

### Focus on literacy and numeracy

Implement evidence-informed literacy and numeracy programs that support explicit teaching and formative assessment

- develop consistent teaching and assessment practices across the whole school where teachers use formative strategies to determine the explicit teaching and learning. Teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded (learning intentions, success criteria)
- embed high quality feedback processes which focus on improving task, process and student self-regulation
- establish a model of Instructional Leadership to drive

## Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- 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.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate improvement of student outcomes in reading and numeracy?

**Data:** 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:

- Scout data
- NAPLAN data and Check-In assessment
- Internal assessment - PLAN 2, PAT, Accelerated Reader, STAR data, 7 Steps to Writing for Success data, SENA
- HPGE identification
- Phonological awareness diagnostic assessment
- Phonics screening check
- General capabilities continuum
- EAL/D learning progressions

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- student growth utilising the literacy and numeracy progressions to differentiate literacy and numeracy programs
- embed explicit systems for teaching and assessing *literacy* and *numeracy* through general capabilities across all key learning areas

## Evaluation plan for this strategic direction

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- Student work samples
- Teaching and learning programs
- Classroom Observation and walkthroughs (teaching sprints)
- SEF-SaS

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Regular review of these data sources will provide clarity around whether we are on track or for achieving the intended improvement measure. There will be executive, project team and whole staff reflection sessions, as well as regular professional discussion around the School Excellence Framework elements and themes.

**Implications:** The findings of the analysis will inform future directions and annual reporting on school progress measures.

# Strategic Direction 2: Student engagement

## Purpose

Our purpose is to ensure high levels of student engagement through a planned approach to whole school wellbeing processes and a culture of high expectations. Strategies will challenge and support student learning needs through appropriate curriculum differentiation.

## Improvement measures

### Target year: 2022

To increase the number of students attending school >90% of the time with an uplift of 4.7% from baseline (lower bound system-negotiated target)

### Target year: 2023

To increase the number of students responding positively for Wellbeing (sense of belonging, advocacy at school and expectations for success) in the TTFM survey with an uplift of 4.6% from baseline (lower bound system-negotiated target)

### Target year: 2024

To increase the number of students reporting higher levels of engagement in their learning with an uplift of 5% from baseline (FORGE Wellbeing data)

## Initiatives

### Engagement through wellbeing

Embed a culture of collective responsibility for student wellbeing across the school where every student is known, valued and cared for.

- strengthen whole-school approaches to support social and emotional wellbeing and positive behaviour
- capability building of staff to implement and respond to social, emotional and behaviour support interventions
- embed explicit systems for teaching and assessing *personal and social capability* including self-awareness, self-management, social awareness and social management
- high quality opportunities for students to engage in physical activity across the school day, as a recognised, evidence-based strategy to support health and wellbeing

### Engagement through learning

Ensure learning opportunities are responsive to identified need and ability to enable every student to connect, succeed and thrive in their learning.

- implement a sustainable tiered model of learning and support across all four domains (creative, intellectual, physical and social-emotional) underpinned by policy, legislation and evidence-based practices
- full implementation of the HPGE policy
- embed explicit systems for teaching and assessing the general capability *critical and creative thinking*
- strengthen student voice whereby students actively participate in decision-making to positively shape their educational experiences

## Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to optimised learning, across the full range of abilities.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate improvement in student engagement?

**Data:** 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:

- Scout data
- TTFM student survey data
- SEF-SaS
- FORGE Wellbeing data
- CogAT
- HPGE EP-SaS tool
- HPGE audit matrix tool
- General capabilities continuum
- Student voice
- PBL behaviour data
- Class Builder profiles

## Strategic Direction 2: Student engagement

### Evaluation plan for this strategic direction

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**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Regular review of these data sources will provide clarity around whether we are on track or for achieving the intended improvement measure. There will be executive, project team and whole staff reflection sessions, as well as regular professional discussion around the School Excellence Framework elements and themes.

**Implications:** The findings of the analysis will inform future directions and annual reporting on school progress measures.

# Strategic Direction 3: Collaborative Practices

## Purpose

In order to strengthen i) teaching quality and ii) student growth and attainment we will:

i) develop and sustain explicit systems for collaboration and feedback to ensure a culture that promotes and values frequent and on-going sharing of ideas and advice.

ii) engage in effective partnerships with parents to inform and support learning.

## Improvement measures

### Target year: 2022

1. To increase the score in the teacher measure *collaborative practices* with an uplift of 10% from baseline (WWB teacher survey)
2. To increase the score in the parent measure *parents are informed* with an uplift of 5% from baseline (TTFM Partners in Learning survey)

### Target year: 2023

1. Increased score from 2022 teacher measure *collaborative practices* (WWB teacher survey)
2. Increased score from 2022 parent measure *parents are informed* (TTFM Partners in Learning survey)

### Target year: 2024

1. Increased score from 2023 teacher measure *collaborative practices* (WWB teacher survey)
2. Increased score from 2023 parent measure *parents are informed* (TTFM Partners in Learning survey)
3. Increased self-assessment measure by one stage; from delivering to sustaining and growing or, from sustaining and growing to excelling, across all stakeholders (NPS collaboration rubric)

## Initiatives

### Collaboration for quality teaching

Create the conditions and culture that support meaningful teacher collaboration

- support the professional growth of all teaching staff and deepen teaching practice for ongoing growth in student progress and achievement, through the High Impact Professional Learning [HIPL] model
- provide quality collaborative professional learning relationships that build collective efficacy (classroom teachers, specialist teachers and support staff)
- embed systems for classroom observation and effective feedback directly linked to improved student performance
- collaborative planning, reflection and evaluation of teaching and learning programs are regular school practice

### Partnering with parents

Embed systems where teachers collaborate with parents to develop learning goals for students. Ensure learning goals are informed by analysis of internal and external student progress, achievement and wellbeing data.

- strengthen parents' understanding of learning goals and assessment practices in the school
- improve parents' understanding of where students are at in their learning and where to go next
- establish 3-way goal setting processes between students, parents and teachers to set, monitor and reflect on learning.

## Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate improvement of collaborative practices?

**Data:** 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:

- What Works Best teacher and parent surveys
- High Impact Professional Learning evaluation tool
- NPS collaboration rubric
- Teaching staff PDPs
- Classroom observations and feedback
- Student goals
- Parent involvement data (information sessions, workshops and goal setting)
- PLaSPs
- TTFM parent surveys

### Evaluation plan for this strategic direction

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**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Regular review of these data sources will provide clarity around whether we are on track or for achieving the intended improvement measure. There will be executive, project team and whole staff reflection sessions, as well as regular professional discussion around the School Excellence Framework elements and themes.

**Implications:** The findings of the analysis will inform future directions and annual reporting on school progress measures.