

Strategic Improvement Plan 2021-2024

Northbourne Public School 4673



School vision and context

School vision statement

To create a school culture of excellence and continuous school improvement by providing innovative, challenging and stimulating learning experiences that connect students and engages their curiosity, whilst promoting a sense of optimism about their lives and the future.

School context

Northbourne Public School opened up on a temporary site at the beginning of 2021 and it is located in The Ponds Network - Met North. Currently there are 740 students enrolled and the numbers are continuing to grow steadily. At least 93% of our students have a language background other than English and almost 1% of our students identify as Aboriginal and or Torres Strait Islander. The school values diversity and is actively building a culture of connectedness, inclusion and belonging with students, staff, parents and the wider community. It is anticipated that the school environment will continually evolve due to the rapidly growing enrolments, recruitment of personnel, development and refinement of procedures and collaborative visioning processes.

Through our situational analysis, we have identified the need to establish schoolwide scope and sequences using NSW K-10 syllabus so teachers can plan and deliver quality, differentiated, evidence-based programs, aligned to the NSW K-10 Curriculum, resulting in measurable improvements for all students, including students identified as high potential and gifted. Additionally, explicit processes will be introduced to collectively identify students who require early intervention and students not achieving the expected growth will be referred to the Learning and Support Team for intensive intervention through a case management style. A whole-school approach to assessment will be implemented as an integral part of the teaching and learning cycle so that teaching can be differentiated and further learning progress can be monitored and accurately reported. The introduction of visible learning strategies and quality feedback will further support differentiation. With staff coming from diverse experiences, professional learning and application will be conducted to develop quality summative and formative assessment tasks and data collection practices to develop collective efficacy around assessment practices and to share greater consistency of judgement within and across schools.

During 2021, it is anticipated that all staff and students will move into the permanent school building, which will feature flexible, innovative teaching and learning spaces designed to support collaboration, communication, deep inquiry and genuine understanding of subject matter. Feedback from staff indicates that they are motivated to engage in contemporary learning and innovation opportunities with co-teaching partners in an effort to prepare our students with the skills and capabilities to thrive in a rapidly changing and interconnected world. Much of this work focuses on embedding the modes of learning, flexible learning spaces, technology and a strong commitment to preparing and inspiring students to be leaders of their own learning so they can collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens. This will be supported through professional learning opportunities.

As a new school, it is essential to establish a culture that fosters student belonging and actively seeks strong community connections and learning partnerships built on trust, integrity and respect. The implementation of a whole-school evidence-based wellbeing program ensures that a common meta-language is being utilised to develop high expectations of learning and behaviour through the use of character strengths. This work aims to integrate wellbeing into the learning environment, into policies and procedures of the school, and into the stakeholder relationships within and outside the school, including teachers, parents/carers, students, support staff and other members of the community, all

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of whom have a role to play in nurturing the love of learning needed for success at school and in life.

Strategic Direction 1: Student growth and attainment

Purpose

To implement a consistent school wide approach to the teaching and learning program that is research based and informed by ongoing analysis of student achievement over time. Effective methods of delivery are evident in every classroom that meet the learning needs of students across a variety of student backgrounds and learning profiles resulting in strong growth and attainment.

Improvement measures

Target year: 2024

% uplift towards upper bound targets for expected growth in Reading.

Target year: 2024

% uplift towards upper bound targets for expected growth in Numeracy.

Target year: 2024

% uplift towards upper bound targets in Reading - NAPLAN Top 2 Bands.

Target year: 2024

% uplift towards upper bound targets in Numeracy - NAPLAN Top 2 Bands.

Target year: 2024

85% of students meet the PM Benchmarking expectations for years K-2.

Target year: 2024

At least 80% of students have achieved their literacy progression indicators in Reading - Understanding Texts.

Target year: 2024

At least 80% of students have achieved their numeracy progression indicators in Numeracy - Additive Strategies.

Initiatives

Teaching for Impact

Establish a learning culture where all teachers are committed to identifying, understanding, and implementing the most effective explicit teaching practices with the highest priority given to evidence based teaching strategies in reading and numeracy aligned with the NSW syllabus outcomes.

- Whole staff high impact professional learning in literacy and numeracy will drive evidenced-based explicit teaching instruction to meet the learning needs of all students aligned with the K-10 NSW curriculums.
- Establish scope and sequences.
- Effective feedback is provided and is explicit, specific and timely related to success criteria.
- Design and deliver high quality assessment practices to differentiate learning for all students.

Data Driven Practices

Student assessment data is regularly used school-wide to identify student achievements, progress and areas for improvement. Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Whole school consistent data monitoring, tracking and analysis in Reading and Numeracy.
- Use various forms of assessment to inform personalised learning opportunities for students to achieve their learning goals.
- Teaching programs in Reading and Numeracy are adjusted in response to whole class, group and individual needs.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, following the K-10 NSW syllabus and supporting documents, 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 aligned with the K-10 curriculum. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Assessment data in English and Mathematics is used flexibly and responsively as an integral part of classroom instruction ensuring feedback is explicit, specific and timely.

Data is used to inform student achievement, reflect on teaching practices across the school and inform future school directions.

All teachers have a sound understanding of student assessment and data concepts and contribute to gathering and analysing data using consistent and comparable judgement of student learning.

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 English and Mathematics?

Data

This data will guide the school's future directions:

- NAPLAN data

Evaluation plan for this strategic direction

- National Literacy and Numeracy Progressions
- Check in Assessments
- Scout - Student Performance Data
- Reading levels
- Internal Assessments
- Student Work samples
- Student IEPs, PLPs and OoHC
- Student focus groups, including COVID support
- Evidence of Quality Teaching and What Works Best in teaching and learning programs
- Teacher Surveys
- Exit slips

Analysis

Analysis of the data will include:

- Regularly review of data to build up a rounded picture of each student and cohort to identify trends and identify which teaching practices are most effective.
- Feedback from staff to evaluate professional learning to share and embed quality teaching practices.

Implications

The findings of the analysis will inform:

- Future actions
- Strategic and effective resourcing
- Annual reporting on school progress
- Ongoing implementation and progress monitoring

Strategic Direction 2: Contemporary Learning

Purpose

To implement contemporary teaching and learning pedagogies across all key learning areas with staff identifying and systematically implementing the most effective strategies to improve teaching and learning programs. As a result, students will be inspired to become leaders of their own learning. They will develop the skill set to solve complex problems and become global citizens.

Improvement measures

Target year: 2024

Observational data indicates that teachers are collaborating in the act of teaching 50% of the time.

Target year: 2023

Achieve 'Sustaining and Growing' in the theme of 'Collaborative Practice and Feedback' within the element of Learning and Development.

Target year: 2024

70% of students can articulate their learning and understand what they need to learn next to enable continuous improvement as measured by Walk-throughs.

Target year: 2024

80% of staff meet their Performance and Development Plan goal of implementing collaborative practice.

Initiatives

Collaborative Culture of Learning

Establish a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

- High impact professional learning in collaborative practice to establish a shared understanding of evidence informed strategies that explicitly aim to improve teacher practice and student outcomes.
- Integrated Professional Learning Model and Transition Plan created with School Learning Environment and Change team.
- Establish co-planning, co-teaching, co-reflecting, co-debriefing pedagogical practices building on research of learning modes.
- ICT integration in ways that support student learning goals
- Mentoring processes established

Innovative Learning Environments

Establish innovative learning environments that allows students to be leaders of their own learning.

- Examine how contemporary learning and teaching practices engage all students in deep learning through professional learning.
- Develop a repertoire of teaching strategies that facilitate student learning in Innovative Learning Environments
- Designing new evidence informed activities for use in Innovative Learning Environments including the use of learning modes and technology.
- Students are actively engaged in learning that is self-directed.

Success criteria for this strategic direction

The school has embedded a culture of collaboration to improve teaching and learning using the co-teaching cycle.

Integrated Professional Learning Model and Transition plan implemented, monitored and evaluated.

Staff Performance and Development Plans are aligned to the Australian Professional Teaching Standards with a focus on collaborative teaching practice with evidence of application.

Technology that supports learning is available and integrated into lessons by teachers.

Formal mentoring is established, staff are engaged in negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Students are using the learning environment to collaborate and problem solve.

Evaluation plan for this strategic direction

Question

Have students become leaders of their own learning and developed skills to solve complex problems?

Data

This data will guide the school's future direction:

- Tell Them From Me data
- Walk-throughs with key questions
- Video images
- Work samples
- Exit slips
- Consistent use of metalanguage

Evaluation plan for this strategic direction

- Performance and Development Plans reviews
- Sharepoint activity
- Surveys
- Observations
- Annotations from co-teaching cycle
- Student work samples
- Teaching Programs

Analysis

Analysis of the data will include:

- Regular review of data determines to what degree the initiatives are achieved and what is required as next steps towards a successful outcome.
- Feedback from staff to evaluate professional learning to share and embed quality teaching practices.
- Areas of strengths and development both as a cohort and as individuals..

Implications

The findings of the analysis will inform:

- Future actions
- Strategic and effective resourcing
- Annual reporting on school progress
- Ongoing implementation and progress monitoring

Strategic Direction 3: Connecting and Belonging

Purpose

To implement a whole-school wellbeing program that fosters student belonging and active community partnerships ensuring a positive learning culture. As a result respectful relationships will guarantee optimum conditions for student learning across the school.

Improvement measures

Target year: 2023

90% of students attending school >90% of the time.

Target year: 2024

70% of students reporting expectations for success, advocacy, and sense of belonging at school as measured by the Tell Them From Me Survey data.

Target year: 2022

Achieve 'Delivering' in the theme of 'A Planned Approach to Wellbeing' in the Wellbeing element.

Target year: 2024

School-wide behavioural data measured by TTFM survey, 'Behaviour at school', indicates that most students have the skills to engage in pro-social behaviour.

Target year: 2024

Achieve 'Sustaining and Growing' in the element of 'Educational Leadership' in the theme of 'Community Engagement'.

Initiatives

Belonging

Establish a positive school culture where students have a strong sense of belonging, enhancing positive and respectful relationships with their peers and teachers and are actively engaged in their learning promoting a culture of high expectations.

- Implement Growing Strong Minds, an evidence-based approach to wellbeing.
- Establish a range of student voice programs for student leadership and agency.
- Establish specific programs and processes to meet the needs of students requiring additional support - EaLD, LaST, Aboriginal and High Performing students.
- Extra-curricular activities are established to foster student wellbeing and focus on the development of the whole child.

Connecting

The parents and the broader school community actively participate in the school and in helping students to develop positive connections.

- Attendance data is regularly analysed and used to inform planning.
- Establishing the Parents & Citizens (P&C) Association through consultative processes with the Federation of Parents and Citizens Association of NSW and the Northbourne PS parent community.

Success criteria for this strategic direction

There is a school-wide collective responsibility for student learning and success through the implementation of evidence-based programs and learning and support processes, that builds positive relationships and pro-social behaviour.

Student voice indicates that they are active participants in the school and community contributing to decision making processes and putting forth their views and ideas.

LST and EaLD teams are collaborative, build the capabilities of all teachers and are an integral component of school-wide evidence based approaches..

Extra-curricular activities are on offer with active engagement by students.

Student attendance is above 90%

The school is engaged in strong collaboration with the community through the development of an active Parents and Citizen association and effective communication methods.

Evaluation plan for this strategic direction

Questions

Is there a positive learning culture?

Have respectful relationships ensured optimum conditions for student learning?

Data

This data will guide the school's future directions.

- Tell Them From Me Survey data
- Attendance data
- Personalised Learning and Support Plans
- Student leadership team initiatives implemented

Evaluation plan for this strategic direction

- Sentral data reward systems
- Exit slips
- Walk-throughs
- Surveys
- Teaching and learning programs
- Work samples
- Newsletter articles
- P&C participation rates
- Growing Minds staff reflections

Analysis

Analysis of the data will include:

- Regular review of data determines to what degree the initiatives are achieved and what is required as next steps towards a successful outcome.
- Areas of strengths and development both as a cohort and as individuals..
- Determinations around the processes we have implemented.

Implications

The findings of the analysis will inform:

- Future actions
- Strategic and effective resourcing
- Annual reporting on school progress
- Ongoing implementation and progress monitoring