

# Strategic Improvement Plan 2021-2024

## Normanhurst West Public School 4275



# School vision and context

## School vision statement

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At Normanhurst West Public School we instill the values of trust, honesty, responsibility and respect. We foster diversity in a supportive environment that embraces inclusion and a sustained sense of belonging for all students, staff and parents.

Our learning community prides itself in the collaborative development of evidence-based teaching and learning programs which inspire our students to authentically engage with curriculum. These teaching and learning opportunities drive continued academic growth whilst fostering a deep love of learning. We continue to enable all learners to "Aim High" and achieve their personal best.

## School context

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Normanhurst West Public School is a large metropolitan school located within the high socio-economic region of Northern Sydney. The school has remained as a focal point of the community for the past 60 years and enjoys the ongoing support of an educated and engaged parent community. NWPS has 32 teaching staff with a current student enrolment of 497. A valuable asset to the school is our Early Intervention Unit which provides outstanding support to students and their families. Set within open leafy grounds, the school hosts a large OOSH Centre and community preschool. NWPS has a proud history in providing outstanding extracurricular opportunities across a number of fields.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This builds upon the work already undertaken within the previous planning cycle around quality learning environments, formative assessment and effective curriculum differentiation.

# Strategic Direction 1: Student growth and attainment

## Purpose

After analysing a number of student outcome measures it has become more apparent that a high percentage of our students continue to achieve excellent results in literacy and numeracy within the top two bands. The school continues to be on track to meet the annual agreed targets. These results are historically on par or above statistically similar schools. Other measures such as progressive assessments have helped triangulate this data.

Although student results are reaching set targets it has become more apparent that expected growth, especially in reading, and our value add between Years 3 and 5 is an area for continued focus and improvement.

Our whole school will apply the evidence base outlined in the "What Works Best 2020 update" document to systematically collect and analyse student data in order to inform the teaching and learning cycle. High impact teaching strategies will be utilised especially targeting the effective teaching of reading. High expectations of continued student growth in numeracy will remain a priority for our school. Teachers will access and analyse targeted student assessments that will enable the explicit differentiated teaching of numeracy.

## Improvement measures

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases to be above 67.10%.

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated lower bound target of 70%.

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases to be at least 71%

## Initiatives

### A culture of continued learning.

Enhance a culture of learning that enables all students to engage in curriculum, receive timely and specific feedback and achieve personalised learning goals.

- High impact professional learning on the use of literacy and numeracy progressions alongside the High Potential and Gifted Education policy.
- A demonstrated commitment across the school community that all learners continue to make meaningful learning progress through the pursuit of excellence.
- Expertly utilise student performance measures to determine the expected growth of each student within internal school progress and achievement data.

### Data driven evidence-based teaching strategies.

A demonstrated commitment to identifying, understanding and utilising the most effective explicit teaching methods.

- High impact professional learning in data literacy, data analysis and data use.
- Gap analysis procedures are used to identify areas of targeted improvement and potential areas of consolidation.
- Review and adapt teaching practice to ensure reliable formative and summative assessment tasks that enable teachers to explicitly analyse student progress, evaluate growth over time and report student achievement to the community.
- Embed data driven formative assessment practices as an integral part of daily instruction in every classroom.

## Success criteria for this strategic direction

- Teachers employ a range of assessment strategies to inform teaching and learning leading to measurable improvements.
- Teaching Sprints methodology is embedded within professional learning sessions in order to ensure data driven student-centered decision making.
- Whole school assessment data and student tracking methods are used efficiently by all teaching staff to identify interventions and modify teaching practice.
- Teachers respond to trends in student achievement at individual, group and whole school levels.
- Effective teaching methods are identified, promoted and modelled.
- Student learning progress is evaluated ensuring that students continue to demonstrate growth.

## Evaluation plan for this strategic direction

The school will utilise a range of data sources to regularly analyse the effectiveness of the initiatives addressing this strategic direction. This analysis will guide the school's future directions. These data sources include:

- NAPLAN data
- Scout data
- Check In Assessments
- Literacy and Numeracy PLAN2 data.
- Progressive Assessment Testing - Literacy and Numeracy.
- SEF SaS.

The evaluation plan will involve:

- Regular timetabled review of data sources to provide continued clarity around student progress and school improvement measures.
- Evaluating the proportion of students who achieve at least 75% correct within the Measurement and

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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of the student population.

### Target year: 2022

Increase the proportion of students attending more than 90% of the time by 3.64% to be meeting the system negotiated lower bound target of 94.60%.

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy increases to be at least 65% of the student population.

## Evaluation plan for this strategic direction

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geometry component of the DoE Check In Assessment.

- Ensuring an uplift of students completing Year 3 who have achieved the learning indicators within the Measurement and geometry sub-elements of the Numeracy Progressions.
- Whole staff reflective sessions and the continued collection of professional evidence.

# Strategic Direction 2: Explicit systems for collaboration and feedback.

## Purpose

Collaboration and feedback were identified as an area of focus following the 2020 SEF S-aS. Staff surveys have demonstrated that although staff feel confident in their ability to effectively differentiate curriculum, they find it difficult to efficiently evaluate teaching/learning programs and provide timely feedback to others. Our staff have adapted considerably over the past three years with new syllabus documents and working from home having an impact upon curriculum delivery.

Our situational analysis has indicated that a renewed focus upon staff collaboration is needed. The school excellence framework clearly outlines a number of key indicators that the school should utilise in order to enhance staff collaboration and the effective use of resources both physical and human. As a result, the school will look to ensure that there are explicit systems for ongoing collaboration and feedback thus sustaining quality teaching practice.

## Improvement measures

**Target year: 2022**

**School Excellence Framework -**

**Learning:**

*Learning Culture and Assessment* are externally validated at sustaining and growing.

**Target year: 2023**

**School Excellence Framework**

**Teaching:**

*Learning and development* in school on-balance judgement is maintained at sustaining and growing with evidence of themes advancing towards excelling.

**Target year: 2024**

**School Excellence Framework**

## Initiatives

### High performance culture.

Develop a high performance culture with a determined focus on student progress and high quality service delivery. The school will support collaborative performance development to monitor improvements in teaching delivery and affirm a professional learning community that is focused on the continuous improvement of teaching and learning.

- Embed systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of effective timely feedback.
- Systematic planning of all lessons that are designed collaboratively.
- Whole school approach ensures that the most effective evidence-based teaching methods optimise learning for students across the school.
- Ongoing monitoring of lesson design allows for an accurate review of curriculum provision that meets the requirements of all students.

### Systematic and reliable assessment.

The school will develop processes that support teachers' consistent, evidence-based judgement and moderation of assessments.

- Initiatives that support consistent teacher judgement.
- Whole school assessment strategy in place to ensure systematic monitoring of student progress.
- Use of a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data.

## Success criteria for this strategic direction

- Teaching and learning programs are student centered, dynamic in their approach and respond to the most effective evidence-based practice.
- Systems for professional collaboration instill a culture focused on high performance with collaboration evident through shared programs, professional discussions and collaborative feedback.
- Professional feedback is aligned with Australian Professional Standards for Teachers.
- Assessment schedules are refined to suit student need and stored centrally for all stakeholders to access.
- Evidence of student progress and effective differentiation of curriculum evident throughout all programming.

## Evaluation plan for this strategic direction

The school will utilise a range of data sources to evaluate the effectiveness of these initiatives. These include:

- Tell them from Me Survey analysis.
- SEF SaS.
- Student Focus Groups.
- Programming reviews and peer observation feedback.

The evaluation plan will involve:

- Regular review of all data sources in conjunction with teaching and learning program executive feedback.
- Ongoing planned, professional collaboration sessions with responses used to help determine whole school performance.
- Continued collection of professional evidence to support whole school improvement.

## Strategic Direction 2: Explicit systems for collaboration and feedback.

### Improvement measures

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#### Leading:

*School planning, implementation and reporting* is validated and maintained at sustaining and growing, however, themes within are excelling.

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# Strategic Direction 3: A planned and measurable approach to wellbeing.

## Purpose

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School wellbeing metrics have been analysed and it is evident that student sense of belonging is an area for renewed focus. Tell Them from Me data outlines that the student responses have shown a sharp decline in this domain over the past three surveys. The school sits 9 percentage points below state average. Our reflection upon this data is consistent with supporting literature. Although our students are very well behaved, there is much to be done to improve student wellbeing and as such it will form a vital part of our Strategic Improvement Plan.

## Improvement measures

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**Target year: 2023**

**School Excellence Framework -**

### Learning:

*Wellbeing* externally validated at sustaining and growing with evidence of themes within this element at excelling.

### Leading:

*Management practices and processes* externally validated at sustaining and growing with the theme of a *planned approach to wellbeing* moving towards excelling.

**Target year: 2024**

**Tell them from Me:**

*Sense of belonging* survey data indicates results above the state norm of at least 81%.

**Target year: 2022**

### Wellbeing:

The percentage of students with positive wellbeing meets the system negotiated lower bound of 90.8%.

## Initiatives

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### Positive relationships that foster recognition and respect.

Normanhurst West Public School recognises the significant impact that positive relationships have on wellbeing. Our school aims to foster a greater sense of connectedness and feelings of belonging. An important aspect of this is pro-social behaviour and empathy towards others.

We expect all of our school members to:

- Initiate and maintain constructive interactions that provide ongoing enthusiasm and genuine support.
- Nurture student self-discipline and effort, encouraging our students to stretch themselves and take risks in their learning.

### An adaptive and supportive environment that allows all students to thrive.

The concept of wellbeing is dynamic and integral for learning. The school acknowledges the diversity of influences on the wellbeing of our students and their families and recognises the key obligations that we have to the young people under our care.

As a school we will:

- ensure that the physical environment is a safe and healthy place to be.
- allocate resources to best meet the needs of students both individually and collectively.
- provide wellbeing services with essential expertise to help guide student growth and development.
- instill high expectations for every student in an environment that celebrates difference and diversity.

## Success criteria for this strategic direction

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- Positive, respectful relationships are evident and widespread among all school members.
- Expectations of behaviour are co-developed with all stakeholders and are designed to enable effective conditions for learning.
- Behaviour expectations are supported consistently across the whole school.
- Teachers demonstrate a number of strategies for classroom management and promote flexible opportunities for student engagement and responsibility for learning.
- The school leadership team measures school community satisfaction, considers an appropriate course of action/response and shares findings with the community.

## Evaluation plan for this strategic direction

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Our school will collect, analyse and use data to refine our whole school approach to wellbeing. The continued review of this data will determine our impact. Measurable improvements to wellbeing and engagement will be determined through the use of:

- Tell Them from Me Surveys.
- Student Focus Groups.
- Student attendance data.
- Whole school behaviour/incident records.