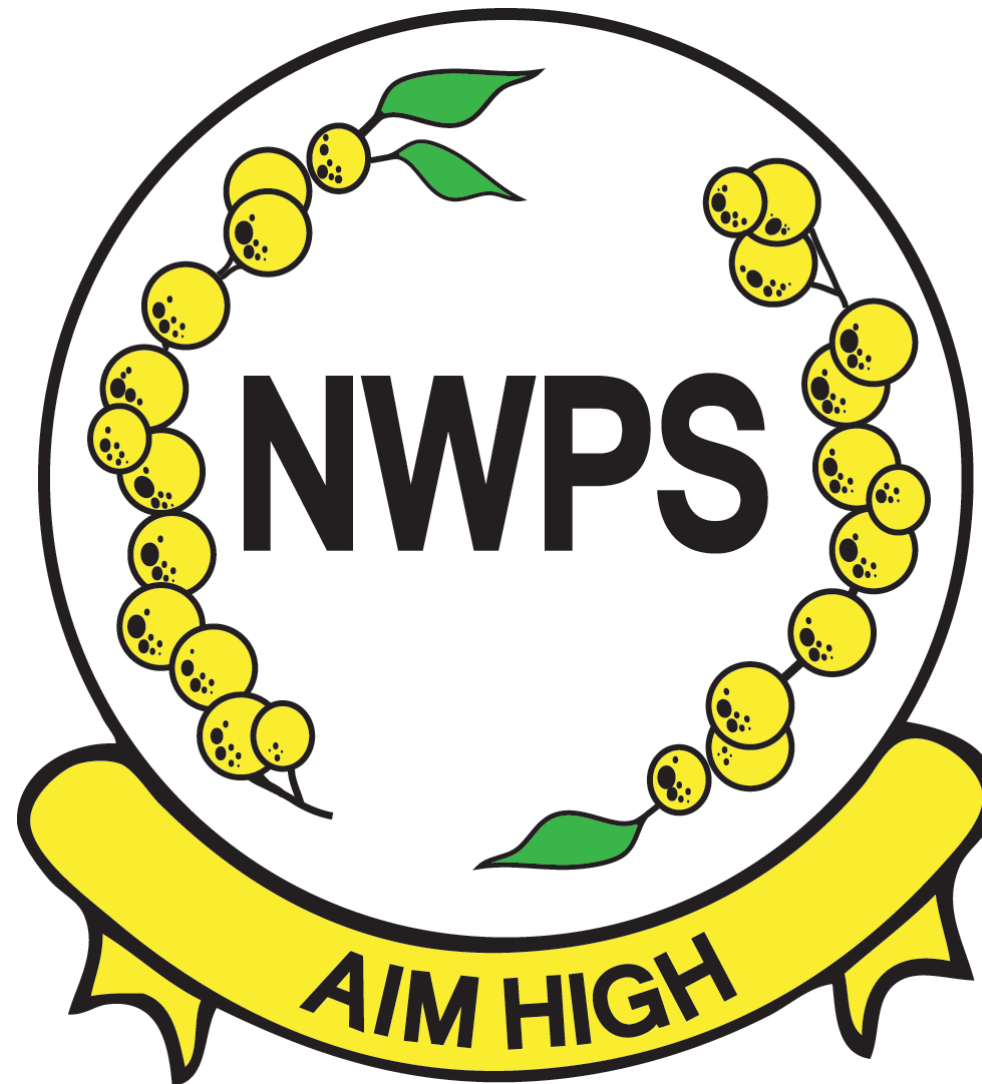


# Strategic Improvement Plan 2024-2027

## Normanhurst West Public School 4275



# School vision and context

## School vision statement

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At Normanhurst West Public School we instill the five values of Respect,, Responsibility, Kindness, Active Learners and Aim High. 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 mid sized metropolitan school located within the high socio-economic region of Northern Sydney. The school has remained as a focal point of the community for over 60 years and enjoys the ongoing support of an educated and engaged parent community. NWPS has 25 teaching staff with a current student enrolment of 383. 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 two areas of focus for this Strategic Improvement Plan. These being wellbeing and data skills.. This builds upon the work already undertaken within the previous planning cycle around quality learning environments, effective curriculum differentiation., collaborative practice and wellbeing.

# 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.

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.

Student attendance will also be a focus of the next planning cycle to meet our agreed attendance targets which fell below our expected targets due to the effects of the Covid. years affecting Student Wellbeing.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3-6 for 2024 compared with Year 3-6 in 2023.

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

## Initiatives

### Data informed teaching practices

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.
- 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.
- Routinely embed formative assessment practices as an integral part of daily instruction in every classroom.
- Data analysis and investigations with the APC&I.

### High Expectations

A whole school approach ensures that evidence-based teaching methods optimise learning for all students.

Ensuring:

Improve classroom practices with focus on high expectations, explicit teaching, effective feedback, data to inform practice, differentiation and collaboration.

Ensure needs-based teaching and learning is being implemented to meet the needs of all students.

Effective teaching methods are encouraged through modelled lessons and team teaching with the APC&I.

Targeted professional learning in Literacy and Numeracy to ensure practice is informed by current research such as what works best and new syllabus documents.

Teachers work with the APCI during curriculum reform time to investigate researched based strategies to use in planning and the 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.
- Effective teaching methods are identified, promoted and modelled.
- Student learning progress is evaluated ensuring that students continue to demonstrate growth.
- Teacher programs show high expectations, explicit teaching, effective feedback, data to inform practice and differentiation. Lesson content and delivery of Literacy and Numeracy programs will reflect evidence based practices.
- Teachers work collaboratively to evaluate teaching and learning programs.
- Teachers will monitor attendance on a regular basis. and follow up as needed.

## 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.
- Department of Education online assessments.
- SEF SaS.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Achieve by year: 2027

- The attendance rate for the school is increased from 93.5% in 2023 to 94.6% by 2027

## Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3-6 for 2024 compared with Year 3-6 in 2023.

## Evaluation plan for this strategic direction

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The evaluation plan will involve:

- Regular timetabled review of data sources to provide continued clarity around student progress and school improvement measures.
- Whole staff reflective sessions and the continued collection of professional evidence.

# Strategic Direction 2: Wellbeing

## Purpose

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Our purpose is to ensure a consistent approach to student wellbeing across the school to enhance a sense of belonging and to support students to develop and build resilience to ensure they are known, valued and cared for.

## Improvement measures

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### Wellbeing

Achieve by year: 2027

Increase in the proportion of students reporting a positive sense of belonging in the Tell Them From Me student survey to be moving towards the school determined target of 95.8%.

### Wellbeing

Achieve by year: 2027

An improvement in the element of "**Wellbeing**" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.

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## 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.
  - implement the evidence based wellbeing Behaviour Guidelines to ensure that students feel supported and engaged in their learning.
  - instill high expectations for every student in an environment that celebrates difference and diversity.
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## 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 shared 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.
- Ensure that the physical environment is a safe and healthy place to be.
- Instill high expectations for every student in an environment that celebrates difference and diversity.
- Individual student rewards are achieved on a daily basis. 'High Fives' handed out by teachers.
- Termly whole school reward targets for 'High Fives' are set, achieved and celebrated.
- School Bytes tracks House Point System.
- Teachers use School Bytes to monitor and track behaviour incidents.
- Provide wellbeing services with essential expertise to help guide student growth and development.

## 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 on School Bytes.

## Evaluation plan for this strategic direction

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- House Points progress measures and rewards are achieved.