Opportunity

Community

Governance

Vibrant Volunteers

Site Learning Plan

Developing Powerful Learners through Inquiry

Improved higher band achievements and retention in Literacy and Numeracy

Developing Expert Teachers and Expert Learners

(Teaching for Effective Learning)

Positive Psychology and self-regulation

FINANCE

NOSHC

SPORTS or Extra Curricular

EVENTS & FUNDRAISING

PROMOTING SAFE SCHOOLS

LEARNING SUPPORT

GROUNDS & ENVIRONMENT MASTER PLAN

COMMUNICATION

Creativity

Diversity

DECD Strategic Plan Priorities

1. Expert teaching: we will ensure teachers have the skills, knowledge and the support they need to perform at their highest level every day	**2. Quality leadership**: we will prioritise educational leadership and our leaders will be supported to effectively manage their staff and sites to respond to local community needs	**3. Engaged parents and communities**: we will engage with parents from before their child is born and invite parents and carers into their local education community	**4. Stronger services:** we will use the statewide reach of our services to increase access to support for child and family health and child development in the critical early years	**5. Resourcing and investment:** we will ensure sites are resourced and funded according to the needs of their students and we will invest in new and upgraded facilities	**6. Improvement and accountability**: we will further develop a collaborative culture where effective practice is shared. Strong accountability processes and effective policies will ensure our decisions are based on the best available evidence.

Central East Partnership Review Recommendations 2017

- Expert Teaching and Quality Leadership Team
- Stronger services and Wellbeing Team

1. Continue to refine the improvement strategy for each school and pre school to go narrow and deep, based in the learnings from the proven effective strategies within and beyond the partnership.	2. Further explore strategies for tracking the learning and students from B-12 as a means of accelerating continuous engagement and achievement for every learner	3. Transform tasks to strengthen achievement and retention in the higher bands and heighten expectations in each school community

NPS External Review Recommendations 2015

Improve numeracy achievement and retention in upper bands through the consistent implementation of effective pedagogical approaches in numeracy in all classes.	Challenge and support all learners through teachers collecting, analysing and using the available data across all classes to collaboratively plan for their needs and to track student learning progress over time.	Differentiate the teaching and learning for students using agreed and consistent strategies across all classes that engage students in their learning at a personal level, and allow them to connect their learning to other contexts.	Collect and analyse student feedback about teaching and learning across all classes and use this data to consistently implement the agreed teaching practices to engage and challenge students further in their learning.	Refine the processes and structure to promote further professional dialogue and sharing of pedagogical practice across the staff team to left student achievement and growth in learning in a consistent and coherent way.

NPS Site Improvement Plan 2017—Developing Expert Teachers and Expert Learners

Developing Powerful Learners through Inquiry	Positive Psychology and self-regulation	Improved higher band achievements and retention in Literacy and Numeracy

Results PLUS

Expectation C: Track, monitor and respond to every learner's growth in numeracy and literacy achievement and engagement at least four times a year. This includes: a. embedded systems at class, cohort and site level b. processes for regular discussion with and between teachers on individual learner growth c. demonstrating how the analysis of the tracking and monitoring informs action at class, cohort and site level.	Expectation B: Have a numeracy and literacy improvement cycle Design an improvement cycle that has the following features: a. Strategic planning, target setting and resourcing that reflects a small number of numeracy and literacy priorities that are most significant to gaining higher achievement. b. Incorporate learner and community feedback about learning and teaching practice. c. Identify and enact outstanding practices from within the site, partnership and elsewhere and adopt these practices as a whole site. d. A direct connection between the site's achievement and engagement data, its priorities, targets, and the high gain strategies it is using to achieve its targets.	Expectation C: Enact changes in pedagogical practice Implement at least two pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mindsets and improve numeracy and literacy achievement.	Expectation D: Identify and enact clear intervention processes Have processes to identify and enact responsive and differentiated "intervention" processes that are targeted, purposeful and time limited.

What success looks like in a school and preschool

EDUCATION FOR A STRONGER FUTURE

ACHIEVEMENT GROWTH
For every student,
in every class

FOCUS ON TEACHING AND LEARNING
An absolute focus on
teaching and learning,
over administration

USE OF BEST EVIDENCE
Our policy, strategy and
practice is based on global
evidence of what works

TARGETED FUNDING
Funding is aligned to the
needs of every student,
in every class

HIGH-QUALITY LEADERS AND EDUCATORS
Our schools and preschools have
high-quality leaders and educators

FOCUS AREA 2018	NPS External Review Recommendations 2015	SMARTA GOALS	STRATEGIES—Site level	STRATEGIES— CE Partnership level
Improved higher band achievements and retention in Literacy and Numeracy	Improve numeracy achievement and retention in upper bands through the consistent implementation of effective pedagogical approaches in numeracy in all classes. Challenge and support all learners through teachers collecting, analysing and using the available data across all classes to collaboratively plan for their needs and to track student learning progress over time. Differentiate the teaching and learning for students using agreed and consistent strategies across all classes that engage students in their learning at a personal level, and allow them to connect their learning to other contexts. Collect and analyse student feedback about teaching and learning across all classes and use this data to consistently implement the agreed teaching practices to engage and challenge students further in their learning. Refine the processes and structure to promote further professional dialogue and sharing of pedagogical practice across the staff team to lift student achievement and growth in learning in a consistent and coherent way.	**Numeracy:** At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 7-9 (PATM September 2018). 60% of students achieve in the higher bands for Numeracy NAPLAN. At least 90% of non-exempted students achieve DECD SEA in Numeracy NAPLAN. NAPLAN growth data indicates more than 80% of Yr 5 & 7 students achieving 'middle & upper' band growth in Maths (30% achieving 'upper'). 80% of students will retain higher band achievement between years 3-5 and 3-7 in NAPLAN Numeracy. **Literacy:** At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 7-9 (PATR September 2018). At least 90% of year R students achieve level 5 in Running Records (September data—instructional level—unseen text). At least 90% of year 1 students achieve level 13 in Running Records (September data—instructional level—unseen text). At least 90% of year 2 students achieve level 21 in Running Records (September data—instructional level—unseen text). 60% of students achieve in the higher bands for Reading NAPLAN. 60% of students achieve in the higher bands for Writing NAPLAN. 60% of students achieve in the higher bands for Spelling NAPLAN. At least 90% of non-exempted students achieve DECD SEA in Reading NAPLAN. NAPLAN growth data indicates more than 80% of Yr 5 & 7 students achieving 'middle & upper' band growth in Reading (30% achieving 'upper'). 80% of students will retain higher band achievement between years 3-5 and 3-7 in NAPLAN Reading.	Continue to embed Stanford Maths learning Quicksmart intervention Monitor and embed whole school agreements for Numeracy & Literacy through Teacher observation Consolidation of SENTRAL Teachers using student data in PD conversations , PLCs and planning for differentiation. Language & Literacy levelling to plan for individuals Short Term Learning Goals (STLGs) Differentiation planning, including SOLO taxonomy Grouping for purpose—intervention Guided Reading and Reading Support Teacher role Words Their Way continuation (Independent Spelling) Documentation of teacher planning Development of clear teacher and learning cycles TfEL tools, including compass and peer observations **2018 FOCUS AREAS (taken from NAPLAN WRITING ANALYSIS)** _(see table below)_ **DATA EVIDENCE** NAPLAN QS data PATM & PATR (September 2018) Pat Sp & G (Feb and Oct 2018) Words Their Way data—Feb and Oct 2018 EAL Levelling Running Records Moderated tasks	**PRIMARY NETWORK** Senior Leader involved in Expert Teachers and Quality Leaders Team (CE) Cross partnership moderation and learning design for stretch (A grades)

2018 FOCUS AREAS (taken from NAPLAN WRITING ANALYSIS)

Year 3/4	Ideas, Vocab
Year 5/6	Vocab, Cohesion, Paragraphing, Punctuation
Year 7	Audience, Text Structure, Ideas, Vocab, Sentence Structure, Punctuation

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FOCUS AREA 2018	NPS External Review Recommendations 2015	SMARTA GOALS	STRATEGIES—Site level	STRATEGIES— CE Partnership level
Developing Powerful Learners through Inquiry	Differentiate the teaching and learning for students using agreed and consistent strategies across all classes that engage students in their learning at a personal level, and allow them to connect their learning to other contexts. Refine the processes and structure to promote further professional dialogue and sharing of pedagogical practice across the staff team to lift student achievement and growth in learning in a consistent and coherent way. Collect and analyse student feedback about teaching and learning across all classes and use this data to consistently implement the agreed teaching practices to engage and challenge students further in their learning.	Student questions are incorporated in classroom inquiries. Assessment for learning strategies are embedded. 3D printing project has concrete outcomes. Eco schools project is embedded. Teachers feel more confident to embed inquiry and digital technologies into their programs. Observations indicate that teachers are embedding digital technologies. All teachers gather evidence of their progress in digital technologies as pat of their PD documentation. All teachers have used the TfEL compass to reflect on their teaching and their impact on student learning Community is aware that STEM happens throughout the school and is taught by all teachers. Increased student talk (20% teacher, 80% student) - Hattie's Mind frames for Visible Learning	Focus on General Capabilities Focus on describing the learning (including SOLO) to develop support and challenge (differentiation) - use Simon Breakspear's Agile Leadership strategies to commence an interest group for this. Assessment for Learning strategies Critical collaboration in classrooms Integration of digital tech into classrooms (supported by Senior Leader) Inclusion of student questions in the Inquiry process 3D printing project Eco schools project Specialist STEM provider Teacher personal inquiries into ICT/Digital Tech— linked to PLCs, observations Teacher survey - before/after data re: inquiry and digital tech TfEL tools, including compass and peer observations Strengthen parent/community awareness of the journey of learning, as opposed to always the end point. **DATA EVIDENCE** TfEL data and Compass Tool PD feedback documentation Teacher survey Build in a question re: STEM in classrooms at end of 2018.	Senior Leader involved in Expert Teachers and Quality Leaders Team (CE) Kath Murdoch PD in Term 1 2018 Further engagement with partnership sites to provide moderation and planning opportunities— once per term plus shared partnership day in 2018.

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FOCUS AREA 2018	NPS External Review Recommendations 2015	SMARTA GOALS	STRATEGIES—Site level	STRATEGIES—CE Partnership level
Positive Psychology and self-regulation	Differentiate the teaching and learning for students using agreed and consistent strategies across all classes that engage students in their learning at a personal level, and allow them to connect their learning to other contexts. Collect and analyse student feedback about teaching and learning across all classes and use this data to consistently implement the agreed teaching practices to engage and challenge students further in their learning.	Maintain student feedback as above 4/5; I feel safe at my school (2016—4.3) (2017—4.5) I like being at my school (2016—4) (2017 4.4) Maintain parent feedback as above 4/5; My child feels safe at this school (2016—4.6) (2017—4.5) My child likes being at this school (2016—4.5) (2017—4.4) Aim for parent satisfaction of 4/5 for; Teachers at this school provide my child with useful feedback (2014—3.8) (2016—3.7) (2017—3.8) My child's learning needs are being met at this school (2014—4) (2016—3.7) (2017—3.8) Maintain at least 85% of students feeling safe at school in 2018 (RYA data). Teachers receive authentic triangulated feedback around their pedagogy from leadership, peers (including across other sites) and students. Maintain growth mindset approach for all students and teachers. Use student voice audit tools to strengthen student voice—integrated with SRC.	Introduce Whats The Buzz Introduce interoception (PD Week 0) Investigate Positive Psychology PD Assessment for Learning strategies TfEL tools, including compass and peer observations Student voice project group—year 7/8 transition across partnership Strengthen parent/community awareness of the journey of learning, as opposed to always the end point. Analysis of Resilience & Wellbeing survey, AEDI and MDI data sets to inform KidsMatter actions. SRC—Voice and action groups Circle Time Social skills groups and individual sessions (Senior Leader) Way to A and 1-5 scale Move to learn Positive self talk **DATA EVIDENCE** Annual Student Survey data—Nov 2018 Annual Parent Survey data—Nov 2018 TfEL tools, including compass and peer observations Feedback from student voice transition group MDI, AEDI, RYA survey PD feedback documentation	Senior Leader involved in Improved Services and Wellbeing (CE)

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