



Strategic Improvement Plan 2024-2027

Nirimba Fields Public School 4691



School vision and context

School vision statement

At Nirimba Fields Public School, we create an engaging, inclusive and nurturing environment that empowers students to be confident and respectful learners, who flourish and succeed.

We are committed to building a school culture of high expectations and continuous improvement, ensuring that everyone grows and belongs in an environment of educational equity and excellence.

School context

Nirimba Fields Public School opened for students in Kindergarten to Year 6 at the beginning of 2024. The school is currently located in purpose built temporary facilities at the southern boundary of the future permanent school site. Currently there are 130 students enrolled and the numbers are continuing to grow steadily. There is a rich cultural diversity, with 94% of students having a language background other than English and almost 2% who are Aboriginal and/or Torres Strait Islander. The school is located in the Quakers Hill Principal's Network and has strong partnerships with the Nurringingy Aboriginal Education Consultative Group (AECG) and the Blacktown Learning Community of schools.

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.

Throughout Term 4 2023, during the construction phase of the temporary build, community consultation was undertaken, in the form of comprehensive surveys and face-to-face feedback forums. This consultative process supported the development of the school's identity, and we take great pride in having worked collaboratively with families to shape the vision and values of the school and its community. Our school colours, logo, motto and uniform design elements were carefully developed after extensive community consultation, ensuring that they reflect the values and aspirations of the schools' students, staff and parents. They foster a strong sense of unity and pride among our students and staff and embody the school's values of excellence, respect, creativity and striving for success.

'Nirimba' is the Dharug word for pelican and we are proud to recognise the language of the traditional custodians of the Land, the Dharug people, in both our name and on our crest. The elements of the school crest encapsulate both the rich history, current journey and local community of Nirimba Fields. Accompanying the uniform and crest is a motto that captures the spirit of Nirimba Fields Public School. This inspiring phrase will serve as a guiding principle for students as they embark on their educational and lifelong journey: Nurture, Flourish, Persist, Succeed.

These consultative processes, along with student, staff and parent feedback surveys collected in the first term of operation in 2024, was used to complete a situational analysis and identify focus areas for the school's Strategic Improvement Plan. 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 data driven practices 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.

School vision statement

School context

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 inclusion of effective explicit teaching, visible learning strategies and quality feedback will further support differentiation. With staff coming from diverse experiences, high impact professional learning will be implemented to develop quality differentiated instruction, 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.

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 consistent language and practices are being utilised to develop high expectations of learning and positive behaviour. 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 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

In order to maximise student growth and attainment in literacy and numeracy, and to build strong foundations for academic success, all teachers will understand and implement effective explicit teaching that is underpinned by evidence-informed strategies. Effective assessment practices will monitor student progress, drive the teaching and learning cycle, and inform teaching direction and differentiation, to meet individual student learning needs.

Improvement measures

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

- At least 60% of K-6 students achieve their numeracy progression indicators in number and place value over the year, using the numeracy learning progressions.

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

- At least 60% of K-6 students achieve their literacy progression indicators in reading (sub-element 'Understanding Texts') using the literacy learning progressions.
- At least 60% of K-2 students achieve school-determined reading targets

Initiatives

Explicit and Effective Teaching

Build teacher capacity to use evidenced-based effective explicit teaching strategies to improve outcomes for all students.

- Embed teaching strategies in relation to student learning needs, including differentiation, explicit teaching and effective feedback (What Works Best)
- 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
- Utilise Literacy and Numeracy resources from the Universal Resource Hub.
- Establish scope and sequences, and success criteria aligned with the K-10 NSW curriculum
- Effective feedback is provided and is explicit, specific and timely related to learning intentions and success criteria.
- Design and deliver high quality assessment practices to differentiate learning for all students.

Data Informed Practice

Data Informed Practice

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.

Success criteria for this strategic direction

- There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge
- Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teaching and learning programs show evidence that they are adjusted to address individual student needs.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments
- Data and feedback inform teaching practice and direct learners and learning.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction

Evaluation plan for this strategic direction

Questions:

- To what extent have we maximised student growth and attainment in English and mathematics?
- To what extent are whole school evidence-based teaching, assessment and evaluative practices embedded and sustainable?

Data:

We will use a combination of data sources. These will include:

- School-based assessment data analysis eg. Planning Literacy and Numeracy 2 (PLAN2) tracking of Literacy and numeracy progressions, digital data wall analysis, LLLL grapheme and phoneme assessments; single-word reading and non-word reading assessment.

- 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.
 - Monitor and evaluate the impact of the implemented strategies on student learning
 - Deliver high impact professional learning in data analysis and use will support teachers to collaboratively develop programs that are responsive to student need.
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- External assessment data analysis, e.g. NAPLAN, Check-in assessments, short diagnostics assessments, Stage 1 Phonics assessments.
 - Teacher and student surveys
 - Observations
 - Student Voice through focus groups
 - Student work samples - collected and analysed each term
 - Student PLPs - reviewed each term
 - Interview
 - Data walks/talks
 - Annual School Excellence Framework self-assessment
 - Program evaluations
 - Student confidence to self-assess their own achievement and identify their next steps
 - Learning walks; student responses analysed
 - Assessment schedule
 - Minutes from Learning Support Team meetings and Consistent Teacher Judgment sessions
 - Scout - Value added data
 - assessment data analysis at fortnightly Stage meetings - digital data wall analysis
 - Parent responses during student conferencing and to annual feedback surveys

Analysis:

- Analysis will be embedded within the initiatives through implementation and progress monitoring.
- Regular review of these data sources to determine whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes and annual self-assessment of achievement
- Executive team will lead whole staff School Plan reflection and planning meetings: three per term.
- Triangulation of data sources including quantitative and qualitative, internal and external data.
- Annually the school will review progress towards the improvement measures.

Implications

The findings of the data analysis will inform:

- the effectiveness of initiatives,
 - modifications to implementation plans and practices
 - future school improvement directions and focus areas
 - annual school reporting of school improvement measures.
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Strategic Direction 2: Wellbeing and Connections

Purpose

In order to support the wellbeing of students so they can connect, succeed, thrive and learn, we will implement evidence-informed whole school wellbeing approaches that foster student belonging and ensure a positive learning culture. Respectful relationships and positive partnerships will support high levels of wellbeing, attendance and engagement.

Improvement measures

Attendance

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

Achieve by year: 2027

- Increase the attendance rate of students in the school between 2024 and 2027.

Initiatives

Belonging, Succeeding and Thriving

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 an evidence-based approaches 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, High Performing students and Aboriginal students.
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
- Engage a School Wellbeing Officer (Chaplain) through the National Chaplaincy program to provide support to students, staff and parents.
- Attendance data is regularly analysed and used to inform planning
- Utilise the Attendance Matters Hub resources

Connecting and Collaborating

The parents and the broader school community actively participate in the school, supporting students to develop positive connections. Establish and expand a connected community of learners within the school and across networks to enhance staff and student growth and wellbeing. Implement an evidence-based approaches to wellbeing.

- Identify and create opportunities to work across a range of learning communities with a focus on student, teacher, leader and school improvement.

Success criteria for this strategic direction

- The school has implemented evidenced based research to embed whole school practices in wellbeing and engagement to support learning.
- School staff engage in strong collaboration between parents, students and community that inform and support continuity of learning for all students at transition points.
- There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.
- The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate.
- Effective partnerships enhance parent understanding of student learning and motivates students to deliver their best and continually improve.
- Teachers collaborate with learning communities to share expertise and embed best practice to develop self and others.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Respectful and positive relationships are evident throughout the school as a result of explicit teaching of the schools' values and expectations.

Evaluation plan for this strategic direction

Questions:

- To what extent are our wellbeing processes evident and consistent throughout the school?
- To what extent are school process and systems enhancing student attendance and engagement?
- What impact has forming networks with other schools had on teacher knowledge and resources available to support students?

- Extra-curricular activities are established to foster student wellbeing and focus on the development of the whole child.
 - Provide parent and community workshops and forums (PIES) that enhance parent involvement in school directions and decision-making and which strengthen their capacity to support their child's learning.
 - Establish community engagement that is based on consultation, collaboration and effective communication and develops a culture of high expectations.
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- What practices are in place to ensure the whole school community are active partners in learning?

Data:

We will use a combination of data sources. These will include:

- School-based assessment data analysis eg. Schoolbytes wellbeing data analysis; Learning and Support data
- External assessment data analysis, e.g. Tell Them From Me survey data
- SCOUT attendance data
- Teacher and student surveys
- Observation
- Student Voice through focus groups
- Student work samples - collected and analysed each term
- Student PLPs - reviewed each term
- Annual School Excellence Framework self-assessment
- Minutes from Learning Support Team meetings and Consistent Teacher Judgment sessions
- Parent responses to annual feedback surveys
- Parent participation and feedback during PIES (Parent Information and Engagement Sessions).
- Teaching programs - differentiation and support

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- Analysis will be embedded within the initiatives through implementation and progress monitoring.
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