



A LEARNING COMMUNITY



ACT
Government
Education

Namadgi School

Network: Tuggeranong

Strategic Plan 2018-2022



This page is intentionally left blank.

School Profile

Vision:

At Namadgi P-10 School our vision is to be innovative and responsive to the contemporary world by providing students with access to quality 21st Century teaching and learning practices. We strive to create a collaborative culture that fosters educational partnerships throughout our community. Our staff are passionate about their professional knowledge and view learning as accessible and achievable for all.

Mission:

For all people in our school to act as a powerful force for change.

Values:

At Namadgi School the Values are embedded into rewards systems and are part of the restorative language when working through student concerns. They are also part of the Positive Behaviours for Learning approach.

- **Positive Attitude:** (I do my best, I am positive, I participate fully, I praise others, I take responsibility for my actions)
- **Caring:** (I help others, I am friendly, kind and considerate, I share and include others, I am a good friend)
- **Learning:** (I am an active learner, I am willing to try new things, I ask for help when I need it, I reflect on my actions)
- **Respect:** (I treat everybody with respect, I listen carefully, I use good manners, I treat others the way I like to be treated, I tell the truth)

Beliefs:

The core beliefs of Namadgi School centre around the understanding that all children can learn. Whilst this will look different from student to student our central belief is that through personalised learning approaches and differentiated classroom practice, all students will get what they need to thrive and grow at Namadgi.

We believe that the use of 21st Century Learning Skills, such as collaboration, problem solving, presentation skills, critical thinking, creativity, teamwork, digital literacy skills and exposure to learning a second language are core principles to incorporate into regular school practice from Preschool to Year 10. We believe that through these guiding principles our students will graduate ready to engage with the broader community and global society.

School Improvement Planning

Priority One: Academic Achievement

Student outcomes to be achieved through this priority include:

- Improvement in the growth of students in writing.
- Improvement in the growth of students in grammar and punctuation.
- Improvement in the percentage of students achieving growth in the school's upper quartile of NAPLAN in all domains.
- Improvement in early intervention strategies in the Early Years with a focus on oral language and reading.
- Improvement in student performance in PIPS testing.
- Increase in the proportion of students achieving ACT reading benchmark levels from Kindergarten to Year 3.

Targets

By the end of 2022 we will achieve:

- Closure of the gap between Namadgi students' growth and students in the wider Tuggeranong Network in NAPLAN writing.
- One hundred percent of students have portfolios that contain quality writing samples.
- One hundred percent of K-10 teachers have a professional development plan goal focused on improving student writing outcomes.
- Closure of the gap between Namadgi students' growth and students in the wider Tuggeranong Network in NAPLAN grammar and punctuation.
- Increase the effect size of students achieving at expected or better growth in reading and writing in predetermined school-based and standardised assessments.
- Increase the average scaled growth score in NAPLAN – Years 5,7,9
- One hundred percent of students identified as high performing through COGAT testing have individual learning plans.
- Work towards achieving benchmarks in the Brigance Screening tool for oral language and reading in Preschool.
- One hundred percent of Preschool teachers have a professional development plan goal focused on improving student oral language and reading outcomes.
- 90% of students achieve at or above ACT reading benchmark levels from Kindergarten to Year 3.
- 80% of students achieve expected or above growth in PIPS reading.
- 80% of students achieve expected or above growth in PIPS mathematics.

- Increase the proportion of staff having confidence in the leadership team and school plans: *56% Adequate, 46% Excellent The degree to which staff perceive the leadership group itself and the procedures the leadership group have put in place, as both effective and support staff.*
- Create a Year 10 Graduate Profile – linking learning beyond Year 10 for college and CIT readiness

National School Improvement Tool – Domain focus: *Domain 3 - A culture that promotes learning*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Education Directorate Priorities: Evidence Informed Decision Making, Invest in Early Childhood, Learning Culture

| Key Improvement Strategies | Timeline(s) | Responsibility | Targeted Resources | Key Performance Indicators |
|---|----------------------|---|---|--|
| 1.1. Use of Visible Learning strategies. | Term 4, 2017 ongoing | Principal School Leadership Team Visible Learning PLT | CORWIN VL Team Visible Learning Plus PL School generated resources – i.e. Google Sites / Docs to record operational definitions of Learning Intentions and Success Criteria, a record of school developed success criteria and evidence of use. | <ul style="list-style-type: none"> • Embedded use of a whole school understanding in the use of Learning Intentions as evidenced through curriculum planning. • Embedded use of Success Criteria with teachers and students to articulate learning and student achievement. • Use of a variety of Success Criteria tools across the school by teachers P-10. • Use of formative assessment practices. • Embedded use of effective feedback to enhance learning. |
| 1.2. Build the capacity of teachers to use data to differentiate effectively. | 2018 ongoing | Curriculum Team PLT | School agreed assessment tasks | <ul style="list-style-type: none"> • Embedded use of a whole school tracking tool with all |

| | | | | |
|--|---|---|--|---|
| | | SLC's - Faculty and Learning Teams (within each sector) | (CMIT, MYMC, PM Benchmark, Writing Rubrics, PAT, school generated assessments) | <p>teaching staff.</p> <ul style="list-style-type: none"> • Use of the tracking tool to plan ongoing learning for students. • Use of the tracking tool to inform special needs/ enrichment/ learner support programs. • Use of the tracking tool to moderate student work for assessment purposes. |
| 1.3. Strengthen early intervention practices. | 2018, Term 1 | Early Childhood Leadership Team | <p>RTI approach to upskilling teachers.</p> <p>Additional teacher resources to implement support mechanisms such as teacher PL, RTI classes (inclusive of enrichment lessons).</p> | <ul style="list-style-type: none"> • Every teacher is using the RTI model to identify students with learning needs. • SAP team engaged early to assess support requirements |
| 1.4. Establishment and maintenance of Professional Learning Community and Professional Learning Teams. | Ongoing Fortnightly Meetings for PLT's | School leaders and classroom teachers | Structures support the establishment and maintenance of PLC's and PLT's | <ul style="list-style-type: none"> • Teacher's regularly using action research and/or evidence based practices to improve student learning outcomes. • Regularly schedule PLT meetings to facilitate whole school strategic plans. |

| | | | | |
|--|-----------------------|---|--|--|
| <p>1.5. Use high impact strategies to improve teacher practice in writing, grammar and punctuation and early childhood pedagogies.</p> | <p>Ongoing</p> | <p>School Leaders and classroom teachers</p> | <p>Strategic Partnerships to improve student learning outcomes.</p> | <ul style="list-style-type: none"> • High Impact strategies are visible in classrooms, lesson planning and student work samples • Participate in the Directorate High School Writing Workshops Semester 2, 2018 |
| <p>1.6. Building a self-reflective culture based on coaching, mentoring and peer-observation.</p> | <p>2018 - ongoing</p> | <p>School leaders and classroom teachers</p> <p>Coaching and Mentoring PLT</p> | <p>Use of the GROWTH Coaching format with formal and scheduled sessions (team leaders with staff).</p> <p>School generated observation and feedback records – 3 min Walk Through or other.</p> | <ul style="list-style-type: none"> • All teaching staff to have regular and ongoing written feedback from team leaders and executive staff. • Regular Sector and Faculty/Team meetings to coordinate the school improvement agenda and self-monitor growth. • Establish formal coaching partnerships between team leaders and teaching staff. |
| <p>1.7. Develop a whole-school curriculum plan.</p> | <p>2018 - ongoing</p> | <p>Curriculum PLT</p> <p>Faculty and Team Leaders</p> <p>Classroom Teachers</p> | <p>Australian Curriculum.</p> <p>Curriculum Support Team.</p> | <ul style="list-style-type: none"> • Develop and implement whole school curriculum documents for planning teaching and scope and sequencing learning – based on the Australian Curriculum |

| | | | | |
|---|-----------------------|--|--|---|
| <p>1.8. Refine RTI and Special Needs processes.</p> | <p>2018 - ongoing</p> | <p>Executive Team in the Hub (student support services in the High School).</p> <p>Executive Team in the Early Years.</p> <p>Executive Team Special Needs (Primary and High School).</p> | <p>Continuum of Education support services – Joseph Lloyd.</p> <p>PL materials – e.g. RTI models and publications.</p> <p>NSET</p> | <ul style="list-style-type: none"> • Coherent whole school framework and practice for RTI and Special Needs processes. • Development of early intervention practices in Preschool, Kindergarten and Year 1. • Assessment Tools developed to track growth in targeted areas such as reading, writing, numeracy. • Using data |
|---|-----------------------|--|--|---|

Priority Two: Wellbeing and Engagement

Student outcomes to be achieved through this priority include:

- Improved attendance
- Increase in the proportion of students engaged in their learning
- Improved wellbeing for individuals and their families
- Improved student behaviour and wellbeing through the implementation of Positive Behaviours for Learning
- Improvement in retention rates from P-K and 6-7.

Targets

By the end of 2022 we will achieve:

- Increase the percentage of indigenous students attending 70% or more of the time to 90%
- Minimise suspension rates
- Increased proportion of students receiving effective and timely early intervention or personalised learning programs.
- Increased proportion of students arriving to class on time
- Increased proportion of students engaging with health and wellbeing support services (PCYC, Menslink etc.)
- Increased proportion of parents and carers engaging with school communication, events and programs.
- Increased proportion of student satisfaction (agree and strongly agree) as indicated by 54% of students like being at their school, Australian School Climate Survey Tool
- Increased use of PBL structures and implementation of PBL strategies across the school
- Grow retention rates at the designated transition points (P-K and 6-7) above 70%.

National School Improvement Tool – Domain focus: *Domain 9 - School-community partnerships*

Domain 3 – A culture that promotes learning

National Quality Standard – Quality Area focus: *Quality Area 6 - Collaborative partnerships with families and communities*

Education Directorate Priorities: Learning Culture, Evidence Informed Decisions, Schools Where Students Want to Learn

| Key Improvement Strategies | Timeline(s) | Responsibility | Targeted Resources | Key Performance Indicators |
|---|-------------------------|--|---|---|
| 2.1 Development of Engagement Hub. | 2017 onwards | Hub Executive Techer Para-professional Staff – YSW, IEO, Nurse | Continuum of Support for High Schools – Joseph Lloyd PBL Framework NSET External Agencies | <ul style="list-style-type: none"> • Increased engagement of external support agencies and partnerships • Increased engagement in Indigenous student’s participation through school-based programs • Increase the number of RTI support programs across the school |
| 2.2 Plan and promote school events and programs that support parents and carers to be confidently involved in their child’s learning and school engagement. | Term 1, 2018 onwards | Executive Staff YSW, IEO | External Support Services (i.e. Menslink, PCYC) School Developed Information Evenings School Board and P&C Meetings | <ul style="list-style-type: none"> • Increased attendance of parents at school events. • Increased positive parent communication with the school. • Increased opportunities for families to engage with support services through |

| | | | | |
|---|--------------|---|--|--|
| | | | | <p>school events</p> <ul style="list-style-type: none"> • Meet twice per term with the School Board and P&C to generate parental input on school matters and decisions |
| 2.3 Facilitate productive partnerships with the Education Support Office, wider Government and external agencies. | 2018 onwards | <p>Senior Executive Team</p> <p>Engagement Hub SLC and Team</p> | <p>School Nurse Program</p> <p>YSW and IEO program</p> <p>Education Support Office</p> <p>Local and Federal Grants</p> <p>Namadgi School P&C</p> | <ul style="list-style-type: none"> • Increased clarity of roles and shared vision between Namadgi School and external agencies. • Externally funded wellbeing programs (through the ESO) • Successful grant applications to support partnership programs at Namadgi (Water Watch, Tuggeranong Valley Band). • Development of partnerships with external agencies and Namadgi stakeholders to enrich the Kitchen Garden program |
| 2.4 Develop Positive Behaviours for Learning practices. | 2017 ongoing | <p>PBL PLT</p> <p>Executive Staff</p> <p>Learning Teams and Faculties</p> | <p>PBL framework P-10</p> <p>NSET Team supports</p> <p>Continuum of Support for High Schools – Joseph Lloyd</p> | <ul style="list-style-type: none"> • Development of a whole school approach to social and emotional learning and student and staff wellbeing • Development of tier 1 strategies for classroom teachers to engage students and minimize |

| | | | | |
|---|----------------|--|---|---|
| | | | | <p>behavioral disruptions in class</p> <ul style="list-style-type: none"> • Increase proportion of students feeling more behaviorally engaged through data collection in the ASCIMT. • Increase proportion of students with positive feedback with school engagement through the PBL data. |
| 2.5 Develop a whole school approach to student transitions. | 2018 - ongoing | <p>Executive Team</p> <p>Year Coordinators</p> <p>Classroom Teachers</p> | <p>Transition Data</p> <p>School population Data</p> <p>Positive Facebook Publications</p> <p>Currency of School Web Page</p> | <ul style="list-style-type: none"> • Attend and present information at local feeder school assemblies and events • Host Open Days, Information Nights and Transition Day events at Namadgi School • Promote Namadgi School through media opportunities and maintaining a positive profile on Facebook and the school Web Page. |

Endorsements

School Principal

SIGNATURE

Name: Gareth Richards

Board Chair

SIGNATURE

Name: Matthew Breakwall

Director School Improvement

SIGNATURE

Name: Kate Smith
