

# School plan 2018-2020

**Terrigal Public School 3191**



# School background 2018–2020

## School vision statement

Terrigal Public School aims to empower students with the knowledge and skills necessary to achieve their full potential. We recognise children as individuals, catering for their needs and talents and fostering tolerance and harmony in our community.

We aim for our teachers to be reflective and seeking to improve. Student learning is personalised and adjusted through the analysis of data.

Students enjoy a high level of well-being. They are aware of their own learning needs and work towards achieving learning goals. They are connected to the school and to people.

Students find work challenging with opportunities to think creatively and critically. Skills that students learn now set them up for success in the future.

## School context

Every child brings a different set of experiences, knowledge and skills to school. Understanding these is essential to planning their individual learning paths. Teachers use information about individual students' capabilities and needs to plan rich learning experiences which develop vital skills for flourishing now and in the future. By sharing information about learning, teachers engage parents as active participants in their children's education.. As a learning community we build the capacity of all students to develop knowledge, understanding, creativity and expertise to achieve their personal goals and lead successful lives in the future.

We have a current student population of 850 students including 40 Aboriginal or Torres Strait Islander students and 17 EAL/D students. A 3 class support unit operates for students with severe or mild intellectual disabilities and Autism Spectrum Disorder.

The school has a strong Parents & Citizens Association that provides feedback and input into policies and school directions. The P & C also works tirelessly to provide funding and support to various school programs and projects.

Students are supported through a range of programs to support mental health and well-being. These include KidsMatter, You Can Do It and Seasons for Growth.

As a member of the Terrigal Learning Alliance we work to provide a clear learning pathway from K – 12.

We actively contribute to the Kurriwa AECG and value our links with our Aboriginal families and broader community.

The school offers a full range of extra curricula activities to support student interests and learning. These include band, dance, choir and a range of team and individual sports. The Stephanie Alexander Kitchen Garden program operates in the school and is highly valued by the school community.

## School planning process

In developing this plan the school's improvement team has undertaken a rigorous and authentic evaluation of current data, relevant research and the 2015 –2017 school plan.

The team has consulted widely with students, families and staff through multiple contacts.

A range of quantitative and qualitative data has been analysed to inform decisions and the identification of strategic directions.

All teachers were surveyed through the 'Tell Them From Me – Focus on Learning' questionnaires. Some teachers also undertook the "Real Schools Cultural Survey". NAPLAN growth effect sizes were tracked for Years 3 to 5 and Years 5 – 7 for the years between 2010 and 2013 in Reading, Writing, Spelling, Grammar and Punctuation. Current NAPLAN and other school data, including absences, was also considered.

Discussion groups were held at P & C meetings and during school disco evenings

A range of research documents including "What Works Best" (CESE), Mazarno's Designing and Teaching Learning Goals and Objectives, How schools can Improve Literacy & Numeracy Performance and Why It (still) Matters were used to inform decision making.

The plan is reflective of the school needs and will be used to drive change in line with the School Excellence Framework.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Personalised Learning

### Purpose:

School improvement happens when

- staff reflect on individual practice
- feedback focuses on improvement
- explicit teaching and clear instruction are evident
- data is used to inform practice

SEFv2 Links – Learning Domain – Wellbeing – Individual Learning Needs; Curriculum – Differentiation; Curriculum – Whole School Monitoring of Student Learning; Teaching Domain – Data Skills and Use

## STRATEGIC DIRECTION 2 Learning to Thrive

### Purpose:

School improvement happens when

- students have high levels of well-being and are appropriately challenged
- curriculum is differentiated
- teaching reinforces and recognises expected behaviour
- feedback is linked to student progress and effort
- classroom management creates effective conditions for learning

Links to SEFv2 – Learning Domain – Wellbeing – A Planned Approach; Assessing – Student Engagement

## STRATEGIC DIRECTION 3 Future Learning

### Purpose:

School improvement happens when:

- the leadership team takes a creative approach to use of the physical environment to optimise learning
- technology that supports learning is available and expertly integrated into teaching and learning experiences
- leaders collaborate with the local community on decisions about school assets and resources
- learning environments and curriculum are responsive to the needs of students

Links to SEFv2 – Teaching Domain – Effective Classroom Practice – Lesson Planning; Learning Domain – School Resources – Facilities & Technology

# Strategic Direction 1: Personalised Learning

## Purpose

School improvement happens when

- staff reflect on individual practice
- feedback focuses on improvement
- explicit teaching and clear instruction are evident
- data is used to inform practice

SEFv2 Links – Learning Domain – Wellbeing – Individual Learning Needs; Curriculum – Differentiation; Curriculum – Whole School Monitoring of Student Learning; Teaching Domain – Data Skills and Use

## Improvement Measures

We will increase the percentage of students in the proficient bands to the following levels:

Yr 3 Reading – from 41% to 45%

Yr3 Numeracy – from 36% to 41%

Yr 5 Reading – from 43% to 48%

Yr 5 Numeracy – from 33% to 38%

## People

### Staff

Mindset – Teachers understand and are positive about the impact of feedback, data use, and professional reflection.

Skills – Teachers are able to effectively measure and respond to effect size analysis.

### Leaders

Mindset – Focus will be on feedback, reflection and data use.

Mindset – Resources provided to facilitate reflection, feedback and data use.

### Students

Skills – Students learn how to receive and provide feedback.

Skills – Students learn how to write SMART goals.

### Parents/Carers

Mindset – Parents/Carers understand and value the use of goal setting for student progress.

## Processes

### Systems

We will implement systems to allow instructional leaders to work shoulder to shoulder with teachers and collect data and have it available for staff to analyse.

We will implement explicit systems to facilitate professional dialogue, collaboration, classroom observations and the provision of timely and specific feedback.

### Professional Learning

We will provide learning for teachers in giving feedback to students and to colleagues.

We will provide learning in a range of assessment instruments.

We will provide learning in measuring impact.

### Literacy & Numeracy

We will provide teacher learning in the literacy and numeracy progressions. Teachers will use the progressions to assist in planning the delivery of syllabuses and assessment.

We will provide students and parents with an understanding of the progressions to assist in goal setting and feedback

## Evaluation Plan

NAPLAN & SCOUT information

Effect Size data

PDPs & PL records and minutes

## Practices and Products

### Practices

Teachers and leaders regularly analyse data and a range of other contextual information. Teachers and leaders respond to trends in student achievement.

Teachers provide explicit feedback to students and colleagues for improvement. Leaders provide explicit feedback to teachers for improvement.

Teachers clearly understand, develop and apply a full range of assessment strategies, including the progressions, in determining learning directions for literacy and numeracy and for reflecting on their teaching.

### Products

Programs include results of data interrogation and responses to the data.

Teaching & Learning programs show evidence of revision based on feedback, consistent and reliable data and continuous tracking of student progress.

Assessment plans are directly linked to teaching and learning programs. Students are aware of assessment criteria and use the criteria to refine and reflect on their learning and to set future goals.

# Strategic Direction 2: Learning to Thrive

Purpose	People	Processes	Practices and Products
<p>School improvement happens when</p> <ul style="list-style-type: none"> <li>• students have high levels of well-being and are appropriately challenged</li> <li>• curriculum is differentiated</li> <li>• teaching reinforces and recognises expected behaviour</li> <li>• feedback is linked to student progress and effort</li> <li>• classroom management creates effective conditions for learning</li> </ul> <p>Links to SEFv2 – Learning Domain – Wellbeing – A Planned Approach; Assessing – Student Engagement</p>	<p><b>Staff</b></p> <p>Understand – that student compliance doesn't equal engagement.</p> <p>Skill – increased skill in collecting and analysing data</p> <p>Understand – life/work balance</p> <p><b>Students</b></p> <p>Actively engaged in learning.</p> <p><b>Leaders</b></p> <p>Provide resources to support tier 2 &amp; 3 programs.</p> <p><b>Parents/Carers</b></p> <p>Understand – how expectations are applied and have input into key whole school wellbeing decisions.</p>	<p><b>Professional learning</b> – We will provide professional learning in</p> <ul style="list-style-type: none"> <li>• New Kidsmatter Program</li> <li>• Trauma Informed Practice</li> <li>• You can Do It</li> <li>• Staff wellbeing</li> <li>• Seasons for Growth</li> </ul> <p><b>Systems</b> – We will review, adjust and implement a new well-being policy including anti-bullying policy.</p> <p><b>Professional Learning</b> – We will provide professional learning about:</p> <ul style="list-style-type: none"> <li>• Engaging students beyond passive engagement</li> <li>• Differentiation</li> </ul> <p><b>Systems</b> – We will review, modify and adjust programs to support tier 1 and 2 students for higher impact.</p>	<p><b>Practices</b></p> <p>Teachers use data and information, including well-being data to plan learning and monitor their approach to well-being.</p> <p>Teachers consistently and explicitly apply co-developed behaviour expectations.</p> <p>Well-planned teaching is taking place so that all students can engage in productive learning, with minimal disruption.</p> <p>Feedback: Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed.</p> <p>The school collects and analyses data to monitor and refine a whole school approach to well-being and engagement.</p> <p><b>Products</b></p> <p>Classroom management: All classrooms and other learning environments are well-managed within a consistent, school wide approach.</p> <p>Teachers utilise a flexible repertoire of strategies for classroom management, engagement and challenge.</p> <p>Expectations for behaviour are explicitly, consistently and supportively applied across the school.</p> <p>Teaching and learning programs ensure that all students are challenged and all adjustments lead to improved learning.</p>
Improvement Measures			
<ul style="list-style-type: none"> <li>• Tell Them From Me element 'Rigour' increases from 7.5 to at least 0.2 above the NSW Government norm.</li> <li>• Tell Them From Me element 'data informs practice measure' is increased from 7.6 to at least 0.2 above the NSW Government norm.</li> <li>• Tell Them From Me element 'effective learning time' is increased from 7.4 to at least 0.2 above the NSW Government norm.</li> </ul>			

# Strategic Direction 3: Future Learning

## Purpose

School improvement happens when:

- the leadership team takes a creative approach to use of the physical environment to optimise learning
- technology that supports learning is available and expertly integrated into teaching and learning experiences
- leaders collaborate with the local community on decisions about school assets and resources
- learning environments and curriculum are responsive to the needs of students

Links to SEFv2 – Teaching Domain – Effective Classroom Practice – Lesson Planning; Leading Domain – School Resources – Facilities & Technology

## Improvement Measures

Tell them from me data

- The Tell Them From Me element of 'Relevance' improves from an average of 7.3 to at least 8.0.
- The Tell Them From Me element of 'technology' Increases from 5.7 to at least 6.7
- The Tell Them From Me element of 'Interested and Motivated' Increases from school mean of 57% to at least the NSW Govt Norm.

## People

### Staff

Skills – improved technology skills across a range of connected and non-connected technologies.

### Leaders

Mindset – communicate with community on flexible learning

### Students

Skills – access a range of technology to facilitate their learning and record evidence of their learning progress.

### Parents/Carers

Mindset – understand the research behind flexible learning spaces and the use of technology

## Processes

### Professional Learning

We will provide further workshops in the development and use of creative, flexible learning spaces.

We will set up some existing learning spaces as experimental spaces for flexible furniture.

### Systems

We will develop and implement new and improved communication systems including a greater social media footprint.

We will apply additional resources and implement new systems to ensure technology is available and operational to support learning

### Resources

We will offer grants will be to teachers to trial innovative technology programs.

## Evaluation Plan

Review of TTFM data

School based surveys to elicit more information about key areas

## Practices and Products

### Practices

Teachers arrange and rearrange their learning spaces to meet the needs of a broad range of learners.

Teachers have a clear understanding of evidence based practice including utilising a range of technology across all Key Learning Areas.

### Products

Students have improved creative and critical thinking skills.

Students are seen using flexible spaces to facilitate their learning. New building and existing learning spaces are utilised effectively.

A range of technology is easily accessible and is being utilised by all teachers