

Strategic Improvement Plan 2021-2024

Raymond Terrace Public School 2943



School vision and context

School vision statement

Raymond Terrace Public School strives for continual improvement through a culture of learning and consistent high expectations for all members of the school community, where every student is not only known, valued and cared for - but engaged and challenged to continue to learn.

Raymond Terrace - Onward Always

School context

Raymond Terrace Public School is located 30 minutes north of Newcastle and is a part of the Regional North Port Stephens' network of schools. It has an enrolment of approximately 379 children in 18 classes, 3 of which are Multi-categorical classes. There is a significant percentage of children from public housing families and consequently the mobility rate is relatively high. Approximately 27% of the students identify as Aboriginal and/or Torres Strait Islander. The number of students living in statutory out of home care, or are in court ordered kinship or guardianship care, has dropped to approximately 36 children (9.5%) . The majority of students from Raymond Terrace Public School attend Hunter River High School or Irrawang High School and strong links exist with both high schools to support transitioning from Year 6 to Year 7. The school's Family Occupation and Education Index (FOEI) has steadily decreased in recent years and currently sits at 155.

School wellbeing is currently underpinned by the Port Stephens network's commitment to Positive Behaviour for Learning (PBL), and the school's values of the 'You Can Do It' program. The school continues to build effective processes for supporting increased attendance.

In considering available internal and external data in conjunction with current school practices, teacher beliefs and current research, the situational analysis presents a point in time judgement of RTPS. It will allow the school to strive for continual improvement through the implementation of high impact learning, teaching and leading strategies across the school. Reflecting on the What Works Best update it became apparent that a more consistent application of practices, systems, processes via collaborative and shared planning would be crucial to the drive for improvement. Consistency is going to be a key focus in the implementation of practices and high expectations in attendance, wellbeing, behaviour, data use and curriculum. School leaders will be key to ensuring the improvement of quality teaching practices, research informed practice, high impact teaching strategies and professional learning, evaluative thinking and data use.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will implement high-impact teaching strategies and evaluate these by developing and sustaining whole school assessment practices through the collection and use of meaningful data.

Improvement measures

Target year: 2023

System-negotiated school targets - achieving expected growth

- Increase in the proportion of students achieving expected growth in NAPLAN reading to at least 59.2% (lower bound system-negotiated target).
- Increase in the proportion of students achieving expected growth in NAPLAN numeracy to at least 58.6% (lower bound system-negotiated target).

Target year: 2022

System-negotiates school targets - Aboriginal students top 3 bands

- The proportion of Aboriginal students achieving in the Top 3 Bands in NAPLAN reading will increase by 6.7% to 37.5% (lower bound system-negotiated target).
- The proportion of Aboriginal students achieving in the Top 3 Bands in NAPLAN numeracy will increase by 6.5% to 30.7% (lower bound system-negotiated target).

Target year: 2022

System-negotiated school targets - top 2 bands

- The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy increases to at least 16.9% (lower bound system-negotiated target)- an uplift of 7.3%.

Initiatives

High impact teaching strategies

Embed high impact teaching strategies and elements as an integral part of daily classroom practice. These include:

- professional learning, collaborative planning and lesson observations in high impact teaching strategies
- identify and prioritise specific evidence-based practices in Reading and Numeracy - as per the evidence guides produced by School Services
- differentiation for high performing students- including professional learning in the High Potential Gifted Education policy
- Meaningful collection and use of data - establish effective processes for the collection and use of data to improve student learning outcomes and teaching practices: professional learning in data literacy; collection of data for a variety of purposes, including formative, summative, measuring progress and for calculating effect size/impact; and effective collection and analysis of data in other areas across the school, such as wellbeing and attendance.

These teaching strategies and practices will also be key to the success of Strategic Direction 2 and Strategic Direction 3.

High impact professional learning

High impact professional learning is driven by NSW DoE policy. The school's cycle of professional learning will be underpinned by the 5 elements outlined in the High Impact Professional Learning model (HIPL). The school will:

- professional learning in the HIPL model
- coordinate significant professional learning opportunities to build the capacity of staff to implement new syllabus documents as part of the NSW curriculum reform
- ensure PL is evidence-based and linked to student

Success criteria for this strategic direction

High impact teaching strategies

- All teachers consistently implement high impact teaching strategies in classrooms, facilitating a learning culture where students understand and articulate what they need to be able to know, understand and do in order to achieve learning intentions.
- All teachers are committed to effective feedback processes that are precise, timely, accurate and actionable - leading to the achievement of learning intentions.
- Differentiated teaching methods are used across the school to extend the knowledge and skills of every student in every classroom, thus lifting the performance of all students.
- The school evaluates practices in Reading and Numeracy, utilising the evidence base for best practice. Leaders and teachers remain committed to implement what works best and will have the greatest impact.
- Assessment data is collected regularly and used to identify student growth and achievement, in order to reflect on teaching effectiveness and inform future directions.
- Data use should be embedded within a whole-school framework by ensuring there is a school-wide plan to collect robust evidence of student learning and use that data to target teaching and track student progress over time.
- Teachers access relevant and useful professional learning in data use.

High impact professional learning

- The HIPL model is embedded in the school and all professional learning is evaluated for its impact of teacher practice and student outcomes.
- All leaders and K-2 teachers are provided with appropriate professional learning to prepare for the 2022 introduction of new English and Mathematics syllabuses for Kindergarten to Year 2.

Strategic Direction 1: Student growth and attainment

Improvement measures

- The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases to at least 29.6% (lower bound system-negotiated target)- an uplift of 5.9%.

Initiatives

needs

- utilise emerging leaders in the school to take a role in leading professional development initiatives

This initiative will also be key to other initiatives in Strategic Direction 2 and Strategic Direction 3.

Success criteria for this strategic direction

- All leaders and teachers are provided with appropriate professional learning to prepare for the 2024 implementation of new syllabuses focused on what is essential to know and do in early and middle years of schooling.

Evaluation plan for this strategic direction

Through scheduled opportunities each term, the school will evaluate the impact and effectiveness of the initiatives towards achieving the improvement measures of this strategic direction. A range of qualitative and quantitative data will be used:

- NAPLAN data
- SCOUT - Value added data and expected growth
- PAT - Progressive Achievement Tests to measure growth and effect size
- Internal assessments and work samples
- PLAN 2 and EAFS data
- Year 1 Phonics Screening Tool
- Phonological Awareness Assessment
- Student Voice
- Teacher Surveys
- Walkthroughs

Analysis will be embedded through progress and implementation monitoring of the initiatives. Regular reviews with both leadership groups and the whole staff will allow the school to determine if we are on track to achieve improvement measures. These reviews will enable professional discussion in relation to the School Excellence Framework and CESE's What works best documents. Annual reporting will determine future actions and school progress will be published in the Annual Report.

Strategic Direction 2: Culture of learning and high expectations

Purpose

To promote a culture of learning and high expectations in the school community, members will develop learning mind frames and dispositions that support high expectations and motivate students to continually improve in an engaging curriculum.

Improvement measures

Target year: 2022

System-negotiated target - attendance

- The proportion of students attending >90% of the time increases to 73.9% (lower bound system-negotiated target) - an uplift of 4%.

Target year: 2022

System negotiated target - wellbeing

- The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 91.6% (lower bound system-negotiated target) - an uplift of 2.7%.

Initiatives

Culture of learning, belonging and connectedness across the community

1. Culture of learning - mind frames for staff and students

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

- strengthen collaboration and cultural connections with external agencies
- develop a whole school mind frame that prioritises a culture of learning - 'The Raymond Terrace Way'
- consistently challenge all students to learn new things - deeper thinking and problem solving via a focus on learning
- foster community engagement through opportunities for parents/carers to actively participate in the school

2. Student engagement and wellbeing

Student engagement refers to the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school activities.

- Students feel advocated for and supported and when they know that they have someone to whom they can turn to for advice. Positive teacher-student relationships and high levels of advocacy are crucial for student wellbeing.
- Proactively teach healthy coping strategies/self-regulation (Zones of Regulation).
- Parents and the broader community support and enable the aspirations of every student.

High expectations in all areas of the school

Success criteria for this strategic direction

Culture of learning/Student engagement and wellbeing

- Tell Them From Me survey data e.g. Increased proportion of students reporting a sense of belonging, expectations for success and engagement in learning.
- Attendance data - continued improvement in attendance data
- PBL-wellbeing data - less children absconding from class/ increased levels of engagement
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour
- Students are connected with their cultural, religious or spiritual backgrounds.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

High expectations in all areas of the school

- Recognising that a culture of high expectations must start early and be maintained throughout schooling for all students. The research particularly emphasises the importance of high expectations for students from disadvantaged backgrounds.
- Ensuring that students are challenged and engaged in school is fundamental to building a culture of high expectations. Appropriate differentiation of the curriculum is essential.
- The school has high expectations for every student. Parents and the broader community support and enable the aspirations of every student. Students have a strong sense of meaning and purpose.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Initiatives

Every student is engaged and challenged to continue to learn

High expectations matter at all stages of education for all students, and this is particularly important for students from disadvantaged backgrounds. All students need to be challenged and engaged in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

- Professional learning: HPGE policy, differentiation, metacognition, use of formative assessment and self/peer assessment
 - Common practice: Clear and consistent expectations for learning and behaviour; Engage with parents and carers to encourage them to hold high expectations of their children; and developing metalanguage across the school.
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Success criteria for this strategic direction

Evaluation plan for this strategic direction

Through scheduled opportunities each term, the school will evaluate the impact and effectiveness of the initiatives towards achieving the improvement measures of this strategic direction. A range of qualitative and quantitative data will be used:

- SCOUT - TTFM data
- PBL - wellbeing data - tightened and more explicit
- Attendance data
- Student Voice
- Teacher Surveys
- Walkthroughs

Analysis will be embedded through progress and implementation monitoring of the initiatives. Regular reviews with both leadership groups and the whole staff will allow the school to determine if we are on track to achieve improvement measures. These reviews will enable professional discussion in relation to the School Excellence Framework and CESE's What works best documents. Annual reporting will determine future actions and school progress will be published in the Annual Report.

Strategic Direction 3: School-wide systems and processes to drive continual improvement

Purpose

To maximise continual improvement, we will collaboratively embed school-wide effective systems to develop organisational best practice that is evaluated for its effectiveness.

Improvement measures

Target year: 2022

System-negotiated target - attendance

- The proportion of students attending >90% of the time increases to 73.9% (lower bound system-negotiated target) - an uplift of 4%.

Target year: 2022

System negotiated target - wellbeing

- The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 91.6% (lower bound system-negotiated target) - an uplift of 2.7%.

Initiatives

Collaborative practice

School leaders strengthen a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

- provide professional learning opportunities to share and gain teaching expertise in evidence-based teaching practices
- develop professional dialogue expectations- group norms, mutual trust, collective growth, collective efficacy
- Schedule regular opportunities to work with colleagues to plan, develop and refine teaching and learning programs

Transparent, highly effective and sustainable school systems, practices and processes

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

- Evaluate learning and support team processes - Utilise NSW DoE resources to evaluate current practices and processes (learning support, wellbeing, attendance)
- Develop leadership in both Executive staff and classroom teachers - expectations, systems and processes (CESE document) and evaluative thinking.
- Structure professional learning time, linking professional learning opportunities to the school Strategic Improvement Plan.
- Evaluate administration systems, staff induction processes and systems for data collection.

Success criteria for this strategic direction

Collaborative practice

- Teachers and school leaders draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.
- Most teachers are willing to open their classrooms and participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- Clear and consistent T & L expectations evident in classrooms - Staff Induction book/LTT guide
- Effective structures embedded for collaborative planning, maintaining and reviewing of the implementation of teaching and learning

Learning and Support / Inclusive practice

- Attendance data - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The learning and support team procedures is a school developed document outlining the function and process for coordinated planning and resourcing for students with additional learning and support needs.
- LST data and effective processes (see evaluation below)
- Inclusion is promoted by intervention and support programs designed and implemented for students who have additional learning needs
- Parents and carers contribute to student learning plans and participate in regular review meetings
- Inclusion is embedded across all parts of our system in culture, policies and everyday practices. We will measure progress to drive ongoing improvements in learning outcomes for students with disability.
- School routines and wellbeing procedures clearly outline how students are supported within the school

Strategic Direction 3: School-wide systems and processes to drive continual improvement

Initiatives

- Evaluate student recognition systems.
 - Evaluate Positive Behaviour for Learning practices - analyse its effectiveness.
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Success criteria for this strategic direction

Leadership

- Professional learning is strategically planned, relates directly to effective teaching practice, is underpinned by research that is evidence based and has a positive impact on student progress and achievement data.
- Student progress and achievement is effectively and systematically monitored using real-time student data
- Evidence of impact of teaching and non-teaching improvements are shared and inform current and future practices as well as evidence that improvements are embedded and sustained.

Organisational best practice

- Tasks are delegated, where appropriate, to members of staff and accountabilities are monitored by the principal
- Organisational, operational and administrative practices enable the successful day to day functioning of the school
- Develop effective partnerships with parents/carers, other schools, department staff and external agencies to meet the individual needs of students and ensure the school vision and strategic plan are realised

Evaluation plan for this strategic direction

Through scheduled opportunities each term, the school will evaluate the impact and effectiveness of the initiatives towards achieving the improvement measures of this strategic direction. A range of qualitative and quantitative data will be used:

- SCOUT - TTFM data
- LST data and records
- Multi-cat data - inclusive practices and learning goals

Strategic Direction 3: School-wide systems and processes to drive continual improvement

Evaluation plan for this strategic direction

- PBL - wellbeing data
- Attendance data
- Student Voice
- Teacher Surveys
- Walkthroughs
- Professional learning timetable and evaluations

Learning and Support team referrals and results:

- Annotated behaviour/learning Plans (e.g. percentages of students meeting goals in their plans)
- Student input and feedback in targeted behavioural supports
- Pre and Post individual learning plan (ILP) meeting surveys for parents, students and other stakeholders
- Suspension rates and other behaviour incidents mapped over time
- Scout data
- Students accessing external services or specialists as required
- PBL processes
- Behaviour incidents and attendance data measured over time

Analysis will be embedded through progress and implementation monitoring of the initiatives. Regular reviews with both leadership groups and the whole staff will allow the school to determine if we are on track to achieve improvement measures. These reviews will enable professional discussion in relation to the School Excellence Framework and CESE's What works best documents. Annual reporting will determine future actions and school progress will be published in the Annual Report.