

Strategic Improvement Plan 2021-2025

Tea Gardens Public School 3175



School vision and context

School vision statement

To be a high performing school that values community partnerships ensuring equitable learning outcomes within a positive and inclusive school culture that promotes wellbeing and success through respect, safety and personal best.

School context

Tea Gardens Public School is a small school located in the idyllic, yet remote seaside town of Tea Gardens on Worimi Country. We acknowledge the Worimi people, who were and are the traditional custodians of the land on which we learn and play. Our school is at the heart of the township, servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and other organisations.

The school has a current student enrolment of 160 across 8 classes K-6, with 25 % identifying as Aboriginal and Torres Strait Islanders. The school prides itself on providing opportunity for all students to learn and grow socially and academically including enrichment opportunities for high potential and gifted students.

Both students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area and native gardens together with our own student managed vegetable patch. We know, value and care for our student body, and through our student parliament, student voice is a feature of our practice.

The school's situational analysis, involved consultation with students, staff and parents. It was based on both the recent external validation and deep analysis, identifying three areas of focus for this Strategic Improvement Plan as follows:

1. Student Growth and Attainment

Based on NAPLAN results and the impact of the COVID pandemic, it is evident that the school will be challenged to meet its lower bound target in 2022. This highlights the need for further support of students in the middle bands to ensure they can move into the upper bands. Analysis of Check In Assessment data has determined that measurement and geometry are future focuses for improvement at our school.

2. Wellbeing and Engagement

The wellbeing, attendance and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Surveys will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

3. Equity

The school is well placed financially to fund a variety of programs and initiatives between 2021-2025 to ensure all students have equitable learning opportunities regardless of background, culture or disability. One area of particular focus is targeted additional Learning and Support, with a strong focus on improving Aboriginal student learning outcomes and building identity. NCCD and ACARA personal and social capabilities continuum data has noted significant deficits highlighting the need for the school to review the current learning and support structures and to consider alternate placements for students requiring significant daily adjustments, ensuring that all students have safe and nurturing learning

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environments catering to their needs. School speech screening results highlight the need for the school to investigate the delivery of speech intervention programs K-4.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will build staff capacity to deliver effective research based pedagogies that are responsive to the learning needs of individual students.

Improvement measures

Achieve by year: 2025

To improve the school value added SEF data result from sustaining and growing to excelling in the learning domain of curriculum.

To improve the school value added SEF data result from delivering to sustaining and growing in the teaching domain of effective classroom practice.

Achieve by year: 2025

To achieve a 15% uplift in the number of K-2 students reaching benchmark reading levels. (2020 Baseline)

Reading growth

Achieve by year: 2023

There is an uplift of 4% in student growth for Check-in data for Year 3, 4 and 5 cohorts from 2022 compared to Year 4, 5 and 6 cohorts in 2023.

Numeracy growth

Achieve by year: 2023

There is an uplift of 4% in student growth for Check-in data for Year 3, 4 and 5 cohorts from 2022 compared to Year 4, 5 and 6 cohorts in 2023.

Initiatives

Highly effective teaching practices

- Engage in professional learning to continually build teacher capacity and ensure current evidence based pedagogies are being utilised to inform teacher practice and improve students understanding of outcomes.
- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of reading and numeracy skills.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Data informed practice

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery where teachers regularly assess, collate and analyse student progress to inform future teaching and learning directions.
- Strengthen data collection and analysis processes, to inform future learning directions, differentiate curriculum and provide feedback to students so that learning is maximised for all.
- Expertly use student assessment data to reflect on teaching effectiveness and provide differentiated learning experiences.

Success criteria for this strategic direction

Teachers collaborate within and across stages and key learning areas to set high expectations and clearly articulate and support student learning.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Questions: Have staff delivered effective research based teaching pedagogies that are responsive to the individual learning needs of students? Has this effective practice resulted in an improvement in academic outcomes in reading and numeracy?

Data: Data sources will be collected and analysed through: Internal assessment, eg. agreed stage assessment tasks, Sentral Markbook, PLAN2, External assessment, eg. NAPLAN, Reading and Numeracy check

Evaluation plan for this strategic direction

in assessment, Online Phonics Screening Check (Year 1) and Phonological Awareness diagnostic tool on ALAN, IfSR (Interview for Student Reasoning) - online diagnostic numeracy assessment, teacher surveys, stage and team meeting minutes, self-assessment against the School Excellence Framework, External Validation (2023), shared observations of teaching practices across the school and Teaching and Learning program evaluations.

Analyse: Data is analysed regularly and collaboratively to determine the extent to which the purpose and improvement measures have been achieved and whether they need to be adjusted or further review on how to ensure we are meeting milestones through additional TPL.

Implications: Analysis of the data will be used to determine the impact of effective teaching pedagogies in improving academic outcomes in reading and writing. This will guide both ongoing implementation and future milestones to support the progress in the achievement of the yearly improvement measures.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure every student is able to connect, succeed, thrive and learn in a safe and positive environment where attendance, student engagement, wellbeing and behaviour is valued within the school.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending >90% of the time to be at or above the lower bound system - negotiated target of increasing from 64.1% in 2021 to 69.1% in 2022.

Achieve by year: 2025

To achieve a 10% uplift in the proportion of students reporting institutional engagement improvement in the Tell Them From Me survey. (2020 Baseline for Valuing schooling and Positive Behaviour)

Wellbeing

Achieve by year: 2023

To achieve a 1.5% uplift in the school's Wellbeing Tell them from Me (TTFM) measures (Baseline 84.60%)

ACER

Achieve by year: 2025

A 20% reduction in positive planning place referrals is achieved from 2018 baseline data.

Initiatives

Engagement

- Engage in the 'Improving Attendance Pilot ' program. This will provide a focus for improving school factors that influence attendance, build strategies addressing student attendance and investigate parent and community factors that impact on attendance.
- Develop school-wide systems and processes to ensure monitoring and analysis of student attendance is addressed regularly.
- Promote a culture of high expectations for every student to ensure students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Implementation of 'Positive Behaviour for Learning' within classrooms to allow for effective and consistent classroom management practices creating an environment that minimises disruptions, maximises instruction time and allows opportunities for students to engage in their learning.

Wellbeing

- Refine and update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated Behaviour Support Plans, Personalised Learning Pathways and Personalised Learning Support Plans.
- Implement whole school programs to improve social and emotional skills in children to allow for the development of positive relationships and engagement of positive behaviour.
- Build a school culture which promotes an environment where students feel safe, respected and supported allowing them to reach their full potential through programs such as breakfast club, high interest lunch

Success criteria for this strategic direction

Engagement

Student attendance is promoted, celebrated and supported by all staff. Attendance records are monitored; common barriers to attendance are addressed; improvements in attendance are recognised; and early interventions are actioned.

Caring and supportive relationships are evident throughout the school and fostered to address engagement and attendance.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

Question: To what extent have our students improved attendance and increased engagement through a positive sense of wellbeing and behaviour?

Data: Data sources will include ebs: ontrack, LAMP, Scout, TTFM survey (Tell Them From Me), Sentral Wellbeing, Wellbeing for School Excellence - Evaluation

Strategic Direction 2: Wellbeing and Engagement

Initiatives

- groups and the effective use of additional staff to support structured games during break times.
- Engage in high impact professional learning on Wellbeing and Mental Health and other identified school based priorities.
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Evaluation plan for this strategic direction

Support Plan, LST meeting minutes and the Improving Attendance Pilot Action Plan.

Analysis: Data is analysed regularly and collaboratively to determine the extent to which the purpose and improvement measures have been achieved and whether they need to be adjusted or further review of the initiatives to ensure we are on track to achieving our purpose.

Implications: Analysis of the data will be used to determine impact which will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students are succeeding, connecting, thriving and learning.

Strategic Direction 3: Equity

Purpose

To ensure all students have equitable learning opportunities regardless of background, culture or disability.

Improvement measures

Achieve by year: 2025

To increase the percentage of students reaching early reading norms speech indicators to 90%. (Term 4 2020 Baseline)

Achieve by year: 2025

To achieve 10% uplift in averages achieved for Tell Them From Me Social Engagement measures of sense of belonging, participation and positive relationships. (2020 baseline)

Achieve by year: 2025

School resources in the Leading Domain of the School Excellence Framework sees growth from Sustaining and Growing to Excelling in a minimum of 80% of the associated themes.

Initiatives

Sense of Belonging

- Celebrate and respect diversity and identity through enhancement of school facilities and visual representations of cultural pride, observance of significant annual events, sharing of cultural and personal stories, and providing additional support for Aboriginal and Torres Strait Islander students and students with additional learning needs.
- Strengthen advocacy at school through opportunities that build on student voice and student leadership.
- Strengthen positive broader community connections through transition programs of students from Pre-School to Kindergarten and Year 6 to Year 7 to provide opportunities for students to develop their sense of belonging across different contexts.

Supporting our Students

- Engage in high impact professional learning in identified school needs and targets for all staff.
- Strengthen and refine partnerships with teachers, specialised support personnel (psychologists, APLAS, speech pathologists, etc) and students to communicate and draw upon student data to best meet the needs of students through the systematic monitoring and assessment of student progress.
- Improve the functionality of the Learning and Support team to ensure effective monitoring, tracking and ongoing support for students in need that is communicated regularly to relevant people.

Success criteria for this strategic direction

Our school is a welcoming place to all members of our diverse school community. Improved connections and relationships with our families is evident. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Students have increased confidence, in an environment where student learning is personalised and student goals are achieved.

8 ways pedagogy embedded across all key learning areas throughout the school.

Our Learning and Support team are collaborative and build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs. Learning and support structures in the school are working harmoniously striving for ongoing student and school improvement.

Ongoing speech and language programs have improved the receptive, expressive and articulation skills of students. Communication between staff and speech pathologists is regular and supports the needs of students both in and out of school.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Evaluation plan for this strategic direction

Question: Have students been supported to improve in their learning regardless of their background, culture or disability? Have overall student learning outcomes increased? Have the improvement measures been achieved?

Evaluation plan for this strategic direction

Data: Data sources will be collected and analysed by teachers: external student performance measures, internal student performance measures, external service providers including speech pathologists provide regular feedback, classroom observations and walk throughs, student work samples, School Excellence Framework judgements.

Analysis: Data is analysed regularly and collaboratively to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of the data will be used to determine the impact which will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students have been supported equitably.