

# Strategic Improvement Plan 2021-2024

## Teralba Public School 3183



# School vision and context

## School vision statement

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At Teralba Public School our vision is to teach and inspire our students to become creative, resilient and resourceful, succeeding today whilst being prepared for tomorrow.

## School context

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Teralba Public School is a small school on the north western shores of Lake Macquarie on the land of the Awabakal people. The current school enrolment is 112. This enrolment has increased significantly over the past few years due to growth in the local suburb. It is anticipated that this trend will continue. Teralba Public School currently has an Aboriginal population of 16%. 5% of students come from NESB households. The current FOEI is 120 this is trending down due to the change in demographics. The school has an ICSEA score of 944. These figures identify us as a low socio-economic regional school.

Teralba Public School engages in a variety of extra-curricular activities including sport, public speaking, debating, Star Struck, drumming group, Premiers sporting challenge, Premiers reading challenge.

In 2020, Teralba Public School undertook External Validation. This involved a deep analysis of our strengths and areas to improve against the School Excellence Framework (SEF). Throughout this process, staff identified the need for a continued focus on quality teaching, learning and leadership, student wellbeing and community engagement. It was identified that the student wellbeing focus has assisted staff to achieve strong educational outcomes for all students.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the research suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Focus needs include mathematics, reading, comprehension and attendance.

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. And while PBL is embedded across all the school, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into 'promoting various school connections' and 'strengthening student wellbeing systems'.

Looking at the higher than usual staff turnover and employment due to school growth we ensure teachers are supported by a continuous and reflective system of professional learning that develops personal and professional skills. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes across the curriculum and to build strong foundations for academic success, all staff will monitor and use data to identify the needs of individual students and their learning goals. We will develop student capacity to become self-directed learners who are empowered to drive their own learning in line with their goals.

## Improvement measures

### Target year: 2024

Value add data (SCOUT) moves from Delivering for 3 - 5 to Sustaining and Growing.

### Target year: 2024

Minimum of 2 tier increase in phonological awareness data for all students 1-3 in tiers 2 and above. (2021 Baseline data)

### Target year: 2024

Reducing the number of tier 2 and tier 3 intervention students by 35% (2021 Baseline data)

### Target year: 2022

Minimum of 42.5% of year 3 and 5 students achieve in top 2 bands NAPLAN reading.

### Target year: 2022

Minimum of 39.7% of year 3 and 5 students achieve in top 2 bands NAPLAN Numeracy.

### Target year: 2024

Maintain of 2 tier increase in phonological awareness data for all students K-2 in tiers 2 and above.

### Target year: 2024

80% of students achieve expected growth in both NAPLAN Reading and Numeracy.

## Initiatives

### Literacy

In Literacy, we will ensure that effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. Focusing on individual excellence utilising current research to maximise student learning outcomes.

- Embed high impact professional learning focused on evidence-based practices through instructional leadership and distributive leadership. Enhancing quality classroom practices in literacy throughout the school.
- Enhance collective efficacy and excellence through high impact instructional leadership. This will be achieved through high quality professional development, collaboration and consultation.
- Embed quality literacy instruction that is research based and consistent throughout the whole school

### Numeracy

In numeracy we will establish and embed a culture of excellence and sustainable whole school processes through collecting and analysing data in order to differentiate classroom practices to achieve excellence for all students:

- Embed high impact classroom practices focused on improving staff deep understanding of the curriculum through instructional leadership and collective efficacy in order to embed quality differentiated teaching and learning.
- Enhance collective efficacy and excellence through high impact instructional leadership. This will be achieved through high quality professional development, collaboration and consultation.

## Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. (*SEF Curriculum, Assessment*)

Valid teacher judgment is evident across the school. (*SEF Data Skills and Use, Student Performance Measures*)

Data and feedback inform teaching practice and direct learners and learning. (*SEF Data Skills and Use, Student Performance Measures*)

All students articulate, understand and achieve their literacy and numeracy learning goals. (*SEF Professional Standards*)

Executive and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs. (SEF Educational Leadership)

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Check-in data
- EMU
- Essential Assessment
- Learning sprint data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs PLSPs
- Student focus groups.

## Evaluation plan for this strategic direction

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### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Staff will meet twice per term to hold data meetings
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 2: Connection of Learning

## Purpose

In order to maximise student learning opportunities Teralba Public School will develop and nurture strong partnerships across a variety of areas including partner schools, community groups and parent groups. We aim to provide students with a wide range of supports, connections and experiences that will help them to become self-directed learners who are aware of their own progress and feel confident in their own abilities..

## Improvement measures

### Target year: 2024

All students achieve their Personal Learning and Support Plan (PLSP) goals in wellbeing, attendance and behaviour.

### Target year: 2024

Progress from Sustaining and Growing to Excelling in the area of 'Learning Culture' and 'Wellbeing' SEF SaS.

### Target year: 2024

Increase the % of students with positive wellbeing

1. Wellbeing from 85% to 90%
2. -Sense of Belonging from 74% to 78%
3. - Expectations for success from 90% to 92%
4. - Advocacy at school from 85% to 90%

### Target year: 2024

Maintain excelling in the theme Attendance within the element Learning Culture SEF SaS.

### Target year: 2024

Embedded practice within all classrooms that demonstrate a the Welbeing Framework is in practice.

### Target year: 2022

Achieve a minimum of 77% of all students attending

## Initiatives

### Student Wellbeing

Embed a school-wide culture that is strongly focussed on wellbeing and self-regulation supporting learning. To do this staff will be informed in: the deeper use of a variety of data sources; Zones of Regulation Platform; ensuring a stronger focus on student attendance and behaviour whilst nurturing a safe positive school environment.

- Strengthen current wellbeing systems and processes using data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Embedding of 'The Wellbeing Framework for Schools' into all teaching programs.
- Formalise 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 PLSPs.

### School Connections

Whole school community demonstrates aspirational expectations of student engagement, wellbeing and attendance

- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Building effective school partnerships that enhance the school experience for all students in order to build student wellbeing and engagement.
- 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.
- Building a school wide culture that allows for greater connections between TPS and other organisations to

## Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties. *(SEF Wellbeing)*

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students. *(SEF Wellbeing)*

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations. *(SEF Learning Culture)*

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families. *(SEF Reporting Wellbeing)*

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement. *(SEF Wellbeing)*

## Evaluation plan for this strategic direction

The school leadership team will determine whether student behaviour and wellbeing programs are enabling students to maximise their learning potential and assisting them to become independent, responsible and self regulatory.

The following data will be analysed in the determination:

- attendance data
- student feedback and surveys
- parent feedback and surveys
- PLSPs
- TTFM
- suspension data
- behaviour referral data.

Following the analysis, the extent to which the purpose

# Strategic Direction 2: Connection of Learning

## Improvement measures

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school 90% of the time or more.

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## Initiatives

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support student wellbeing and transitions. (High Schools, partner schools, Non-Gov organinations, Parent body)

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## Evaluation plan for this strategic direction

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has been achieved will be determined and used to guide future directions.

# Strategic Direction 3: Quality Teaching Systems

## Purpose

We will further develop and refine data driven teaching practices that are responsive to the learning needs of all students and ensure that quality teaching practices are developed and consistent across the school, inline with current research and student needs.

## Improvement measures

### Target year: 2022

Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning

### Target year: 2022

Progress from Sustaining and Growing to Excelling in the area of Effective Classroom Practice SEF SaS.

### Target year: 2022

Embedded practice of learning Intentions exhibited in all classrooms with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals.

### Target year: 2023

Embedded practice of collaboration within and outside of the school and class environment to share expertise and ideas.

### Target year: 2024

Progress from Delivering to Excelling in the area of High Expectations SEF SaS.

## Initiatives

### Data driven practises

Embed a culture of excellence using and reviewing data to drive the development of teaching and learning programs, PLSPs and professional development.

- Build teacher capabilities to ensure that data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- Systematic analysis and use of Literacy and Numeracy Progressions, PLAN 2, NAPLAN to personalise learning to differentiate teaching for all students, as well as track progress and growth.
- Expert use of Authentic Self-Assessment process to embed reflective practice for all school, teaching and learning practices.
- Consistent school wide use of all data to drive teaching and learning in all KLA's and across all stages.

### Enhanced professional collaboration

A pedagogical base for whole school teaching and learning:

- Amplify the use of Teaching Sprints and self reflective practices across all classes.
- Develop a comprehensive and ongoing professional learning program to continually build teacher capacity from beginner to executive level using data to inform teaching practice in collaboration with other staff members.
- Embed a culture of teacher collaboration, walk-throughs and joint planning through Quality Teaching Rounds within the school and in partnership with another like school to improve teacher judgment and align whole school teaching practice and staff professional growth.

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Professional learning is differentiated and its' impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

## Evaluation plan for this strategic direction

Success in ensuring quality teaching systems will be evident through;

- Teaching programs that show evidence of data informed classroom practice with ongoing adjustments evident
- Staff regularly engage in data meetings to discuss and support differentiation of student lessons
- Evidence of collaborative practice internally and externally
- Cyclical data collection and analysis processes are evident across the school

# Strategic Direction 3: Quality Teaching Systems

## Evaluation plan for this strategic direction

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- Data representations are readily available