

# Strategic Improvement Plan 2021-2025

## 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 125, an increase from 67 in 2018. 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 22%. 5% of students come from NESB households. The current FOEI is 107 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, ukulele 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

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To maximise student learning outcomes across the curriculum and build strong foundations for academic success through effective use of data to identify the needs of individual students and their learning goals. Students will develop capacity to become self-directed learners who are empowered to drive their own learning in line with their goals.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using Essential Assessment as a key data point

### Interview For Student Reasoning IFSR

Achieve by year: 2025

85% of students K-2 show a minimum improvement of 1 learning progression growth on the DoE Numeracy progressions per annum.

## Initiatives

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### Quality teaching for quality learning

- Strategic focus on curriculum areas to impact student growth and attainment with a focus on equity and excellence through Instructional Rounds
- Effective use of assessment strategies (formative and summative)
- Embedded data skills and analysis to inform teaching, learning and planning

## Success criteria for this strategic direction

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There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas.

The school analyses assessment data to identify student and cohort learning progress. Teachers use summative data to identify student learning, allocate resourcing and validate formative assessment practices.

The school uses data to inform collective decisions about student learning and the allocation of resourcing, aligned with improvement measures in the Strategic Improvement Plan.

## Evaluation plan for this strategic direction

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The school will use a variety of sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

### The evaluation plan will involve:

- Regular review of a variety of data sources to provide clarity of success.
- Staff meet regularly to hold data meetings
- Regular professional development focused on data analysis.
- Rigorous review of how effectively staff have implemented Strategic Direction 1 through the implementation of 'High Impact Teaching and Learning' activities.

# Strategic Direction 2: Wellbeing

## Purpose

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Enhancing improved outcomes through the delivery of strong wellbeing programs and supports for students, staff and families through the development of positive relationships and strong connections with all stakeholders.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 88.7% in 2023 to 90% by 2027.

### Aboriginal Education

Achieve by year: 2025

Aboriginal students achieve parity in reading and numeracy compared to students in grade.

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## Initiatives

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### Holistic Approach to Wellbeing

Embed a school-wide collective culture that is strongly focused on wellbeing, attendance, belonging and self-regulation supporting learning.

- Improved attendance across the school
  - Regular monitoring, analysis and strengthening of wellbeing team system and attendance data
  - Improved partnerships within the school community eg. Parents, AECG, High School, and Learning Communities.
  - Formalise whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student attendance, behaviour, learning and engagement data is evidenced through regularly updated PLSPs and PDP's.
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## Success criteria for this strategic direction

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There is a high expectation culture of high attendance rates for all students.

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

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

There is an embedded school-wide and data-informed approach to support student and staff wellbeing.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

## Evaluation plan for this strategic direction

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Staff 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 goal achievement
- PDP's goal achievement
- TTFM data
- suspension data/ Critical incident data
- behaviour referral data.

## Evaluation plan for this strategic direction

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Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.