

Strategic Improvement Plan 2021-2024

Terrey Hills Public School 3190



School vision and context

School vision statement

Terrey Hills Public School is committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning.

Children are always the only future the human race has; teach them well.

At Terrey Hills Public School we will:

- Provide every student with love and belonging
- Enable our students to be powerful
- Create freedom for every student to choose their own path
- Inspire our students to have fun
- Ensure every student has everything they need to survive

School context

Terrey Hills Public School is a small semi-rural school with an enrolment of 227 students. The school has 10 mainstream classes and is set on spacious grounds of over 4.2 hectares. The area is largely surrounded by national parks and acreage. Terrey Hills students connect, thrive and succeed in a welcoming and inclusive, nurturing environment *where every student is known, heard, valued and cared for*. Our current FOEI is 27 and we have 9 EAL/D students.

The school's values of Respect, Responsibility and Learning underpin and support high quality, inclusive practices and set expectations where *'every student, every teacher, every leader, every school improves every year'*.

Our teaching staff regularly engage in collaborative opportunities to unpack the learning progress of every student in their class and are committed to the improvement of their own professional practice to ensure every student is engaged and challenged to continue to learn. Our non-teaching staff continue to work with the school's Executive Team to improve administration and service practices. With an emphasis on Education for a Changing World, along with a strong focus on student growth and attainment in literacy and numeracy, students are encouraged to take risks with their learning through personal goal setting. Students are engaged in supportive, challenging and differentiated curriculum. Participation in extra curricula activities including sport, dance, music, debating, public speaking, as well as school service, is widely encouraged.

School leaders are committed to modelling a self-improving culture of high expectations and a shared responsibility for every student and staff member to progress, develop and reach their true potential. Terrey Hills Public School enjoys close collegial and professional partnerships with other primary and secondary schools through the Pittwater and Warringah Community of Schools.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and local AECG. While we do not currently have any families that identify as Aboriginal or Torres Strait Islander we are committed to working in partnership to build the knowledge and capacity of staff to implement to confidently embed Aboriginal perspectives and content in their teaching and learning programs.

As a result three focus areas were identified for our Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 during the External Validation process, which saw the Executive team and all staff undertaking deep analysis of the areas for improvement for the whole school.

At Terrey Hills Public School we are committed to:

- developing quality, differentiated and syllabus aligned programs and also embedding school wide, robust assessment practices.
- building the capacity of all staff to be strong, visible and adaptive educational leaders who are dedicated to providing students with a safe and effective learning

School vision statement

School context

environment.

- establishing and maintaining improvements in our teaching pedagogy across all classes from all staff within our school. We aim to develop strong partnerships with the wider educational community in order to gain new knowledge and to share the wealth of our staff expertise.

1. Student growth and attainment.

Our school focus is to improve student growth and attainment in the areas of literacy and numeracy. This is underpinned by the evidence-based research of the *What Works Best: 2020 Update*. As the literature suggests, our school 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.

2. Growing a proactive culture of high expectations, challenge and support.

Our aim is to develop quality differentiated programs across the school that will enable all students to excel. Our shared vision is to develop and sustain a culture of excellence. We endeavour to create strong community partnerships with our parent community, to have links between student learning and school life. Our initiatives aim to build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

3. Connect, Succeed, Thrive and learn.

We are committed to our students being actively connected to their learning, having positive and respectful relationships and experiencing a sense of belonging to their school and community in order for them to reach their full potential. A strengthening of our PBL program through school wide activities will form a focus, along with promoting social and emotional learning. We will continue to develop effective partnerships to enhance our transitions and create and maintain a safe learning environment for all students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of a differentiated curriculum that is underpinned by evidence informed strategies and embeds evaluative practices.

Improvement measures

Target year: 2022

Reading:

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 61.33% to at least 65.10% (lower bound system-negotiated target).

Target year: 2022

Numeracy:

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 50.67% to at least 52.9% (lower bound system-negotiated target).

Target year: 2023

System-negotiated Targets - Student Growth

Reading

Increase the proportion of students achieving expected growth in reading to equal or above system-negotiated lower bound target of 70.9%.

Target year: 2023

System-negotiated Targets - Student Growth

Numeracy

Increase the proportion of students achieving expected

Initiatives

Quality Differentiated Teaching in Literacy and Numeracy

Embed practices that ensure an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students

- High Impact Professional learning utilising 'What Works Best & High Potential and Gifted Education Policy' to support teacher capacity to differentiate teaching and learning programs / individualise student learning.
- Leadership team model instructional leadership to build the capacity of all staff and support a culture of high expectations.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed evidence-based, systematic approaches to teaching literacy and numeracy that are sustainable and are consistently embedded across the school.
- Embed professional learning and practices to build teacher capabilities and collective pedagogical practice.

Data Use and Practice

School wide focus on student assessment data to identify student achievements and progress in order to reflect on teaching effectiveness and ongoing reflective practice.

- Build the capacity of the leadership team to comprehensively collect and analyse purposeful student growth and attainment data to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension (HPGE).
- Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is

Success criteria for this strategic direction

Our success criteria is that we achieve the system's negotiated targets for literacy and numeracy through the following School Excellence Framework themes.

Educational Leadership

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.

Curriculum

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring 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.

Data Skills and Use

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Reporting

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Strategic Direction 1: Student growth and attainment

Improvement measures

growth in numeracy to equal or above system-negotiated lower bound target of 65.10%.

Initiatives

- maximised for all.
- Embed school-wide assessment practices to support teachers' consistent, evidence-based judgements and moderation of assessments.
 - Review and adapt practice to ensure reliable summative and formative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement.

Evaluation plan for this strategic direction

Questions: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

How valid and reliable are our assessment and identification procedures?

Data:

We will use a combination of data sources.

External Assessments: Best Start, Phonological Assessment Year 1, NAPLAN, Check-in Assessments, Scout Value Add, VALID.

Internal Assessments: PLAN 2, Data Checkpoints, Work samples-analysed across grade/stage/Community of Schools for CTJ, LST Interventions, Student Adjustment-NCCD Records, PLPs, student reports.

Strategic Direction 2: Growing a proactive school culture of high expectations, challenge and support

Purpose

Develop strong collaboration between parents, students, teachers and the wider school community. Promote aspirational expectations of learning and provide opportunities for all students to become assessment capable learners and critical and creative thinkers.

Implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research of practice to improve the educational outcomes of students.

Initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

Improvement measures

Target year: 2024

All teachers work collaboratively to develop differentiated teaching and learning programs.

Target year: 2024

100% of teacher Performance Development Plans use School Excellence Framework themes for improvement measures and align goals to the Australian Professional Standards for Teachers. Evidence reflects goals of the Strategic Improvement Plan.

Target year: 2024

Initiatives

Differentiation in Learning

To grow a proactive school culture of high expectations, challenge and support through a school wide approach to differentiation in literacy and numeracy. This will be implemented and supported through evidence-based research and practice. This will be achieved through:

- Embedding a learning culture that enables students to create, receive and act on feedback to achieve their learning goals.
- Differentiated programs that reflect students' needs and embed the General Capabilities with a focus on creative and critical thinking.
- Effective Learning and Support identification practices and processes.
- Learning opportunities with appropriate challenge for HPGE students.
- Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.

Building Teacher Capacity and High Expectations

- The leadership team establishes professional learning communities (internal and external) which are focused on continuous improvement of teaching and learning and building the capacity of all staff.
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
- Establish Instructional Leader position to work with teachers using data to monitor and assess student progress and design future learning on a whole class or individual level.
- Teachers engage in professional discussions and collaborate to improve teaching and learning in their stage, curriculum teams and Community of Schools.

Success criteria for this strategic direction

Our success criteria is that we have grown a proactive culture of high expectations, challenge and support through utilising the School Excellence Framework themes.

Learning Culture

A culture that promotes the most effective evidence-based teaching methods optimise learning progress for all students through differentiated programs.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Opportunities for staff to participate, initiate and lead professional learning both internally and externally.

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.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

Evaluation plan for this strategic direction

Question:

Does THPS support collaborative performance development and efforts to continuously monitor improvement?

Do the teaching and learning programs provide all students the opportunities to become assessment capable learners who are able to think creatively and critically?

Does THPS promote parental and carer engagement as a key aspect of raising the achievement of all students?

Strategic Direction 2: Growing a proactive school culture of high expectations, challenge and support

Initiatives

- Professional learning in the school emphasises developing effective collaborative practices through well developed systems and processes.
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Evaluation plan for this strategic direction

Data:

We will use a combination of data sources.

- PDPs: Phase 1 Planning, Phase 2 Implement, Phase 3 Review.
- Teaching and Learning programs, planning and programming, classroom practice, assessing and recording and reporting.
- Tell Them From Me Suite- twice a year.
- Student Voice -surveys and SRC Meetings.
- Focus groups with all stakeholders-twice a year.

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all students actively connect to their learning, have positive and respectful relationships and a strong sense of belonging to their learning environment promoting success. We will drive a culture of belonging through a review of the current wellbeing policy that will focus on the aspects of 'promoting social and emotional learning', 'strengthening transitions' and 'creating a safe environment'.

Improvement measures

Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 90.9%.

Target year: 2022

Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target of 91%.

Initiatives

Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Increasing student engagement through evidence-based positive behaviour support. This will be achieved by fostering connected, cohesive and safe learning environments through a whole-school community approach, to strengthen relationships between the school, families and communities. (*Student Behaviour Strategy-NSW DOE*)
- Embedding the Wellbeing Framework into school culture through ongoing professional learning in effective wellbeing strategies.
- Implementation of research/evidence-based social and emotional programs.
- Professional learning for all staff in social and emotional programs to promote a whole school shared understanding and language.
- Parent support to ensure connection between home and school to promote a shared understanding and language.
- Developing strong educational partnerships to support transitions.

Strong Collaborative Partnerships

Build collaborative partnerships with students, staff, families, communities and other organisations to support continuity of learning through effective transitions.

The school engages in strong collaboration 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. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Success criteria for this strategic direction

Teachers demonstrate increased knowledge and skills in promoting social, emotional, behavioural and intellectual engagement by fostering positive relationships across the school community. The school has implemented evidence-based whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.

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

Evaluation plan for this strategic direction

Questions:

How can THPS determine that the systems and processes for enhancing student wellbeing and engagement have been successful?

Has engagement in wellbeing initiatives built the collaborative capacity of students, teachers, parents resulting in measurable improvements in wellbeing and engagement to support learning?

Data:

- Wellbeing Framework, DOE Attendance Matters, CESE-Environmental Scan.
- Self-assessment.
- Tell Them From Me Survey Suite - twice a year.
- Professional Development Plans.
- Suspension and Attendance data.
- Incident Reports.
- Orientation programs feedback surveys.
- Wellbeing for School Excellence Evaluation Tool.

Initiatives

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

There is a school wide, collective responsibility for consistent student attendance which is shared by parents, students and staff to ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

- SCOUT Enrollment and Attendance reports.
- Evidence of individual attendance plans.
- Learning Support Minutes reflecting student attendance.
- Documentation outlining the escalation of attendance concerns (Home School Liaison Program, Child Wellbeing Unit, Child Protection Hotline).