

Strategic Improvement Plan 2021-2024

Terrigal Public School 3191



School vision and context

School vision statement

Our school is a proud public school focused on developing future adults who are confident, active and involved citizens. Students learn the skills, knowledge and understanding to enable them to navigate a changing and complex world. Our students will be leaders who consider the environment, are inclusive of all and acknowledge the full cultural heritage and history of Australia .

School context

Terrigal Public School is a dynamic school of 920 students located on the NSW Central Coast. Our students come from diverse family, cultural and language backgrounds. Our students are connected, inclusive, resilient and curious learners. Our school is supported by an active community with high expectations for school excellence.

Our school acknowledges that we learn and work on land that is, was and always will be Aboriginal land. Our Aboriginal students have opportunities to engage with culture and community. All students learn about culture and history. We are part of the Kuriwa Aboriginal Education Consultative Group. Our students participate in the annual Gulang Festival. We acknowledge and pay our respect to elders past and present.

Our school works with our partner schools as part of the Terrigal Learning Alliance. Terrigal High School, Erina Heights Public School and our school work as a collaborative group to provide a K - 12 pathway for students. The alliance allows clear communication channels between the schools to share information, resources and expertise. Combined professional learning opportunities provide broader access to a range of development activities.

Our school has a strong focus on critical literacy and numeracy skills but we recognise that this is insufficient. We also focus on building active and responsible citizens, creative and caring people.

Learning in the classroom is complemented by our kitchen garden program, STEM project, creative arts and sporting programs.

Through our situational analysis we have identified a need to use data-driven practices to ensure clarity of student need and to focus instructional practices. Teachers highly value collaboration within the school but seek further opportunities to work together to reflect on their practice, data and plan learning. Our school has negotiated a set of targets to ensure that student growth and attainment remain a focus for the school.

Our focus over the next 4 years will be to improve the growth and achievement of students in reading and numeracy, further develop our high expectations for student wellbeing and improve of systems to support student success.

Strategic Direction 1: Student growth and attainment

Purpose

Every student will grow by at least one year for one year of teaching. This will be achieved by the use of data to inform teaching and instructional support for every teacher. This will allow teachers to reflect on and improve their practice to be able to deliver point of need instruction through evidence based practice and by providing targeted support to identified students.

Improvement measures

Target year: 2022

NAPLAN TOP TWO BANDS

A minimum uplift of 7.8% (from 2020 baseline data) of Years 3 and 5 students in the top two bands for Reading (NAPLAN)

Target year: 2022

NAPLAN TOP TWO BANDS

A minimum uplift of 7.7% (from 2020 baseline data) of Years 3 & 5 students in the top two bands for Numeracy (NAPLAN)

Target year: 2023

NAPLAN EXPECTED GROWTH

A minimum uplift of 3.5% (from 2020 baseline data) in Year 5 students for expected growth in Reading (NAPLAN)

Target year: 2023

NAPLAN EXPECTED GROWTH

A minimum uplift of 4.1% (from 2020 baseline data) in Year 5 students for expected growth in Numeracy (NAPLAN)

Target year: 2024

Initiatives

Instructional support for student success

Assistant Principals are released to work directly with teachers on instructional improvement.

Teachers undertake structured and purposeful data investigations to identify individual students requiring additional support.

Data informed formative assessment practices are embedded across the school. Stage/Year teams undertake data reviews in Weeks 4 and 9 to identify trends and the impact of learning.

Lessons, involving new learning, always include a learning intention and the success criteria which is explicitly provided to students. Each student has a learning goal for writing, reading and mathematics.

Teachers undertake high impact professional learning in reading instruction. Teachers visit other classrooms to observe and reflect on practice.

Professional learning in validation of teacher judgement is provided to teachers. Ongoing validation exercises are developed with each team to ensure consistency of judgements.

Link to DoE Strategic Plan Goal 5 *All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens*

Targeted support for increased student success

Planned, coordinated and specialist intervention to ensure the school engages in strong collaborations between parents, students and staff to achieve learning progress for all students, especially those who are identified as at risk. Resources to support this include:

Ten teachers who comprise the Learning Support Team, two school counsellors, a school wellbeing officer and 22 school learning support officers as well as three support class teachers.

Success criteria for this strategic direction

Reliable formative and summative assessment supports learning across the school and forms an integral part of daily classroom instruction.

Student assessment data in reading and numeracy is regularly collected and used school-wide to identify student learning outcomes and progress, reflect on teaching effectiveness and inform future directions.

Valid teacher judgement is evident across the school.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs; are dynamic; show evidence of revisions based on feedback on teaching practices; consistent and incorporate reliable student assessment and continuous tracking of student progress and achievement.

Students are able to articulate their learning goals in reading mathematics and writing. All students are able to articulate the learning intentions and success criteria of a lesson and articulate ideas to manage their own learning.

Evaluation plan for this strategic direction

Question: Has our instructional intervention been effective? Is targeted support meeting the needs of students? Are we achieving the uplift in results we have identified?

Data: NAPLAN, PAT, Check Ins, PLAN2, As well as observations, surveys and program analysis.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Are our assumptions able to be triangulated?

Implications: The findings of the analysis will inform future actions.

Strategic Direction 1: Student growth and attainment

Improvement measures

INTERNAL MEASURES

An minimum uplift of 17% of students achieving expected reading levels. (PAT, Running Records, Essential Assessment)

Target year: 2024

INTERNAL MEASURES

An minimum uplift of 14% of students achieving expected numeracy levels. (PAT, Running Records, Essential Assessment)

Target year: 2024

ABORIGINAL STUDENTS

All Aboriginal students show at least one year growth in reading and mathematics each year. (PAT Tests, Essential Assessments)

Initiatives

Each Aboriginal student has a collaboratively developed Personalised Learning Pathway that provides knowledge of family and culture and identifies student goals. The PLP is reviewed and adjusted during the year.

Each identified student with a disability or identified learning need has a collaboratively developed Personalised Learning Support Plan (PLSP) that identifies the adjustments needed for the student to successfully access the curriculum.

The COVID Intensive Learning Support program provides an explicit skill boost for targeted students in literacy and numeracy, initially in Stage One and then Stage Two.

High potential and gifted students are catered for by their classroom teacher. The HPGS action team is re-established. Members of the team undertake the mini Certificate of Gifted Education PL..

Strategic Direction 2: High expectations for student wellbeing and success

Purpose

Student success will be built through greater consistency in expectations for learning, behaviour and support. High expectations for attendance will be built through promotion and monitoring. Learning and support programs will be more focused, responsive and extensive.

Improvement measures

Target year: 2023

ATTENDANCE

An uplift of 6.9% (from 2020 baseline data) of students attending school >90% of the time.

Target year: 2022

WELLBEING

An uplift of 4.5% (from 2020 baseline data) of students reporting positive wellbeing across the 'Tell Them From Me; measures of sense of belonging, advocacy at school and expectations of success.

Target year: 2024

ABORIGINAL STUDENTS

A minimum uplift of 7% (from 2020 baseline data) of students in the 'Tell Them From Me' survey reporting 'I feel good about my culture' and reporting that 'My teacher has good understanding of my culture'.

Initiatives

Increased expectations for positive behaviour

Development of a positive expectations framework and a flowchart for behaviour management

Promotion of positive behaviour including Harmony Day activities, Anti-bullying day and pledge, who to speak to if bullied, You Can Do It program, Smiling Minds project, Signage around the school.

Link to DoE Strategic Plan Goal 4 - *Every student is engaged and challenged to continue to learn.*

Increased impact of learning support for identified students

The Learning and Support Team meets regularly to reflect on data and plan future learning and support. Targeted support operates on a five week intensive support program.

The COVID Intensive Learning Support Program assists students in literacy and numeracy during 2021. Initially students are targeted in Stage 1 and then Stage 2 to boost their skills in these areas.

Increased Attendance

Promote - Regular attendance at school can have a significant impact on student wellbeing and learning. Newsletter articles, as well as stage and whole school assemblies are used to highlight the importance of attendance.

Monitor - Improved attendance will be achieved by quality and tailored teaching programs, working with families to prioritise attendance, and effective monitoring. Strategies will include attendance data analysis, attendance SMS, attendance reminders, and follow up.

Reward - regular attendance will be acknowledged.

Success criteria for this strategic direction

Parents and the school work together to support consistent attendance.

A whole school approach to attendance promotion and monitoring ensures regular attendance.

Personalised attendance planning for identified students increases their attendance and impacts their wellbeing and learning attainment.

Positive, respectful relationships are evident and widespread among students and staff. Expectations of behaviour are co-designed and are explicitly and consistently applied.

Evaluation plan for this strategic direction

Questions: Are more students attending regularly? What is our percentage of students attending more than 90% of the time? Does our behaviour, wellbeing and support data indicate improved wellbeing? What are the trends in our wellbeing data?

Data: Sentral, SCOUT, TTFM survey data

Analysis: What is the data telling us about attendance? Are our initiatives improving wellbeing?

Implications: Inform future directions and decisions.

Strategic Direction 3: Quality systems for student success

Purpose

Improved systems will support student learning by

- Providing timely data around impact to inform teaching
- Allowing whole school monitoring of student growth to inform resource allocation
- Allowing effective access to critical information about student need
- Providing additional time for teachers to collaborate for analysis of data and planning of teaching.
- Aligning systems, programs and support to increase teacher time on planning quality instruction.

Improvement measures

Target year: 2022

Collaboration

At least an uplift of 1.6 points in the rating scale of teachers reporting enough time for collaboration. (WWB survey)

Target year: 2024

Focus on Instruction

A minimum uplift of 20% of teachers reporting they have more time to focus on instruction.

Target year: 2024

School Excellence Framework

In the School Excellence Framework Management Practices and Processes domain the school will improve to be excelling in the theme of Administrative Systems and Processes.

Initiatives

Improved systems and more time for collaboration

We will further embed a learning culture that enables students to develop, receive feedback on and achieve their learning goals.

High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise student learning and understanding.

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive teaching and learning opportunities programs.

All teachers are released two days a term to collaborate with their team in order to reflect on data and plan future learning.

All executives given time each Wednesday afternoon to facilitate collaboration between stages and whole school executive meetings.

A range of business systems are digitised, improved, removed or streamlined to ensure teacher focus on instruction is maximised. These include operational systems such as an online booking system for learning spaces, changes to timetables and playground times to reduce the number of students in a space and aligning RFF and SLSO timetables to maximise resource usage. Improvements to communication systems by implementing Class Dojo across the school and class newsletters.

Link to DoE Strategic Plan Goal 3 *Every student, every teacher, every leader and every school improves every year*

Data systems to support learning

An assessment plan is established K - 6 which outlines key assessments, timing and purpose.

Success criteria for this strategic direction

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading, numeracy and other impact areas.

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

Data and feedback inform teaching practice and direct learners and learning. All students articulate, understand and achieve their literacy and numeracy learning goals. EAL/D 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.

Teachers routinely use evidence to inform learning to inform their teaching, adapt their practice and meet the learning needs of their students.

Programs and work samples are reflective of explicit teaching practices with individualised learning goals and effective feedback.

Evaluation plan for this strategic direction

Questions: Is data analysed at a class, stage and school level? Does the analysis impact teaching and resource allocation? Have changes to operational processes allowed teachers to concentrate on instruction? Has increased time for collaboration resulted in improved instruction?

Data: Sentral attendance, SCOUT attendance, TTFM, NAPLAN data, Student work samples Literacy and numeracy, PLAN2 data

Student PLSPs & PLPs, Student focus groups. SEF SaS)

Strategic Direction 3: Quality systems for student success

Initiatives

Increased, purposeful data collection including PAT and Check in assessments.

Data pool created, standardised formats and recording to improve accessibility of data for teachers. Data analysis on a regular basis.

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data. Establish and use AP's Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level. 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. Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Evaluation plan for this strategic direction

Analysis: Are we able to validate the impact of system changes to student learning?

Implications: Further changes or improvements to systems