Strategic Improvement Plan 2021-2024

Thurgoona Public School 3208

School vision and context

School vision statement

Learning for life, in an inclusive, engaging and supportive environment.

School context

Thurgoona Public School is a P3 school situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of 603 students which equates to 24 classes.

The enrolment of students has increased rapidly over the space of 3 years. An increase of 35% of students has had a significant impact on the infrastructure and resources required to meet these demands. Students come from a wide range of socio-economic backgrounds with 8.7% of the student population identifying as Aboriginal or Torres Strait Islander and 8.1% of the student population from an English as an Additional Language or Dialect (EAL/D) background.

The school's motto is 'learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

Dedication and commitment from school staff combined with community partnerships ensure that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Extra-curricula opportunities in Sport, Science, Technology, and Creative and Performing Arts enable our students to excel through a range of different experiences. Further to this are the extensive experiences that students engage in within English and Mathematics.

A rigorous analysis, of the strengths and areas for development, has been conducted at a whole school level to consider recommendations for our proposed strategic directions for the 2021-2024 School Improvement Plan. Through the analysis of internal and external data using multiple data sources including: Scout Data, The School Excellence Framework Self-assessment Survey, the suite of surveys from Tell Them From Me, School-based analysis of assessments and reflections gathered from the staff we have been able to collaboratively discover key themes and trends to identify inspirational goals for our school.

Work will take place on developing quality formative and summative assessment and data collection practices and developing greater consistency of judgement within the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

School Support and Specialist Program staff will be utilised to build the capacity of staff to implement the new Student Behaviour Strategy and to assist us in managing complex case management processes. Further strengthening of partnerships between preschool, high school and the University will be developed to ensure strong collaborative relationships exist between parents, students and the community to support the continuity of learning for all students. This will support us in building a school culture that is strongly focused on

School vision statement

School context

learning and the educational aspirational outcomes of our students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to **maximise student learning outcomes** in *reading and numeracy* and to build strong foundations for success, we will further develop and refine *data driven teaching practices* that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

A minimum of 48% of Year 3 & 5 students achieving in the Top 2 bands in NAPLAN reading (lower bound system negotiated).

Target year: 2022

A minimum of 41.5% of Year 3 & 5 students achieving in the Top 2 bands in NAPLAN numeracy (lower bound system negotiated).

Target year: 2023

A minimum of 64.1% of Year 3 & 5 students achieving expected growth. in NAPLAN reading (lower bound system negotiated target).

Target year: 2023

A minimum of 59% of Year 3 & 5 students achieving expected growth in NAPLAN numeracy (lower bound system negotiated target).

Initiatives

Reading and Numeracy

Develop teacher knowledge in the use of **evidenced-based teaching pedagogies** and use this knowledge to **explicitly teach reading and numeracy** so that every student makes *measureable learning progress* .

- Capacity of teachers will be developed through professional learning and the model of coaching and mentoring.
- Explicit instructional model will be implemented across all classrooms.

Data use in Teaching

Develop skills and knowledge to enable teachers to use **quality** and **reliable data sources** to inform teaching practices, resulting in *improved student outcomes*.

- Capacity of teachers will be developed in the area of data literacy to ensure that they are responsive to the learning needs of all students.
- Collaborative data analysis using the National Learning Progressions will be fostered to promote this consistent practice.

Success criteria for this strategic direction

Reading and Numeracy

- Processes are in place at a school level to ensure **evidence-based teaching pedagogies** are evident in classroom practice and teaching programs.
- Teachers and students can identify **individual growth targets.**

Data use in Teaching

- Assessment is used **flexibly and responsively** as an integral part of daily classroom instruction.
- Assessment **monitoring processes** are in place across the school to evaluate teaching practices and their impact on student outcomes, supporting teachers' consistent judgements.
- Coaching and mentoring structures are established to **build the capacity** of staff to analyse, monitor and implement evaluative practices. with the support of APs Curriculum.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate **impact and improvement** of *data informed teaching* and student outcomes in reading and numeracy?

Process Evaluation: What did we do and how well did we do it?

- *What barriers were faced in the implementation of focus initiatives?*
- *Were there clear goals addressed in each stage to meet external and internal targets for reading and numeracy?*

Outcome Evaluation: What was the impact of our work? On Teachers? On student outcomes?

- *As a result of support structures in place, to what extent was the capacity of teachers developed?*
- *As a result of the support structures in place, what impact was had on student outcomes?*

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data Sources

- What Works Best Self reflection tool - Use of data to inform practice, Explicit teaching & Assessment
- Scout data - Student Growth, Value Add, Top 2 Bands
- Literacy and Numeracy PLAN2 data - Phonological Awareness, Phonic Knowledge and Word Recognition, Understanding Texts, Additive Strategies & Multiplicative Strategies
- Qualitative Data gathered from 'exit slips'
- Analysis of the achievement of PDP goals

Strategic Direction 2: High Impact Teaching through Collaborative Practice

Purpose

To create a culture of **collaborative practice** through **explicit systems** that facilitate professional dialogue, collaboration, classroom observation, the **modelling** of effective practice and the provision of explicit and **timely feedback** between teachers.

Improvement measures

Target year: 2024

- 100% teachers engaged in coaching and mentoring practices.
- To match or exceed the government norm within leadership as 1 of the 8 drivers of student learning from the TTFM survey.

Target year: 2024

- Excelling in the themes of: Collaborative Practice and Feedback, Expertise and Innovation and Instructional Leadership.

Target year: 2024

- What Works Best: Collaboration and Use of data to inform practice 100% of staff demonstrate growth in their self assessment.

Initiatives

Professional Learning

High impact teaching practice is developed through targeted professional development to identify and **implement** the most effective strategies to improve teaching and learning.

- Teachers actively **evaluate**, **share and discuss** pedagogical practice gained from professional learning.
- Teachers reflect on the implementation of practice and its impact on student outcomes.

Coaching and Mentoring

Collaborative practice is established through a whole school **model of support** whereby all teachers are nurtured to continually develop their professional knowledge and practice so that every teacher, every leader and every school improves every year.

- Expertise is harnessed through the establishment of communities of practice to drive targeted professional learning in reading and numeracy.

Success criteria for this strategic direction

Professional Learning

- The provision of targeted, differentiated professional learning through a **planned approach** that ensures a **sustained focus**.
- **Evaluation processes** are implemented to assess the effectiveness of the professional learning and its **impact on teacher practice and student outcomes**.

Coaching and Mentoring

- Coaching and mentoring structures are established to identify the **expertise** of staff to **capitalise** and upscale their **exemplary practices** across the school, with the support of APs Curriculum.
- A positive professional learning environment, characterised by **supportive relationships** is evident through **mentoring** opportunities for **all staff** across the school.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose? How has engagement with coaching and mentoring practices and professional learning impacted teacher practice ?

Process Evaluation: What did we do and how well did we do it?

- *What barriers were faced in the implementation of focus initiatives?*
- *Were there clear goals addressed to ensure collaborative practices are embedded across the school?*

Outcome Evaluation: What was the impact of our work? On Teachers? On student outcomes?

- *As a result of support structures in place, to what extent was the capacity of teachers developed?*
- *As a result of the support structures in place, what impact was had on student outcomes?*

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Strategic Direction 2: High Impact Teaching through Collaborative Practice

Evaluation plan for this strategic direction

Data Sources

- What Works Best Self reflection tool - Use of data to inform practice and Collabortation

- Literacy and Numeracy PLAN2 data - Phonological Awareness, Phonic Knowledge and Word Recognition, Understanding Texts, Additive Strategies & Multiplicative Strategies

- Qualitative Data gathered from 'exit slips'.

- Analysis of the achievement of PDP goals

- TPS Professional Learning Plan

Strategic Direction 3: Wellbeing and Engagement

Purpose

To create an inclusive, engaging and supportive environment through the development of whole school processes that support the wellbeing of students to fulfill their potential. Our students will become confident and creative individuals, successful lifelong learners and active and informed members of the community.

Improvement measures

Target year: 2022

- Attendance Targets: The proportion of students attending for 90% of the time is at minimum, 88.0%.

Target year: 2022

- Wellbeing Targets: A minimum of 84.3% of students reporting expectations for success, advocacy and sense of belonging from the TTFM survey.

Target year: 2024

- Excelling in the Learning Domain - Wellbeing (Caring for students, a planned approach to wellbeing, individual learning needs and behaviour).
- 100% of staff demonstrate growth in their self assessment What Works Best: Wellbeing.

Initiatives

Student Wellbeing

Establish a whole school **model of support** where positive and meaningful partnerships are nurtured (student/teacher/community). This will strengthen student engagement and ownership of positive behaviours, leading to a safer and more inclusive environment for all.

- A peer support model will be established.
- Establish clear attendance monitoring procedures.
- Review and refine wellbeing procedures to empower staff, students and parents/carers so that students develop the skills to reflect on and positively shape their behaviour.
- Implement comprehensive and evidence-based wellbeing programs for all students to support learning and success.
- A positive culture of inclusion is enhanced through the engagement with professional learning to embed cultural perspectives across the school and alongside the community.

Personalised Learning

Build capacity of staff to differentiate the teaching and learning to meet the needs of students across a full range of abilities and backgrounds so that students can *connect, succeed, thrive and learn*.

- Through targeted professional learning, teachers develop a deep understanding of policies and best practice to address the diverse and complex needs of all students.
- Develop school procedures to bring together key personnel, targeted professional learning and resources in order to support teachers to identify and respond to the diverse and complex needs of all students.

Success criteria for this strategic direction

Student Wellbeing

- Procedures are in place to regularly monitor and respond to student attendance.
- A positive school culture is reflected through shared understandings and consistent application of explicit whole school wellbeing practices to monitor and respond to positive and negative behaviour.
- Processes are in place at a school level to facilitate partnerships whereby strong connections at all levels are fostered.

Personalised Learning

- The cognitive, emotional, social, physical, cultural and spiritual needs of students are identified and addressed through the development, implementation and evaluation of differentiated teaching programs and practice.
- Structures are in place to build the capacity of staff to identify and respond to the needs of students.
- Researched based procedures, programs and practices that meet the learning and wellbeing needs of all are refined.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose? How has the establishment and implementation of whole school wellbeing practices supported the wellbeing of students ? How has the establishment and implementation of whole school learning support processes built the capacity of staff?

Process Evaluation: What did we do and how well did we do it?

- *What barriers were faced in the implementation of focus initiatives?*
- *Were there clear goals addressed to ensure wellbeing and learning support processes are embedded across the school?*

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Strategic Direction 3: Wellbeing and Engagement

Evaluation plan for this strategic direction

Outcome Evaluation: What was the impact of our work? On Teachers? On student outcomes?

- *As a result of support structures in place, to what extent was the capacity of teachers developed?*
- *As a result of the support structures in place, what impact was had on student outcomes?*

Data Sources

- What Works Best Self reflection tool - Wellbeing
- SEF - Learning Domain - Wellbeing (Caring for students, a planned approach to wellbeing, individual learning needs and behaviour)
- Literacy and Numeracy PLAN2 data - Phonological Awareness, Phonic Knowledge and Word Recognition, Understanding Texts, Additive Strategies & Multiplicative Strategies
- Qualitative Data gathered from 'exit slips'.
- Analysis of the achievement of PDP goals
- TPS Professional Learning Plan
- Tell Them From Me
- LST referrals and suspension data.
- AP Feedback from program reviews
- ATSI student attendance and performance data