

Strategic Improvement Plan 2021-2024

Toukley Public School 3250



School vision and context

School vision statement

Toukley Public School's vision is to be one of the finest inclusive education institutions in Australia, ensuring that all students are known, valued, cared for and fulfilling their potential. The school community holds high expectations for all students to improve in their learning and systems and structures are designed to meet the needs of every student. Expert teachers and leaders use evidence based, innovative strategies to engage students and take every opportunity to enhance student outcomes through developing their professional performance, connecting with families and the community and listening to the voices of the students.

School context

Toukley Public School is situated on the NSW Central Coast. Our school expectations are that respect, responsibility and excellence are ubiquitous throughout the school and its community. We have an enrolment of 564 students from Preschool to Year 6. The school receives significant equity loadings for socio-economic status (FOEI 140), Aboriginal background and students with disabilities.

Kooloora Preschool is our designated Aboriginal preschool, with 40 places available for a part time program to service Aboriginal families from all areas of the Central Coast. Our school has 148 (26%) Aboriginal students who are well supported through close connections with the Muru Bulbi Aboriginal Education Consultancy Group (AECG) and a designated Aboriginal Education Officer.

Our three class special education unit provides placements for 21 multi-categorical (MC) students who are supported by specialist support staff.

Toukley has an increasing enrolment of students with an English as an Additional language or Dialect (EAL/D) background which currently sits at 2.4%. Three students qualified for support under the New Arrivals program in 2020.

As an Early Action for Success school, Toukley utilises the expertise of designated instructional leaders to support the teaching of literacy and numeracy in the early years. An additional instructional leader is employed to provide in class, in context professional learning for the primary staff.

Toukley Public School participates enthusiastically in a wide variety of extra curricular activities, including PSSA sports, choir, public speaking and debating, the spelling bee, Aboriginal dance and didge groups, various other dance groups, a green thumbs environmental/gardening program and robotics and coding.

The situational analysis was completed in 2020 utilising information gathered from the whole school community. The strategic improvement plan is a result of a robust and thorough analysis of the data gathered from a wide variety of sources which led us to developing the strategic directions in this plan in consultation with all key groups, including the AECG.

Strong data skills and use will improve the targeted teaching of every student and cohort in our school. A focus on putting a face to the data will ensure improvement for all students, along with whole school monitoring of student learning will be used to plan and teach effectively. The strong intervention program ensures the needs of individual students are met.

Collaborative practices and feedback, coaching and mentoring, professional learning and opportunities for expertise and innovation lie with the whole staff, regardless of their role. Everyone is linked in providing the conditions for academic and social/emotional growth.

Students are positive about their education in general and a focus on increasing the

School vision and context

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engagement of students will include attendance. Engaging programs and differentiated lessons that cater for the needs of every student and where every child experiences success are imperative. We are building a culture where engagement is high in every subject in every classroom through mutually respectful relationships, inclusive practices, explicit teaching at point of need, excellent, responsive pedagogy and exceptional management of student behaviour. Engagement in extracurricular activities to promote health and social outcomes and experiences that expose students to a wide variety of post school options are focus areas.

In order to pursue the best outcomes for students, each and every member of the school community plays an important role that is linked to the success of every student and the whole school.

Regular evaluative and reflective practices have been embedded in the ongoing assessment of our success in all areas of the plan.

Strategic Direction 1: Student growth and attainment

Purpose

In order to build a strong foundation for success in reading and numeracy, we will employ consistent school-wide practices to curriculum planning delivery and assessment using effective explicit teaching methods. School-wide student assessment data will be regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Improvement measures

Target year: 2022

Top 2 Bands NAPLAN (system-negotiated target): Increase the percentage of students achieving Top 2 bands in Reading to be at or above the system-negotiated lower bound target of 33.61% (Baseline 27.7% of students in the top 2 bands for Reading)

Target year: 2024

'Data informs Practice' will be equal to or above NSW Govt Norm. as indicated in the responses from the Tell Them from Me Teacher Survey. (Data informs Practice School Baseline 7.0. NSW Govt Norm 7.8).

Target year: 2024

- Additive Strategies in Infants (school-set target): 70 to 75% of students K-2 achieve recommended Additive Strategies levels. **TARGETS:** Kindergarten: AdS4, Year 1: AdS6 and Year 2: AdS7.
- Quantifying Numbers (school-set target): 70 to 75% of students in Years K - 6 achieve recommended Quantifying Numbers levels. **TARGETS:** Kindergarten - QuN4, QuN6, Year 2 - QuN8, Year 3 - QuN9, Year 4 - QuN10, Year 5 and 6 - QuN11.

Target year: 2023

Expected Growth NAPLAN (system-negotiated target): Increase the percentage of students achieving expected growth in reading to be at or above the system-negotiated lower bound target of 56.1% (Baseline 46.1%)

Initiatives

Curriculum and effective classroom practice

Teaching and learning programs

- Teaching and learning programs Preschool - Year 6 are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Lesson observations are an integral part of the school culture and foster meaningful feedback between teachers within and across their stage.
- Learning and support team support students 'at risk' and high performing students.
- The learning goals for students Preschool to Year 6 are informed by analysis of internal and external student progress and achievement data. Teachers routinely review learning goals with each student, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.
- Preschool to year 6 teachers will develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

Numeracy

- Assessment: Every teacher uses both summative and formative assessment of mathematics to plan for their mathematics units.
- Every numeracy lesson is differentiated based on student need and ensure explicit teaching instruction is accompanied by number talks, rich and challenging maths tasks and innovative teaching and learning environments.

Reading

- All classrooms utilise current research and best practice for learning to read and reading to learn that is innovative to increase student comprehension and

Success criteria for this strategic direction

At Toukley Public School 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.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

All classrooms and other learning environments are innovative within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Question:

How will we know the school had built a strong foundation for success in reading and numeracy for all teachers and students that is of high quality and sustainable?

Data:

The following data sources will be used to analyse the impact and effectiveness of school-wide initiatives. These

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Aboriginal student achievement : Increase percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target. (Baseline 15.1% of Aboriginal students achieving Top 3 bands - NAPLAN 2019)

Target year: 2024

Writing Scores over Time NAPLAN (school-set target): Obtain a school score average above the SSG trend with data moving positively towards state average in Years 3, 5 and 7.

Target year: 2024

Spelling Percentage Band Achievement NAPLAN 3-6 (school-set target): Increase the number of students achieving Top 2 bands in spelling by 11%. (Baseline 25.8% - bands over time)

Target year: 2023

Expected Growth NAPLAN (system-negotiated target): Increase the percentage of students achieving expected growth in numeracy to be at or above the system-negotiated lower bound target of 59.8%. (Baseline 53.7%)

Target year: 2022

Top 2 Bands NAPLAN (system-negotiated target): Increase the percentage of students achieving Top 2 bands in numeracy to be at or above the system-negotiated lower bound target of 24% (Baseline 17.7%).

Initiatives

understanding in line with DoE Effective Reading Practices K-8.

- Every teacher plans for every student, every day to be exposed to reading elements accompanied by deep comprehension questions, multimodal texts and strong links across all Key Learning Areas.

Writing

- All teachers K-6 use student pre-test writing samples to set individual learning goals.
- All writing units are developed by teachers using student data and are focused on a 5 week cycle which includes a mid-unit check in assessment.

Spelling and Phonics

- Every classroom has timetabled, explicit spelling lessons which are based on a systematic, synthetic phonics approach using Letters and Sounds (K - 2) and Sound Waves (3 - 6).
- All teachers utilise a range of resources to teach spelling including differentiated spelling lists, interactive drills and the tracking of weekly spelling.
- Whole school spelling check-in completed at least twice per year to check and monitor student progress..

Assessment and data skills and use

- Select, utilise and support teachers to use a consistent range of literacy and numeracy assessments and tracking over the four-year period which captures student progress (depending on assessment type and purpose).
- NSW DoE Supported numeracy assessment: All students K-2 have up to date numeracy assessments focusing on Additive Strategies and Quantifying Numbers. Students 3-6 who require further mathematical assistance also have DoE supported Numeracy assessments to track progression using PLAN2.

Evaluation plan for this strategic direction

sources will also guide adjustments to school priority areas.

External

- PAT Testing (Reading, Numeracy)
- NAPLAN (Reading, Writing, Numeracy)
- Check in Assessments
- Phonics Screening Test (Stage 1)
- Phonological Awareness Diagnostic assessment
- Australian Early Development Census (AEDC) data

Internal

- Writing Matrix - Creating Text Progression and Syllabus (Writing K-6)
- Reading Benchmarking (K-2)
- Consistent school wide assessment (Years 3-6) for student reading beyond Level 30
- Class and Cohort Tracking Sheets (writing, reading, spelling and mathematics)
- Sound Waves (Spelling 3-6)
- Letters and Sounds (K - 2)
- Diagnostic assessments by NSW DoE
- Personalised Learning and Support Plans (PLaSPs)
- Personalised Learning Pathways (PLPs) - Aboriginal students
- PLAN2 and Progressions (Stage-based and intervention)
- Performance and Development Plans (staff)
- Transition to school statements
- Professional Learning Communities
- Learning and Support Team minutes and programs
- Teaching and Learning programs and program reflection conversation minutes

Strategic Direction 1: Student growth and attainment

Initiatives

- Regular summative assessments: Every student completes regular summative assessments based on their focus. The results are recorded in class tracking sheets against syllabus outcomes.
- All students; including students beyond Level 30, have at least two running records per year which capture reading accuracy, fluency, comprehension and vocabulary using evidence based assessments..
- Pre and Post Writing Samples: Every student has a minimum of two pre and two post writing samples per year which are assessed against the NSW Syllabus and Creating Text progressions using the school's self-created writing rubrics (Imaginative, Informative and Persuasive).
- Spelling: School wide spelling assessment in Terms 2 and 4, and is recorded and monitored using class cohort tracking sheets.

Staff professional learning

By aligning professional learning to the High Impact Professional Learning model, the school leadership team supports teachers through a collegial, ongoing professional learning environment. Professional learning across the school focuses on student needs, best practice, collegial observations and high-quality feedback.

- Using stage-based Professional Learning, the school's leadership team delivers tailored and appropriate professional learning in the areas of literacy and numeracy, with support for lesson observations and feedback. PL is planned based on student needs using student assessment and data.
- The school actively engages with School Services to support whole-school and stage-based initiatives, with a focus on high-quality resources and literature.
- Using student data along with staff professional development plans, the executive team organises and delivers ongoing professional learning that accompanies whole-school programs to continually improve teacher pedagogy in literacy and numeracy.

Evaluation plan for this strategic direction

The Evaluation Process will involve:

- Regular monitoring of school-wide assessment data (the school leadership team) - at least three times a term.
- A highly collaborative approach to promote improvement, innovation and student success.
- Professional Learning feedback forms from staff - as needed.
- Sharing impact and success of student learning via newsletters and social media.

Analysis:

All data will be analysed to determine the effectiveness of each improvement measure on teaching and learning.

Implications:

The findings of the analysis will inform:

- Future actions
- Professional learning
- Instructional leadership
- High expectations culture

Strategic Direction 2: Engagement

Purpose

To improve student learning outcomes, we will develop a collective responsibility for student learning. We will create consistent school wide practices and processes to ensure supports for student learning with high expectations linked to positive student engagement, wellbeing and teaching practices and build effective, engaging learning environments.

Improvement measures

Target year: 2024

Increased percentage of students attending >90% of the time to be at or above the system negotiated upper bound target 77.6%.

To reduce the number of students with an attendance rate of less than 85%, from 15.9% to 12%.

Target year: 2023

Increased demonstrated impact of professional learning and school wide systems to support student engagement as evidenced by internal data.

Target year: 2024

Increase the proportion of students reporting at or above the systems negotiated Wellbeing upper bound targets in Expectations for Success 98.65%, Advocacy 94.78% and Sense of Belonging 82.90%, as evident in the TTFM results.

Target year: 2024

School assessment in the School Excellence Framework shows improvement from sustaining and growing to excelling in the following- Learning Culture, Wellbeing, Curriculum, Assessment, Effective Classroom Practices, Educational Leadership and Management Practices and Processes.

Initiatives

Attendance

Utilise the Strategic Attendance Design Process. Analyse data, investigate and implement cost effective actions to address concerns. Utilise the School Procedures Process Maps to assist in addressing the attendance concern and develop personal attendance plans.

Wellbeing

Embed wellbeing practices in a whole school approach that is consistent and essential to develop the whole student so that they can connect, succeed and thrive in accordance to the Wellbeing Framework.

Review current wellbeing processes, including Learning Support processes, attendance procedures and Positive Behaviour for Learning. Use the data from the Wellbeing Framework Self-Assessment to drive focus areas around whole school processes and procedures.

Embed the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies to improved practices and consistency.

Unpack and deliver professional learning on the new Student Behaviour Strategy.

Update whole school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, wellbeing, learning and engagement.

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.

Assist and inform parents and community to be able to gain access to services and learning to help parent wellbeing, student learning and engagement. Develop

Success criteria for this strategic direction

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

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Strategic Direction 2: Engagement

Initiatives

positive parent and community relationships to ensure communication is effective.

Evaluation plan for this strategic direction

D. Wellbeing Framework Self-assessment pre and post data.

Professional Development Plans.

Personal Attendance Plans.

Incident reports.

Suspension data.

Extra-curricular group data.

TTFM - Expectations for Success, Advocacy and Sense of Belonging

Self regulation statewide community of practice/ action research

AEDC data

A. Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.

Strategic Direction 3: Expertise and Innovation

Purpose

In order to maximise student outcomes we will further develop and refine teaching and assessment strategies in critical and creative thinking. Further to this, teachers will use their knowledge of the Quality Teaching model to enhance their pedagogy and teaching programs.

All staff will be given the opportunity to undertake a continuous cycle of improvement to ensure every student, every teacher and every leader improves every year.

Improvement measures

Target year: 2024

All areas of 'Leadership' in the TTFM Teacher survey will be equal to or above 7.0

Target year: 2022

'Teachers have given me helpful feedback about my teaching' in the TTFM Teacher survey will be equal to or above 7.0 (currently 6.8)

Target year: 2024

'Data informs practice' in the TTFM Teacher survey will be at or above the NSW Govt Norm (Currently school 7.0 NSW Govt Norm 7.8)

Target year: 2023

'School Supports Learning' in the TTFM Parent survey will be at or above the NSW Govt Norm (Currently school 7.1 NSW Govt Norm 7.3)

Target year: 2023

'Students try hard to succeed in their learning' in the TTFM Student survey will be at or above NSW Govt Norm (Currently School 80% NSW Govt Norm 88%)

Target year: 2024

100% of class teachers use aspects of the Quality Teaching Model and critical and creative thinking in their

Initiatives

Expertise

Embed a professional learning culture where all staff are supported to be on a continuous cycle of improvement

- High impact professional learning that focuses on individual need and school priorities P-6
- Develop a sustainable process where each staff member is assigned to a professional learning community that sets annual goals and evaluates progress

Pedagogy

Develop a learning culture where staff are developing and refining teaching and assessment practices embedding the Quality Teaching model

- High impact professional learning on identified aspects of the Quality Teaching model to improve teaching programs, pedagogy and assessment practices.
- Work collaboratively with colleagues to observe, reflect on and improve teaching and assessment practices
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- From 2021, the school will participate in the QTR Research conducted through the University of Newcastle which is funded by The Paul Ramsay Foundation and the Australian Research Council, with support from the NSW Department of Education.
- Two teachers from Stage 2 engage in lesson observations and class testing, as well as formal professional learning in the delivery of QTR. An additional two teachers engage in the research once school groups have been assigned.
- From this research project, the school is to engage in

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.
- Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or

Strategic Direction 3: Expertise and Innovation

Improvement measures

teaching programs and assessment strategies.

Initiatives

QTR as part of PL from 2022 and beyond.

- School leaders and classroom teachers utilise the NSW Quality Teaching Framework to observe and code lessons in key target areas (as established by each stage PL) which are analysed in small teams using the NSW Quality Teaching Framework marking criteria.

Critical and creative thinking

Ensure critical and creative thinking is embedded into all classrooms across all Key Learning Areas

- Develop a common understanding and language around critical and creative thinking
 - Ensure there is a link between school and community in the area of critical and creative thinking
 - Develop expert teachers in critical and creative thinking teaching and assessment practices and then expand this knowledge across all key learning areas and stages.
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Success criteria for this strategic direction

the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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:

- * Tell them from me and SCOUT reports
- * Staff and student surveys

Evaluation plan for this strategic direction

- * Student performance data
- * Lesson plans
- * Student work samples
- * Student reports
- * Assessment schedules
- * Performance and development planning processes
- * Classroom observations, reflection and feedback
- * Coaching/mentoring programs
- * Professional learning schedules
- * Community communication processes

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.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.