Strategic Improvement Plan 2021-2025

Toukley Public School 3250

Toukley Public School (3250) -2021-2025

School vision and context

School vision statement

Toukley Public School's vision is to be one of the finest inclusive schools 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 517 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 four class special education unit provides placements for 28 multi-categorical (MC) students who are supported by specialist support staff.

Our strong intervention and learning support programs help to ensure the needs of individual students are met. Our school has an increasing enrolment of students with an English as an Additional language or Dialect (EAL/D) background which currently sits at 2.4%.

Toukley utilises the expertise of designated Assistant Principals - Curriculum and Instruction to support the teaching of literacy and numeracy, providing in class, in context professional learning for teachers. 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.

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 and a Green Thumbs environmental/gardening program.

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.

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

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

'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).

Writing
Achieve by year: 2025

Spelling
Achieve by year: 2025

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

- Every numeracy lesson is differentiated based on student need and ensures explicit teaching instruction is accompanied by number talks, rich and challenging mathematics tasks and innovative teaching and learning environments.

- All classrooms utilise current research and best practice for mathematics in line with DoE Numeracy Guide K-8.

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 understanding in line with DoE Effective Reading

Success criteria for this strategic direction

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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Programs are reflective of student information including progress and achievement data, curriculum requirements, and student feedback, and provide continuous improvement for all students, across the full range of abilities.

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. Staff model and share a flexible repertoire of teaching strategies responsive to student learning needs.

Evaluation plan for this strategic direction

Question:

How will we know the school has built a strong foundation for success in literacy 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 sources will also guide adjustments to school priority areas.

External

- NAPLAN (Reading, Writing, Numeracy)

Initiatives

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 using the writing process and are driven by student data.

Spelling and Phonics

- Every classroom has timetabled, differentiated explicit spelling lessons which are based on a systematic, synthetic phonics approach.

Assessment and data skills and use

- Select, utilise and support teachers to use a consistent range of summative and formative literacy and numeracy assessments which are ongoing and track and monitor student progress.
- Student progress in mathematics is tracked on PLAN3 to guide teaching and learning.

Staff professional learning

- Using the High Impact Professional Learning model, 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.
- 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

- Check in Assessments
- DoE diagnostic assessment tools (ALAN)
- Australian Early Development Census (AEDC) data

Internal

- Writing Rubrics
- Reading Behaviours
- Consistent school wide assessment- Essential Assessment
- Class and Cohort Tracking Sheets (writing, reading, spelling and mathematics)
- Phonics/Spelling programs
- Personalised Learning and Support Plans (PLaSPs)
- Personalised Learning Pathways (PLPs) - Aboriginal students
- PLAN2 and Progressions (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

The Evaluation Process will Involve:

- Regular monitoring of school-wide assessment data and teaching and learning programs/practice.
- A highly collaborative approach to promote improvement, innovation and student success.
- Professional Learning feedback forms from staff - as needed.

Analysis:

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

Implications:

Evaluation plan for this strategic direction

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

Attendance (>90%)
Achieve by year: 2023

Increased percentage of students attending >90% of the time to be at or above the system negotiated lower bound target 72.6%.

To reduce the number of students with an attendance rate of less than 85%, from 15.9% to 14%.

Achieve by year: 2025

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

Wellbeing
Achieve by year: 2023

Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging ,to be above the system negotiated Wellbeing lower bound target of 89.6%, as evident in the TTFM results.

Achieve by year: 2025

School assessment in the School Excellence Framework shows improvement from sustaining and growing to excelling in the following- Learning Culture- Attendance, and Wellbeing.

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?

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

Achieve by year: 2025

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

Achieve by year: 2025

'Teachers have given me helpful feedback about my teaching' in the TTFM Teacher survey will be equal to or above 7.1 (currently 6.8)

Achieve by year: 2025

'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)

Achieve by year: 2025

'School Supports Learning' in the TTFM Parent survey will be at or above 7.4.

Achieve by year: 2025

'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%)

Achieve by year: 2025

100% of class teachers use critical and creative thinking in their teaching programs and assessment strategies.

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 for all staff in various roles.
- Using the High Impact Professional Learning model, 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.
- 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.

Quality Pedagogy

Develop a learning culture where staff are developing and refining teaching and assessment practices embedding quality teaching.

- High impact professional learning on evidence based quality pedagogy.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- In 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.

Critical and creative thinking

Success criteria for this strategic direction

Effective, valid assessment practices are evident across the whole school.

Teachers confidently and professionally engage with parents to improve understanding of student learning and strengthen student outcomes.

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.

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.

All teachers are experts in critical and creative thinking and our school community share a common understanding of CCT.

Evaluation plan for this strategic direction

Questions:

How will we know if the school has developed and refined teaching and assessment strategies in quality teaching and critical and creative thinking?

How will we know if the school has developed every staff member to improve every year?

Strategic Direction 3: Expertise and Innovation

Initiatives

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.

Evaluation plan for this strategic direction

Data:

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:

*SCOUT reports

* Staff and student surveys

* 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

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.

Analysis:

All data will be analysed to determine the effectiveness of

Strategic Direction 3: Expertise and Innovation

Evaluation plan for this strategic direction

each improvement measure on teaching, learning and staff development.

Implications:

The findings of the analysis will inform:

- Future actions
- Professional learning communities
- High expectations culture