

Strategic Improvement Plan 2021-2025

Tuggerah Public School 3269



School vision and context

School vision statement

Tuggerah Public School is committed to providing a quality learning environment that fosters respectful and successful learners, confident and creative individuals and responsible and informed global citizens.

School context

Tuggerah Public School was established in 1892 and has a long and rich heritage.

The school pays respect and acknowledges that it is on Darkinjung land. Tuggerah Public School is a member of the Wyong Local Management Group and the Darkinjung Aboriginal Education Consultative Group (AECG) and actively engages with the local community to promote education, cultural awareness and student well-being for its students.

The school provides an inclusive curriculum catering for varied learning styles and abilities. There are currently 16 classes operating K-6 with 10% of students acknowledging Aboriginality, 18% of students as Language Background Other Than English, 11% English as a Second Language and 35% of students having a diagnosed or undiagnosed disability according to the National Consistent Collection of Data (NCCD). The growing multicultural demographic is supported through weekly ESL support and targeted support is provided to Aboriginal students as well as an inspirational Learning and Support Team and differentiated initiatives to support our students with additional needs.

Tuggerah Public School is a KidsMatter school and this entails a flexible, whole school approach to improving students' mental health and wellbeing.

Key Initiatives at Tuggerah Public School include: K-1 Phonemic Awareness and the new K-2 English & Mathematics curriculum, Smart Spelling, Premiers Reading Challenge, Student Interest Clubs, University Competitions (ICAS), Premier's Spelling Bee, Children's University in Partnership with Newcastle University, Advanced Technologies, Djembe Drumming, Dance Troupes, Drama and Debating, Enrichment classes, targeted interventions such as Minilit, Macqlit and Quicksmart.

Through our Situational Analysis we identified a need to use data driven practices that ensure that all students have access to point of need and engagement of learning. Further work will need to occur with the enriched use of data to inform planning, teaching and learning. Through the NAPLAN and internal data gap analysis the target areas of Numeracy, Reading and Writing will be a focus.

To develop a high expectations and a culture of student voice culture, learning activities require a dynamic and personalised approach with student feedback, collaborative development of learning between student and teacher and a real focus on explicit teaching culminating in higher order demonstration of knowledge, skills and abilities.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practice.

Improvement measures

Numeracy growth

Achieve by year: 2023

All students K - 6 are able to demonstrate growth and achievement in Number and Place Value using the the Learning Progressions.

Reading growth

Achieve by year: 2023

All students K - 2 are able to demonstrate growth and achievement in Phonic Knowledge and Word Recognition over the year, using the Learning Progressions.

Reading growth

Achieve by year: 2023

All students Years 3 - 6 are able to demonstrate growth and achievement in Understanding Texts over the year the Learning Progressions.

Initiatives

Literacy and numeracy pedagogical practice

We will embed sustainable whole school processes and a culture that enables teachers to include, challenge and extend, enabling all students to achieve.

- Develop and engage in professional learning of the literacy and numeracy progressions to personalise learning and understanding and build teacher capabilities and collective pedagogical practice..
- Expertly use student assessment data, both formative and summative to reflect on teaching effectiveness and to provide individualised explicit differentiated and responsive learning opportunities, including the extension and challenge of students.

Data driven practices

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

- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress and then how to use this data to inform future teaching and learning and therefore evaluating growth over time and reporting accurately on student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom to drive and inform teaching and learning.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students, including those high achieving students. (SEF - Curriculum Planning).

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. (SEF - Effective Classroom Practice).

Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction and directs learners and learning. (SEF - Data Skills and Use).

Valid teacher judgement is evident across the school. (SEF - Assessment).

All students and parents can articulate, understand and achieve literacy and numeracy learning goals. (SEF - Assessment).

The Principal and School Leadership Team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership).

Professional learning is differentiated and it's impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.. (SEF- Learning and Development).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in literacy and numeracy? What are the implications for

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

our teaching and learning programs?

Data:

- Internal assessments (4 Operations, Lexile, Benchmark, Smart Spelling, South Australian, TEN, Pirozzo HS Readiness, PAT)
- External assessments (NAPLAN, PAT, Phonological Awareness, Phonic Check, Check in Assessment, SENA, BEST START, SCOUT, Value Add)
- Formative and Summative Assessments (AFL, AAL, AOL, Kahoot, Plickers, Effective Questioning)
- Observations (Work samples)
- Student Voice
- Document Analysis
- CTJ

ANALYSIS:

The evaluation plan will involve;

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussions around the School Excellence Framework elements and themes and the analysis of evidence around these themes.
- Reflective executive and whole school reflective sessions including CTJ.
- Term by Term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

IMPLICATIONS:

- After analysing the data, a determination will be made as to "where to next" and future directions.
- Quality processes are embedded across the school.
- Learning outcomes for students are at point of challenge.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Strategic Direction 2: High expectations and continuous improvement culture

Purpose

In order to cultivate a high expectations and continuous improvement culture we will develop curriculum, reporting, assessment and engagement with a focus on innovation and improvement to ensure that every student is a creative, connected and engaged learner with a growth mindset that can improve students' achievement over time.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

System Target

To record an uplift of 6% to 80% of students with an attendance rate of 90% or above.

Achieve by year: 2025

School Based Target

To increase the number of learning opportunities for students and teacher capability in STEM.

Initiatives

Engagement

Engagement in teaching and learning is a prerequisite to success. A student is not as likely to succeed in learning if they or their school are not invested in their learning.

- Develop an ongoing evaluation of attendance strategies to enable a comprehensive plan that supports student outcomes, monitors attendance and actions early intervention, and celebrates regular and improved attendance.
- Utilise SCOUT reports and school attendance summary reports to analyse and monitor regular student attendance and contact parents promptly to follow up unexplained absences.
- The school and community work together to address barriers to attendance and improve engagement.
- Implementing whole school approaches for inclusion and positive behaviour such as Anti- Bullying strategies
- Facilitate STEM engagement through effective curriculum, teaching approaches and assessment resources to improve learning outcomes for every student and build teacher capacity.
- Engage student-centred inquiry based opportunities for students to collaborate with peers, including project-based learning and design learning spaces to promote 'place attachment' and the social interactions critical to student engagement and learning..

High expectations

All students need to be challenged and engaged in order to develop their full potential through strategies such as curriculum differentiation, providing individualised feedback, consistently challenging all students to learn new things, establishing clear and consistent expectations for learning and behaviour, guiding and supporting students towards meeting expectations and engaging with parents and carers to encourage them to also hold high expectations of their children.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvement in engagement and high expectations.

There is a school wide collective responsibility for engagement and setting high expectations . The school has promoted the benefits and importance of regular attendance leading to higher attendance rates across the school.

Executive and learning and support teams routinely review and monitor attendance reports for patterns or students at high risk.

Executives and classroom teachers apply behavioural insights to encourage the desired attendance behaviour and understand the underlying external factors contributing to non attendance.

Teachers promote high expectations of their students when they differentiate instructions, provide feedback and engage in frequent, meaningful classroom interactions in order to challenge their students and encourage continuous improvement.

Evaluation plan for this strategic direction

QUESTION

How are our classrooms supporting students to be actively engaged and promote high expectations for all students?

DATA

- Attendance - ATTEND IT
- SCOUT
- STARS
- REPORT IT
- Surveys
- TTFM

Strategic Direction 2: High expectations and continuous improvement culture

Initiatives

- Expertly use student assessment data, to group students into multi-age / enrichment classes to enable accelerated programs and differentiated learning opportunities to foster the extension and challenge of students.
 - Encourage the development of positive teacher-student relationships and encouraging students to have high expectations by promoting personal goal setting, providing clear instruction, and giving explicit feedback
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Evaluation plan for this strategic direction

ANALYSIS

The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussions around the SEF elements and themes and the analysis of evidence around these themes.
- Reflective executive whole school feedback including students on strategic direction 2.

IMPLICATIONS

- After analysing the data a determination will be made as to future directions.
- Quality processes are embedded across the school.
- Increased student engagement and high expectations across the school.

Strategic Direction 3: Amplifying student voice in positive environments

Purpose

Students will actively participate in decision-making on things that shape their educational experiences resulting in the following: increased engagement in learning, increased competence in personal and social capabilities, the development of a positive environment and culture, increased likelihood of positive connections and a sense of belonging and students and teachers effectively collaborating to design solutions together.

Improvement measures

Wellbeing

Achieve by year: 2023

System Target

An uplift of 4.5% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School, which will align with the lower bound system target.

Achieve by year: 2025

School Based Target

Student Voice Survey indicates that 50% of students feel they have a say about where, who and how they learn.

Achieve by year: 2025

School Based Target

An increase of 30% of students able to negotiate and resolve conflict as set by the personal and social capabilities continuum baseline data.

Initiatives

Wellbeing

A strategic, planned and embedded approach to developing whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Utilise TTFM surveys and other feedback to guide judgement being made during self assessment process
- Model healthy coping strategies in the classroom such as engaging in positive self talk, discussing issues as they arise and asking for help.
- Establish mentoring programs that identify strengths and success as well as build resilience in students.
- Design and implement additional support to vulnerable students in class and other school activities to assist them in feeling safe and supported at school.

Student Voice

We will build a culture where teachers and students work together and where student voice, agency and leadership are understood as interrelated factors that contribute to the notion of empowerment and a sense of school pride.

- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
- Teachers and student working collaboratively to reflect on and improve teaching and learning across the whole school.
- Students take responsibility for their learning and are, on the whole, independent and self regulating learners.
- Students are involved in the design and implementation of school programs and policy and actively contribute ideas about student led learning opportunities.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvement in wellbeing an encouragement to support learning.

There is a school wide collective responsibility for learning and success.

Students actively participating in decision making at school, on things that shape their educational experiences and supports them to be successful.

Students valuing the perspectives and opinions of others and acting on them in a way that genuinely shapes learning and decision making at school.

All teachers support students to self assess and self reflect upon their learning and to influence future learning opportunities.

Evaluation plan for this strategic direction

QUESTION

How are our classrooms supporting students to actively participate and influence their own learning and how do we know if our students can initiate and take responsibility for confidently building relationships with their peers, teachers and families?

DATA

- TTFM
- Social capabilities continuum
- internal surveys and feedback
- STARs data

ANALYSIS

The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the

Strategic Direction 3: Amplifying student voice in positive environments

Evaluation plan for this strategic direction

intended improvement measures.

- Regular professional discussions around the SEF elements and themes and the analysis of evidence around these themes.
- Reflective executive whole school discussion including students sessions on strategic direction 3.

IMPLICATIONS

- After analysing the data a determination will be made as to future directions.
- Quality processes are embedded across the school.
- Increased student voice and wellbeing across the school.