

Strategic Improvement Plan 2021-2025

Turramurra Public School 3855



School vision and context

School vision statement

Our vision is to provide an engaging environment with high expectations; where every child thrives, is valued and achieves their personal best.

We ignite creativity and foster confident, independent and resilient learners who make meaningful contributions within their school and the wider community. Through communication, respect and rapport we work in partnership with our community, building trusting relationships with every student, every parent and every teacher.

School context

Turramurra Public School is situated in the Upper North Shore area of Sydney. Its name is derived from the Aboriginal word meaning 'placed on the hill'. The school is set on extensive grounds with buildings clustered at either end of large playing fields. The school caters for students K-6. Our intake of students comes largely from middle to high socio-economic groups and we have 27% students with a language background other than English.

Turramurra Public School students perform exceptionally well in many endeavours and we have high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school provides quality teaching and learning programs, outstanding band and choral programs, a K to 6 buddy program and specialist technology classes. We also offer Robotics, Student Representative Council, Chess Club, Public Speaking and Debating programs, extensive sport programs and a specialist dance and PE program. We have a comprehensive wellbeing policy based on Positive Behaviour for Learning (PBL) that underpins a proud school culture that demonstrates the Department of Education's core values-Respect, Responsibility and Personal Best.

Turramurra Public School maintains a strong focus on academic excellence. Through our situational analysis we have identified a need to use data driven practices to clearly identify students' individual strengths and areas for further development. This information will be used to guide the development of a quality, differentiated curriculum with a focus on maximising student growth.

Significant work will be undertaken to refine schoolwide data sources and data collection practices that will further inform the consistency of teacher judgment across grades and stages.

We will continue to use effective Learning Support procedures to identify students and provide targeted support in instances where growth is not satisfactory. Our schoolwide data collection procedures will be used to measure the impact of these interventions.

Further work will be undertaken in the area of collaborative practice, both within the teaching staff, and between the school and the broader community. A structured procedure for lesson observation and feedback will be introduced, drawing on the collective knowledge and strength of an experienced staff in order to drive ongoing development of teaching practice across the school.

We will further strengthen our communication procedures with our community by identifying communication preferences, reviewing and refining whole school communication procedures, and by focusing on the communication of information regarding student progress.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes in reading and numeracy, we will embed sustainable, evidence informed teaching practices that are responsive to the learning needs of individual students.

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.

Initiatives

Reading

In Reading, we will embed sustainable, data informed practices in the teaching of reading.

This will further guide

- the development of specific strategies designed to target students' individual needs
- the evaluation and ongoing adjustment of reading strategies
- the delivery of targeted Teacher Professional Learning
- targeted school-wide resourcing

Numeracy

In Numeracy, we will embed sustainable, evidence based practices in the teaching of numeracy .

This will further guide

- the development of specific strategies designed to target students' individual needs
- the evaluation and ongoing adjustment of numeracy strategies
- the delivery of targeted Teacher Professional Learning
- targeted school-wide resourcing

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning in excellence and responsiveness in meeting the needs of all students (SEF Curriculum, Assessment)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF, Curriculum)

All teachers are committed to identifying, understanding and implementing the most explicit teaching methods, with the highest priority given to evidence-based teaching strategies (SEF, Effective Classroom Practice)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF, Student Performance Measures)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF, Learning and Development)

Evaluation plan for this strategic direction

Question: Do the students demonstrate growth and performance improvements in literacy and numeracy?

Data: NAPLAN, PAT assessment, running records, Quality teaching rounds, lesson observations, internal assessment data, teacher programs, Agile team routines, staff survey on explicit pedagogies.

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

school will review progress toward the improvement measures.

Implications

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures

Strategic Direction 2: Data Informed Practice

Purpose

In order to maximise learning outcomes for students we will further develop data informed practice across the school to guide teaching and learning and drive student growth in all areas.

Improvement measures

Achieve by year: 2025

Data collected through Staff TTFM indicates that Data Informs Practice (Score 8.8 or higher)

Achieve by year: 2025

Excelling in the SEF element 'Data skills and Use'.

Achieve by year: 2025

Excelling in the theme 'Differentiation' within the element 'Curriculum'.

Initiatives

Teacher capacity in data

Introduce the systematic collection of high-quality evidence of student learning by providing teachers and leaders with professional development, enabling them to use data in a robust way.

Data to inform practice

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

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF, Data Skills and Use)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF, Data Skills and Use)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF, Data Skills and Use)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF, Data Skills and Use)

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. (SEF, Curriculum)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF, Curriculum)

* Assessment data is collected in reading and numeracy

Strategic Direction 2: Data Informed Practice

Success criteria for this strategic direction

on a regular and planned basis and used responsively as an integral part of classroom instruction.

* Valid teacher judgment is evident across the school.

* All teachers effectively analyse, interpret and extrapolate data and they collectively use this to inform planning, identify interventions and modify teaching practice.

* 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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis (SEF Teaching: Data Skills and Use).

Evaluation plan for this strategic direction

Question:

Are teachers implementing data informed practices to guide planning, identifying interventions and differentiating, to ensure the growth of all students.?

Data Sources:

Record of data collection, program annotations to indicate differentiation, classroom observations

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress toward the improvement measures.

Implications

Strategic Direction 2: Data Informed Practice

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures

Strategic Direction 3: Collaborative Partnerships

Purpose

In order to build connectedness and communication we will strengthen trusting and effective partnerships across the school and the wider community in order to embed a consistent approach to teaching, learning and wellbeing.

Improvement measures

Achieve by year: 2025

Average staff responses in the area of Collaboration in Tell Them From Me increase from 7.97 (baseline 2016-2020) to be equal to or greater than 8.9 by 2024.

Achieve by year: 2025

Average parent responses in the area of Parents are Informed in Tell Them From Me increase from 5.5 (baseline 2016-2020) to 6.5-7.5 (range) by 2024.

Attendance (>90%)

Achieve by year: 2023

Lift the percentage of students attending school 90% of the time or more to 95.5%.

Initiatives

Collaborative Communication Practices

We will embed sustainable collaborative and communication practices within the teaching and SASS staff and across our community of schools.

This will guide:

- the development of specific initiatives and practices to meet the individual learning needs of staff.
- the development of specific initiatives and practices to strengthen our ongoing partnerships within the school network
- the development of a culture of reflective practice, both as individuals and as a team.

We will ensure effective strategies and processes are developed and embedded for collecting ongoing satisfaction data from staff and students.

Community Engagement

We will embed sustainable collaborative and communication practices with our school community.

This will guide:

- the development of clear and effective communication channels between home and school.
- the clear communication of student achievement to parents and caregivers.
- the development of community skills to support student learning at home.

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

We will develop and embed effective strategies and processes for collecting ongoing satisfaction data from parents.

Success criteria for this strategic direction

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community (SEF, Management Processes and Practices)

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. (SEF, Community Engagement)

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. (SEF, Learning and Development)

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 (SEF - Effective Teaching practice).

All lessons are systematically planned as part of a coherent program that has been collaboratively designed (SEF -Lesson Planning).

The school has implemented evidence based change to whole school practices, resulting in positive, respectful relationships and a sense of belonging amongst students, staff, parents and the wider community (SEF - Wellbeing).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in collaborative

Strategic Direction 3: Collaborative Partnerships

Initiatives

Implement Reconciliation Actions

We will embed reconciliation actions into everyday practice by:

- Acknowledging, reflecting and participating in significant Aboriginal and Torres Strait Islander events and dates throughout the school year such as National Reconciliation Week, NAIDOC week, National Sorry Day and Mabo Day.
- Engaging in professional learning about country and provide more resources to teachers such as First Nations literature & cross curricular strategies.
- Embedding aboriginal perspectives and consult with Aboriginal community members.

Evaluation plan for this strategic direction

partnerships.

Data:

We will use a combination of data sources. These will include:

- Meeting minutes
- QTR data
- Staff programs
- Calendar for wellbeing week
- Sentral
- TTFM survey
- Employees Matter Survey

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

After analysing the data, determination will be made as to the future of the four years' work and 'Where to Next?'