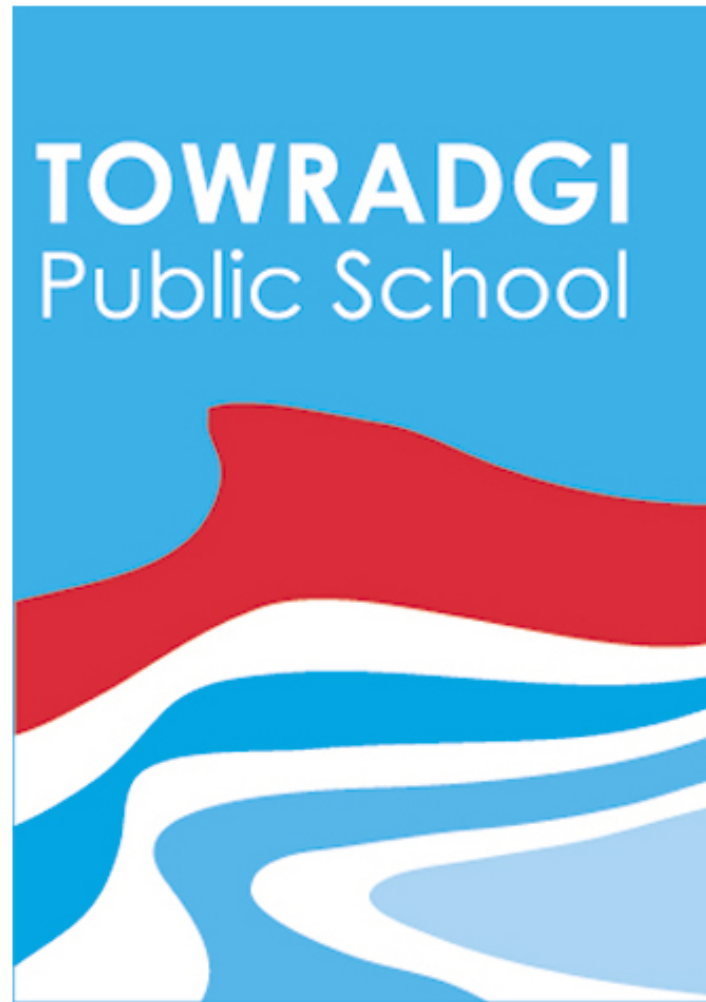


Strategic Improvement Plan 2021-2025

Towradgi Public School 3866



School vision and context

School vision statement

Our vision is to learn together and nurture an inclusive environment, focused on maximising each child's capacity to connect, succeed and thrive, whilst developing essential life skills. At Towradgi Public School, we stand together, we stand strong.

School context

Towradgi Public School consists of seven mainstream classes and four support classes, including an Early Intervention Unit. School enrolment numbers consistently fluctuate and the school utilises funding to minimise disruption of these fluctuations by establishing an additional class. This additional class also supports our school strategic directions focussed on collaboration, inclusivity and whole school wellbeing.

The school is renowned for its inclusivity, acceptance of diversity and excellence in meeting individual learning needs from Preschool through to Year 6. Our school has an Aboriginal and Torres Strait Islander population of 11% and an EAL/D population of 30%.

Our school FOEI is 76. The FOEI is a school-level index of educational disadvantage related to socio-economic background. FOEI values range from 0 to approximately 300, with higher FOEI scores indicating higher levels of need.

Our high-level areas for improvement and further development are student performance, teacher quality and whole school wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading 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.

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

Personalised Learning - High Expectations

Extend and embed Formative Assessment K-6 with a strong focus on Reading, Writing and Numeracy. Every student, in every class, will have personalised goals that are regularly monitored and updated.

- All students K-6 have a personalised goal for reading that is linked to the syllabus and updated fortnightly (minimum).
- Every student K-6 has a personalised writing goal that is linked to the syllabus and is monitored, tracked and updated fortnightly.
- Every student has a numeracy goal linked to the identified, stage-based fortnightly focus. Updated fortnightly. K-6 will have a focus on moving every student towards the top two bands of NAPLAN Reading and Numeracy.

Know the content and how to teach it

- In line with the mandatory roll-out of the English syllabus (2023). Teachers will engage in ongoing TPL to deepen and strengthen curriculum knowledge. They will improve their pedagogical knowledge to ensure the use of research based practice.
- All staff will collaboratively plan with their stage colleague in short cycles of 2 weeks. Teachers will develop a deep knowledge of the syllabus documents to create outstanding programs. They will plan responsively in accordance with the changing needs of their students, as reflected in progress towards personal learning goals.
- All staff will use part of their RFF day to meet with AP to discuss programming and individual needs of students. They will then spend 1 hour (or more) to collegially program with the buddy class teachers. This time will allow for teachers to update all personalised learning goals and plan for teaching over the following two weeks.
- Staff will decide on the fortnightly maths focus and use pre-assessment data to group students.

Success criteria for this strategic direction

- Every student will have regularly (fortnightly minimum) tracked personal goals for Reading, Writing and Numeracy.
- Teachers will create programs that reflect a deep knowledge of the syllabus documents.
- Teachers will plan, program and teach in response to ongoing collection of data. They will program collaboratively and ensure consistency across the two classes in their stage.
- Internal data (classroom teacher assessment and observation) matches NAPLAN and PAT - Triangulation of evidence tells an accurate story of student achievement.

Evaluation plan for this strategic direction

The following data sources will inform decision making at classroom and whole school levels. Regular analysis of the effectiveness of the purpose and improvement measures will take place.

- PAT Test Data
- NAPLAN Data
- Student Work Samples
- Teacher program feedback sheets
- Anecdotal notes from collaborative planning sessions
- Record of student individual goal tracking

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 discussions centred on 1: High Expectations and 4: Use of Data to Inform Practice, of the CESE What Works Best document
- Reflective discussions will occur fortnightly with DP Wellbeing and stage colleagues.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- 100% of teaching and learning programs include specific formative assessment strategies in all planned reading, writing and mathematics instruction.

Strategic Direction 2: Evaluative Practice

Purpose

To ensure all staff are making informed decisions, focused on collection, analysis, reflection and evaluation of evidence, a focus on evaluative practice is required. A combination of professional learning and allocated time for analysis will be designed and implemented.

Improvement measures

Data Literacy

Achieve by year: 2025

100% of staff feel confident in their ability to select, interpret and apply data knowledge (Tell Them From Me data).

Evaluative practice survey data demonstrates improvement in staff confidence and capability to design and plan evaluative projects and utilise evaluative vocabulary.

Collaborative Practices

Achieve by year: 2025

Collaborative Practice

100% of teachers engage in co-planning processes for integrated units

All staff implement school scope and sequence documents and assessments for History, Geography, PDHPE, Science and Creative Arts

Coaching pods and feedback practices are established and embedded in all settings across the school.

Initiatives

Data Literacy

All staff will engage in a disciplined approach to inquiry and reflective practice, ensuring that sound judgements on student progress inform teaching, learning and whole school planning.

- Staff access professional learning to upskill their ability to identify, collect, interpret and analyse available data sources.
- Whole school structures support staff with resources to engage in collaborative data collection and analysis to inform planning

Collaborative Practice

A culture of collaboration and consistent teacher judgement is embedded across the school. Teachers will have dedicated time to collaboratively plan for teaching in all Key Learning Areas, observe each other in practice, and reflect on observations.

- Professional learning in effective professional feedback, reflective discussions and observation techniques.
- Established routines that have been timetabled and adequately resourced allow for teachers to be relieved from class to observe and then have timely reflection discussions
- Teachers engage in team based coaching and observation practices based on the Australian Professional Standards for Teachers and the Quality Teaching Framework to observe excellent teaching practice and provide meaningful feedback to colleagues on areas of potential growth.
- Collaboratively developed stage and whole school scope and sequence documents and assessment tasks for each Key Learning Area to align with updated syllabus documents.

Success criteria for this strategic direction

- Internal and external data measures are collected at planned, regular intervals
- Data is reflected upon at planned, regular intervals to drive individual student, whole class and whole school directions
- Guided inquiry protocols are embedded across the school in a range of learning areas
- Evaluative vocabulary is evident through teacher talk and professional discussions
- School scope and sequence documentation is stored in a central location and accessed by all teaching staff

Evaluation plan for this strategic direction

- Staff survey data indicates a co-planning approach at a stage level is evident.
- Teaching programs are consistent across stage teams, utilising updated syllabus documents as they are implemented. Planning for integrated units and assessments demonstrate collaborative input from all staff members.
- Regular (termly) planned consistent teacher judgement sessions with AP will occur and drive the report writing process, ensuring A-E data is accurate.
- 100% of staff engage in feedback observations, giving and receiving feedback on teaching instruction and assessment practices across various learning areas. Observation tools demonstrate individual improvements in teaching practice across selected focus areas.
- Student report data will be triangulated with PAT testing for relevant KLAs. This will be used to measure impact twice per year and inform milestones for each following year.
- Learning Support data and written summaries from learning support meetings will be used to triangulate school level and diagnostic external assessments.

Strategic Direction 3: We Stand Together, We Stand Strong

Purpose

To support all students in becoming confident and creative individuals, successful lifelong learners, and active and informed members of the community, we will implement wellbeing approaches that ensure all students are known, valued and cared for.

Improvement measures

Wellbeing

Achieve by year: 2023

Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 4%

Inclusive Classroom - Pilot

Achieve by year: 2025

An increase from 2024 in academic, social and wellbeing measures for both mainstream and support students (Check in Assessment data and TTFM data).

Attendance (>90%)

Achieve by year: 2023

3.32% uplift in the percentage of students attending school greater than 90% of the time.

Initiatives

Whole School Wellbeing

Implement the new wellbeing program with a strong focus on cultural sensitivity and connection to Country for all students. Every student, in every class, is receiving lessons focussed on common themes and a shared language.

- PL the processes and organisation of how to deliver lessons in a culturally sensitive way and so all students feel comfortable and supported. Additional PL targeting the assessment of wellbeing outcomes for students, including adequate record keeping. This will inform differentiated wellbeing approaches for all students.
- Streamline rewards systems based on the goal of all students being intrinsically motivated when they finish Year 6. This will require extrinsic motivators to be tapered off as student's emotional intelligence develops.
- Launch the new program in accompaniment with new signage, language, and goals. Ongoing evaluation of the program from all stakeholders. Regular improvement made over the four years as the values become embedded.

Inclusive Classrooms

Use research-based evidence to promote higher levels of wellbeing which is linked to higher academic achievement, social connectedness and better overall mental health for every student at Towradgi Public School.

- Build capacity of staff to provide differentiated teaching and learning approaches for EAL/D, Aboriginality, OOH, High Potential & Gifted, Learning Support and Disability support (Twice-exceptional students)
- Embed process for Authentic Aboriginal student leadership through a Junior Consultative Team that meets regularly to inform school directions.

Success criteria for this strategic direction

Wellbeing

- Wellbeing data (positive, neutral and negative) is collected on a regular and planned basis and used to inform individual wellbeing approaches and differentiation for all students.
- Wellbeing program language is evident in every classroom and setting across the school. (Connect, Succeed, Thrive).
- Wellbeing data informs whole school decision-making for curricular and extra-curricular activities.
- All students engage with the structures of the wellbeing program and exhibit behaviours in line with the 16 focus areas.

Inclusive Classrooms

- Every student is known, valued and cared for and all students are learning to their fullest capability.
- Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices.
- Inclusion is planned and documented by all teachers using the integration planning template and following the school's policy/procedure.
- Staff continually evaluate the benefits of geographically co-existing and how it impacts integration. They will inform AP support and work collegially to move in the most appropriate direction that best supports student need.

Evaluation plan for this strategic direction

The following data sources will inform decision making at classroom, whole school and community levels. Regular analysis of the effectiveness of the purpose and improvement measures will take place.

- TTFM Survey Data
- Student Work Samples (Wellbeing lessons)
- Number and kind of referrals to LST

Strategic Direction 3: We Stand Together, We Stand Strong

Initiatives

Create authentic options for integration between support and mainstream classes. Support class students are immersed in school life and have equal opportunities and experiences to their mainstream peers.

- Develop a consistent understanding, across the school community, of best practice for integration and inclusivity.
 - Revise, rewrite, implement and embed school policy and procedures relating to integration and inclusion.
 - provide structured and planned opportunities for students to be supported in the most appropriate setting as needed (fluidity between mainstream/support classes).
 - A full review of the EIU will be completed with the aim of creating the best model as outlined in the EIU Operational Guidelines (NSW Education).
 - The EIU provides equal opportunities and access for students, comparative to their mainstream preschool peers. In particular, EIU students will have equal transition experiences.
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Evaluation plan for this strategic direction

- School behaviour records (EBS4)
- Suspension and Expulsion Data
- Wellbeing continuum tracking data

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 discussions centred on theme 7: Wellbeing, of the CESE What Works Best document
- Reflective discussions built into stage, whole school and executive meetings.
- QDAI model implemented for all relevant milestones
- Logic modelling will be undertaken by the leadership team as required.