

Strategic Improvement Plan 2021-2025

Tuggerawong Public School 4097



School vision and context

School vision statement

Tuggerawong Public School is deeply committed to achieving educational excellence in a respectful, inclusive, high expectation environment where every student feels empowered to connect, succeed and thrive.

School context

Tuggerawong Public School is a small primary school of 9 classes located in Tuggerawong, a lakeside suburb of Wyong. Currently, the school has an enrolment of 211 of students with 12% identifying as Aboriginal.

Tuggerawong Public School has a Family Occupation and Education Index (FOEI) of 124 which ensures it receives significant funding to overcome any socio-economic disadvantage students may experience. The community expresses high expectations for their children with the majority of parents indicating a desire for them to complete Year 12 and seek tertiary education. The two main consultative bodies the school connects with are the highly active and supportive Parents and Citizen Association (P&C) and the local Aboriginal Education Consultative Group *Ngara AECG*. The school is deeply committed to working with the community through authentic consultative processes.

The school has a proud culture of excellence in a variety of extra-curricular activities, consistently having both a strong representation in PSSA teams, Debating, Public Speaking, the Central Coast Dance Festival and the Ngara Choir.

Through strong learning alliances within the Central Coast Principal Network and Wadalba Schools Learning Community, students are offered a variety of extracurricular and transition activities. These alliances not only provide our students with the opportunity to participate in accelerated learning activities and build connections with students from outside the school, but also encourages a community of educators who are able to share, and subsequently build, their knowledge and expertise.

In 2020, we undertook a deep situational analysis which has led to the three strategic directions of Student Growth and Attainment, Explicit Systems and Continuous Improvement Culture and Collaborative Practices and Shared Expectations.

Strategic Direction One focusses on engaging in and implementing evidence based teaching practices, and further developing data driven practices to drive differentiated quality instruction to students, particularly in the areas of Reading and Numeracy. Strategic Direction Two concentrates on building a high expectation school and positive school community, by developing explicit systems and opportunities for teachers to collaborate effectively. In Strategic Direction Three, the focus will be on the provision of personalised support for student learning and wellbeing and building strong partnerships between families, students and teachers, to create a shared vision of academic success for every student.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, school leaders and teachers will further develop and refine teaching practices that are responsive to the learning needs of all students.

Improvement measures

Achieve by year: 2022

SEF - External validation assessed as:

Learning:

Curriculum - Sustaining and Growing

Assessment - Sustaining and Growing

Achieve by year: 2025

Maintain a minimum of 2024 improvement measure targets.

Progressive Achievement Test (PAT) Numeracy:

- 90% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment.

Progressive Achievement Test (PAT) Reading:

- 90% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment.

*Aboriginal and Torres Strait Islander students are expected to meet or exceed these targets.

Reading growth

Achieve by year: 2023

Year 3 and 5 Check In Assessment

An improvement in the overall % of correct answers for Year and Year 5 in reading when compared with 2022 results (from a baseline of 49.7% and 53.6% respectively)

Initiatives

Data Informed Teaching

Effectively triangulate student data and improve the quality of teaching to improve student achievement levels. This process will involve:

- Data Collection** - formative and summative assessment data will be collated to record, track and monitor students achievement.
- Data Analysis** - provide professional learning and support to staff to use assessment data to draw conclusions, identify patterns and monitor student progress.
- Action** - embed a culture whereby evidence of student achievement is used to inform teaching and learning.

Evidence Based Teaching Practices

Utilise the following, high quality and consistent teaching practices and make student visible learning evident across all classrooms/ the school:

- Explicit teaching** - structured learning environments will be implemented (visible) across all classrooms with particular focus on literacy and numeracy lessons.
- Strong content / curriculum knowledge** - professional learning provided on existing and new departmental policies and initiatives.
- Formative Assessment Strategies** - formative assessment strategies will be adopted across all literacy and numeracy lessons.

High Potential and Gifted Education (HPaGE)

Strategically provide purposeful programs and processes schoolwide that embed the principles of HPaGE. A school culture that challenges and engages HPaG students to achieve their educational potential will be created by focusing on:

- Teacher Professional Learning** - implement a HPaGE committee, to provide teachers with a

Success criteria for this strategic direction

Data Informed Teaching

Valid and reliable assessment data is:

- collected on whole-school, classroom and cohort levels at regular and planned intervals.
- reviewed and analysed regularly by teachers and leaders to identify student achievement and progress.
- used to reflect on teaching effectiveness, inform planning and identify intervention.

Evidence Based Teaching Practices

- teachers demonstrate high quality skills to identify, understand and implement effective and explicit teaching methods.
- staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student.
- learning intentions, success criteria, and feedback are embedded practice in all numeracy and writing lessons across the school.

High Potential and Gifted Education

- the implementation of whole school practices facilitate higher levels of engagement and result in improved student achievement.

Evaluation plan for this strategic direction

Question - What is the baseline data saying? To what extent did students achieve expected growth? (Data Informed Teaching) To what extent is visible learning evident across classrooms and programs? What impact is this having on student results? (Evidence Based Teaching Practices) In what capacity are we challenging and supporting HPaG students and what does the evidence indicate? (High Potential and Gifted Education).

Data - Data sources include: Internal assessments,

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy growth

Achieve by year: 2023

Year 3 and 5 Check In Assessment

An improvement in the overall % of correct answers for Year and Year 5 in numeracy when compared with 2022 results (from a baseline of 55% and 52.7% respectively)

Initiatives

thorough understanding of the guiding principles of both departmental policy and of evidence based best practice.

- **Identify Potential** - utilising qualitative and quantitative data, cycles of inquiry will be implemented to find students potential and to continually assess students achievement and needs.
- **Develop Potential / Talent** - support and maximise talent development of students via:

Classroom practice - focus on ensuring differentiation is a targeted process designed to meet the specific learning needs of high potential and gifted students.

Enrichment and extracurricular programs - providing access to programs that meet the specific needs of students aimed at increasing the breadth and challenge of their learning.

Evaluation plan for this strategic direction

external assessments, teaching programs, classroom observation, HPaGE programs, TTFM student surveys, LaST observation data.

Analysis - Executive evaluate school plan progress and achievement using SPaRO every 5 weeks.

Implications - The findings of the analysis will inform: Future directions and budget allocations.

Strategic Direction 2: Explicit Systems and Continuous Improvement Culture

Purpose

To work as a collective to develop new, and strengthen existing, systems and procedures to assist in better understanding and evaluating the impact of teaching including reviewing factors that may be enabling or constraining student academic growth.

Improvement measures

Achieve by year: 2025

Utilising the AITSL survey "How do I perceive performance and development at my school" 100% of teachers score 3.4 or above in each of the survey clusters compared to baseline data of 33%.

All teachers participate in quality teaching rounds at least once a year.

Achieve by year: 2023

SEF - External validation assessed as:

Teaching:

Learning and Development - Sustaining and Growing

Leading:

Educational Leadership - Sustaining and Growing with elements of Excelling

Attendance (>90%)

Achieve by year: 2023

A minimum of 81.8% of students attending school >90% of the time (from a baseline of 78.6%). Lower bound system negotiated targets.

Initiatives

Collective Efficacy

Provide structures that support and encourage teachers to foster a collective approach to driving school improvement and lifting student outcomes. The sharing of knowledge, expertise and ideas will be encouraged through:

- **Professional Learning Communities-** formalised teaching communities will engage in collaborative cycles of inquiry focussed on building students literacy and numeracy skills.
- **Classroom walk-throughs** - regular, purposeful and focused classroom walk throughs, patterns of data will be collected to encourage consistency of practice and professional dialogue between teachers.
- **Shoulder-to-shoulder support** - establish and utilise off-class curriculum leader to work in collaboration with teachers to provide advice, training, professional learning and support.
- **PDP Process** - ensure that the creation of PDP goals are focused, developed collaboratively and are meaningful.
- **QTR** - utilise "trained" QTR teachers, to run sub set Quality Teaching Rounds so that every teacher on staff has an opportunity to engage in high impact professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning.

High Expectation Culture

Develop and maintain a school culture where every minute of every lesson is viewed as important and valuable. Where effort and achievement are the expectation for all teachers, leaders, classrooms and students. Through professional learning, development and embedding of the following, a strong focus on quality learning leading to academic improvement for all students will be achieved:

- **Growth Mindset / Positive Learning Dispositions** - develop explicit lessons and growth mindset

Success criteria for this strategic direction

Collective Efficacy

- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.
- Teachers collaborate to share curriculum knowledge, provide feedback and other information about student progress and achievement.
- Consistent teacher judgment is evident across the school.
- All teacher's Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

High Expectation Culture

- Teachers and students use a common language focused on independence, self-direction and self-regulation.
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.
- Worked examples are used deliberately and systematically, and embedded in lesson and unit structures. They are used consistently across learning areas.
- There is a demonstrated commitment within the school that all students make learning progress.

Attendance

- Teachers, parents and the community work together to support systematic processes that ensure high levels of attendance rates are evident across K-6, and that absences are explained promptly.
- Clear information about attendance requirements is communicated to the school community to ensure mutual understanding.
- School wide attendance systems are sustained with clearly defined roles and responsibilities for all staff.

Strategic Direction 2: Explicit Systems and Continuous Improvement Culture

Initiatives

resources to build a whole school common language set.

- **Use of quality examples and exemplars** - a bank of quality examples, exemplars and scaffolds will be collated to demonstrate what success looks like and how to achieve success.
- **Deep thinking and problem solving (active learning)** - extend student learning beyond surface knowledge and factual information to deep learning.

Attendance

Reduce the percentage rate of student absences, both partial and full days. By taking a whole-school approach to attendance and fostering a positive school culture, students' sense of belonging and engagement at school will be improved. Improvements will be achieved through:

- **Review data** - attendance data and reports will be regularly and swiftly reviewed by executive and communicated with classroom teachers.
- **Refine procedures** - implementation of unjustified non-attendance procedures and parent communications to promote the importance of school attendance.
- **Positive attendance initiatives** - develop positive initiatives within the everyday school environment to recognise consistent attendance at individual and class levels.
- **Sustainable processes for working with parents** - staff and parents will work in partnership to support students and families to monitor and increase student attendance.

Evaluation plan for this strategic direction

Question - To what extent have we employed a collective approach to school improvement and can demonstrate impact and improvement of student outcomes? (Collective Efficacy) To what extent are effort and achievement an expectation within our school culture and how is this reflected in our students' disposition towards learning? (High Expectation Culture) What processes have been effective in reducing students absences? (Attendance).

Data - Data sources include: Internal assessments, external assessments, surveys, observation, PDP feedback, QTR focus groups, TTFM surveys, student voice, attendance data, percentage of students participating in attendance incentives.

Analysis - Executive evaluate school plan progress and achievement using SPaRO every 5 weeks.

Implications - The findings of the analysis will inform: Future directions and budget allocations.

Strategic Direction 3: Collaborative Practices and Shared Expectations

Purpose

To build a more personalised approach to student learning, achievement, student engagement and wellbeing. All stakeholders will work together in partnership to set challenging but achievable goals, and thus create a shared expectation and commitment to student achievement.

Improvement measures

Achieve by year: 2025

2023 results in the area of Two-way Communication with Parents in the TTFM survey results are maintained at 7.6 from a baseline of 6.7.

Achieve by year: 2025

75% of students with a PLSP achieve all of their goals by the end of the year, requiring a PLSP review in consultation with parents.

All students across K-6 set goals for literacy, numeracy and communication.

Achieve by year: 2022

SEF - External validation assessed as:

Learning:

Wellbeing - Sustaining and Growing

Reporting - Sustaining and Growing

Initiatives

Learning Partnerships

Build strong partnerships between families, students and teachers focused on developing a joint understanding of the curriculum and supporting learning. The creation of a shared vision for academic success for every student will be achieved through:

- **Goal Setting** - teachers will work in collaboration with parents and students at planned and regular intervals to set SMART goals.
- **Literacy and Numeracy Workshops** - parent workshops will be scheduled at regular intervals throughout the year. These workshops will focus on engaging parents in their children's learning, raising parents' awareness of the curriculum and providing parents with practical ideas to assist them support their children's literacy and numeracy achievement when at home.

Parent Helper Workshops will also be run to provide parents and families with skills and confidence to assist in classrooms in a productive and mutually beneficial way.

Personalised Student Support

Develop improved systematic and strategic approaches to the implementation, monitoring and evaluation of personalised interventions through:

- **Support Plans** - the Learning and Support Team will work together with classroom teachers, families, community members and outside agencies to develop, implement, monitor and evaluate meaningful support plans.
- **Teacher Professional Learning** - teachers will be provided with professional learning and support to ensure the provision of adjustments successfully meets the students' assessed needs and are recorded in teachers' planning and programming.
- **Intervention Programs** - the impact of intervention programs will be consistently evaluated through the triangulation of student data.

Success criteria for this strategic direction

Learning Partnerships

- Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.
- Goal setting for all students occurs at 5 weekly intervals, with goals monitored and tracked by teachers.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- Every Aboriginal student has a PLP that is collaboratively developed with the student, school and parent or carer.
- Each PLP identifies the goals, actions and measures of success that will result in positive engagement and academic achievement for every student.

Personalised Student Support

- PLSPs are developed with explicit literacy, numeracy and communication goals with the 'progress to the next step' understood by all stakeholders.
- Teachers design, implement and monitor individual and personalised learning and support plans (PLSPs) which result in expected growth for every student across the full range of abilities.
- LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question - Do parents understand the relationship between goal setting and student progress? (Learning Partnerships) Are students with learning needs supported with targeted and differentiated teaching and learning and is this organised to provide optimal in-class support for students? (Personalised Student Support).

Strategic Direction 3: Collaborative Practices and Shared Expectations

Initiatives

- **Student Wellbeing** - in addition to whole school wellbeing and positive behaviour in learning programs, student wellbeing will be prioritised to ensure that every child connects, succeeds and thrives in our school environment.
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Evaluation plan for this strategic direction

Data - Data sources include: Percentages of parents involved in goal setting, percentages of parents involved in literacy and numeracy workshops, teacher feedback, internal assessments, external assessments, LaST assessments, observation notes, class and support timetables, teaching and support timetables, staff feedback.

Analysis - Executive evaluate school plan progress and achievement using SPaRO every 5 weeks.

Implications - The findings of the analysis will inform: Future directions and goal setting processes.