

# Strategic Improvement Plan 2021-2024

## Tyalla Public School 4503



# School vision and context

## School vision statement

Tyalla Public School provides excellence in inclusive education, every student is known, valued and cared for. Students are provided with a rich environment which fosters and develops accomplishment, positive relationships, enjoyment, growth, health and safety. Students are self-directed, take initiative and contribute to the learning of others. They are confident and responsible citizens.

The school and community, through strong partnerships, work together to enhance and develop the social, learning and physical environment for students. Parents and carers are active participants in their children's education. The school works closely with the wider community and other schools to enrich learning and provide extra-curricula programs.

There is a culture of continuous improvement where staff work collaboratively to ensure that teaching and learning is responsive to student needs, is engaging, challenging and is aligned to curriculum so all students can succeed. There are consistent whole school protocols for teaching and learning.

## School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW. Tyalla means place of tall trees and the school is proud of its connection to the environment and community. We have a modern, well-planned learning environment where classrooms are vibrant and well resourced. Staff, parents and the wider community work together to promote school excellence. We are a member of the Lighthouse Community of Schools and have a strong culture of inclusion, connection and belonging.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 288 students includes 33% Aboriginal and Torres Strait Island students and 15% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multi-categorical class catering for students with a range of mild and moderate disabilities.

The K-6 Gumbaynggirr Language and Aboriginal programs support the development of deeper understanding of culture for all students and an affirmation of Aboriginal identity and connection to Country for our Aboriginal students.

The whole school community, including students, staff, parents, members of local AECG and external agencies, were consulted in the development of a thorough situational analysis followed by the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to focus on explicit teaching in reading and numeracy with a focus on using data consistently and regularly to support our students achieving at or above state system targets. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted.

We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies.

The school plan will focus on student growth and attainment, attendance, wellbeing, engagement and quality teaching. Work will take place on developing whole school systems and processes to support five weekly student data collection, analysis and reflection. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

We will establish a responsive intervention program where all students with need are provided with personalised and timely intervention to close the gap in the early years. Staff will work collaboratively to refine and develop their skills in quality teaching.

We will allocate human and financial resourcing to ensure that our activities are fully resourced and consistently monitor the impact of our plan and share the findings and our successes with our community. On-going monitoring of student performance data will determine areas of need and success at a class and school level.

# 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 academic success in all key learning areas we will further develop and refine data driven and effective classroom practice.

## Improvement measures

### Target year: 2022

- Increase the % of students achieving in the top 2 NAPLAN reading bands by 6.3% or greater from baseline data.
- Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 6.6% or greater from baseline data.
- Increase the % of Aboriginal students achieving in the top 3 NAPLAN reading bands by 7.9% or greater from baseline data.
- Increase the % of Aboriginal students achieving in the top 3 NAPLAN numeracy bands by 7.7% or greater from baseline data.

### Target year: 2023

- Increase the % of students achieving expected growth in NAPLAN reading by 7.6% from baseline data.
- Increase the percentage of students achieving expected growth in NAPLAN numeracy by 10.2% or greater from baseline data.

### Target year: 2024

**Reading:** 90% of K-2 students will be at grade level or above for reading: K - PM L9-11, Yr 1 - L17-18, Yr 2 - L22+. 80% of Yr 2- 6 students at grade level on ACER PAT-R.

**Numeracy** 80% of: K at QN-6 & AdS-2; Yr 1 at QN-7 & AdS-6; Yr 2 at QN-9 & AdS-7. 80% of Yr 2-6 at grade level on ACER Mathematics Assessment.

## Initiatives

### Effective classroom practice

Ensure 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.

- Engage in high impact professional learning in curriculum, programming, explicit teaching, feedback and classroom management.
- Collaboratively design evidence-based programs and lessons, which meet the needs of all students.
- Enhance skills in explicit teaching and classroom management through reflective practice, coaching and the provision of instructional leadership.

### Data driven practice and professional learning

Embed a culture of continuous improvement and high expectations where staff collaboratively monitor impact of teaching and student progress to ensure timely professional learning and responsive curriculum delivery.

- Use Timperley's Spirals of Inquiry to reflect on teaching effectiveness, review current research, build capacity and develop responsive curriculum.
- Embed whole school systems and procedures for five weekly student data collection, analysis and reflection. These will include the use of a data wall and PLAN 2 to monitor student progress and grade alignment to end of term targets.
- Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.
- Establish a responsive intervention program where all students with need are provided with personalised and timely intervention to close the gap in the early years.

## Success criteria for this strategic direction

All lessons are systematically and collaboratively planned as part of a coherent program. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback, and provides continuous improvement for all students across the full range of abilities (SEF - Lesson Planning).

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions (SEF- Data skills and use).

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF - Literacy and numeracy focus)

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

NAPLAN and check-in data; ACER reading and numeracy assessment data; student work samples; reading graphs; learning sprint data; PLAN2 data; teaching program feedback forms; teacher observations; learning walks; Scout - value added data and SEF SaS.

### The evaluation plan will involve:

1. Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
2. Regular professional discussion around the School Excellence Framework elements and themes.
3. Stage, executive team and whole staff reflective sessions.
4. Term by term review and triangulation of data sources to corroborate conclusions.
5. Deep analysis of the data will guide future school planning to provide ongoing improvement to

# Strategic Direction 1: Student growth and attainment

## **Evaluation plan for this strategic direction**

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maximise student learning outcomes.

# Strategic Direction 2: Attendance, Wellbeing and Engagement

## Purpose

To ensure the wellbeing and engagement of all students so they can connect, succeed, thrive and learn, we will develop whole school wellbeing processes and an environment which fosters and develops accomplishment, positive relationships, enjoyment, growth, health and safety.

## Improvement measures

### Target year: 2022

- An increase in the percentage of students attending school more than 90% of the time by 5.7% or greater on system-negotiated baseline.
- TTFM Wellbeing data (advocacy, belonging, expectations) an increase of 5.4% or greater from system-negotiated target baseline.

### Target year: 2024

- An increase of 12% in students indicating a sense of belonging from 2020 data (TTFM).
- An increase of 6% in students identifying advocacy from 2020 data (TTFM).
- An increase of 6% of students recording positive outcomes from 2020 data (PBL).
- A 30% decrease in suspensions from 2020 data (EBS).

## Initiatives

### Whole School Attendance

Whole school strategic and planned approach to monitoring, targeting and personalising attendance approaches.

- Embed whole school systems and processes.
- Analysis of attendance data fortnightly at executive and stage meetings and realign intervention.
- Develop personalised attendance plans for students at risk.
- Work with the community to develop a culture of high expectations of attendance.
- Celebrate and promote attendance with students and families.

### Wellbeing and Student Engagement

A strategic and planned approach to develop whole school wellbeing and engagement.

- Renewed focus on Positive Behaviours for Learning (PBL).
- Teachers provide explicit lessons for all students on healthy coping strategies, resilience and self-regulation.
- Initiate strategies to build positive learning environments in classrooms characterised by supportive relationships and regular contact with each student.
- Establish systematic processes and practices to monitor student wellbeing and engagement.
- Ensure that learning is challenging, relevant and engaging and that students have the opportunity to exercise choice.
- build collaborative partnerships with students staff, families, communities and other organisations to support and develop student and school community.
- ensure that the school environment is a safe and

## Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are utilised, improving regular attendance rates for all students, including those at risk (SEF - Attendance).

The school has implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning (SEF - A planned approach to wellbeing).

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 (SEF - Behaviour).

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning (SEF - A planned approach to wellbeing).

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

Attendance Data - Sentral and Scout, TTFM data, Personal and Social Capability learning continuum (ACARA), Positive Behaviour for Learning (PBL) data, Suspension data, Teacher observations, SEF SaS & The Wellbeing Framework Self-Assessment Tool.

### The evaluation plan will involve:

1. Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
2. Regular professional discussion around the School Excellence Framework elements and themes.
3. Stage, executive team and whole staff reflective sessions.
4. Term by term review

## Strategic Direction 2: Attendance, Wellbeing and Engagement

### Initiatives

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healthy place to be and that all students are recognised and celebrated.

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### Evaluation plan for this strategic direction

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and triangulation of data sources to corroborate conclusions. 5. Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.



# Strategic Direction 3: Quality Teaching

## Purpose

To ensure all students are provided with high quality and researched-based teaching to maximise student learning outcomes in all key learning areas, we will embed a culture of continuous improvement where all staff engage in high impact professional learning, work collaboratively to reflect on and build practice, and strive to be highly accomplished teachers.

## Improvement measures

### Target year: 2022

- 100% of PDPs aligned to Teaching Standards and Strategic Improvement Plan.

### Target year: 2024

- All student to be able to communicate their learning goals.
- An increase of 10% in teachers at highly accomplished level.

## Initiatives

### PDP process

All staff demonstrate personal responsibility for maintaining and developing their professional standards.

- Ensure the Australian Professional Standards for Teachers are a reference point for whole school reflection and improvement.
- Embed informal and formal classroom observations and feedback into school processes.
- Engage all staff in developing a common professional practice goal from Teaching Standard 3 each year so that staff can work collaboratively to build collective practice.
- Provide opportunity for staff to share and showcase practice.

### Consistent whole school protocols

The staff work collaboratively to embed whole school teaching protocols for: harnessing learning intentions, narrative and pace; setting challenging learning tasks; framing higher order questions, implementing cooperative group, committing to assessment for learning and connecting feedback to data..

- Engage in high impact professional learning.
- Staff to demonstrate and share practice.
- Create a mentoring and coaching structure within the school where each teacher can work in a triad with two colleagues to reflect on, build practice and monitor growth.
- Engaging self-reflection of practice using swivl.
- Embed the monitoring and analysis of progress and celebrate growth.
- School executive to provide instructional leadership to support teachers.

## Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement (SEF - Leading).

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences quality teaching (SEF - Professional Standards).

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers (SEF-Teaching).

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (SEF - Expertise and innovation).

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

Teacher observations; SEF SaS; teaching programs; mapping against Teacher Standards; evidence implementation - teacher PDPs; assessment of theories of action (CPL) and teacher rubrics (CPL).

### The evaluation plan will involve:

1. Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
2. Regular professional discussion around the School Excellence Framework elements and themes.
3. Stage, executive team and whole staff reflective sessions.
4. Term by term review and triangulation of data sources to corroborate

## Evaluation plan for this strategic direction

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conclusions. 5. Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.