

Strategic Improvement Plan 2021-2024

Mount Terry Public School 4610



School vision and context

School vision statement

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. Our purpose is to provide opportunities that support the development of confident and creative individuals and active and informed citizens, who become lifelong learners.

School context

Mount Terry Public School was established in 1995 and is located in the relatively new south-western residential area of Albion Park. The land on which the school is built was a former dairy farm and the southern boundary of the school leads to the rural land between Albion Park and Jamberoo.

At the heart of the school site stands a magnificent heritage listed Figtree. This tree is a visual link to the school ethos, 'Growing Strong, Reaching Far', with the roots of the tree spreading deep and far, above and below the ground, reflecting the impact of the school on young lives, as the education offered at Mt Terry builds a strong foundation for our students far into the future.

Mount Terry Public School has an enrolment of 701 students of which 6% identify as Aboriginal and/or Torres Strait Islander. In 2021, there were 30 classes, including three newly established support classes. The school works in close collaboration with the Albion Park Community of Schools.

Following a comprehensive school self-evaluation process and situational analysis conducted in 2020, the school has identified three main areas of focus in the new Strategic Improvement Plan. These include performance and achievement in literacy and numeracy, assessment practices and student wellbeing.

Our dedicated teaching staff understand the importance of explicit teaching in literacy and numeracy to maximise the achievement of all students. Our staff are committed to teamwork, collegiality, professional growth and continuous improvement. They set high expectations and work hard to cater for the needs of every student. Quality assessment practices will be embedded to ensure the delivery of high impact and differentiated teaching and learning in literacy and numeracy.

There is a dynamic mix of early career and experienced educators, all of whom show genuine care for the whole school community and provide a myriad of targeted programs and extra-curricular opportunities to support the development of students. These include programs in the areas of environmental education, sport, the arts, high performance and gifted education and technology. By providing a holistic approach to learning, students establish a sense of self and a place in the global community. The development of school-wide wellbeing processes and practices will contribute to positive wellbeing and enable students to be healthy, happy, engaged and successful.

The staff and parents of Mount Terry Public School enjoy a positive relationship, working shoulder to shoulder to actively promote our shared vision. Our hard working and supportive P&C regularly organise numerous events that support our school and develop a strong sense of community. Each year the whole school community contributes to a rigorous process of self-evaluation focused on a commitment to continuous school improvement. This process has been instrumental in the development of the 2021-2024 Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, building strong foundations for academic success through the delivery of a student-centred curriculum. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2023

Achievement of system negotiated targets for expected growth.

- A minimum 5.7% uplift in the number of students achieving expected growth in NAPLAN Literacy
- A minimum 5.3% uplift in the number of students achieving expected growth in NAPLAN Numeracy

Target year: 2022

Achievement of system negotiated targets for students achieving in the top 2 bands in NAPLAN.

- A minimum 6.9% uplift in the number of Yr 3 and Yr 5 students achieving in the top 2 bands in NAPLAN Reading
- A minimum 7% uplift in the number of Yr 3 and Yr 5 students achieving in the top 2 bands in NAPLAN Numeracy

Target year: 2024

Achievement of school-based exit levels for reading K-2.

- A minimum of 95% of students completing Kindergarten will have achieved an exit reading level of 5 with a minimum 80% achieving or exceeding level 9
- A minimum of 95% of students completing Yr 1 will have achieved an exit reading level of 14 with a minimum 70% achieving or exceeding level 19

Initiatives

Literacy

In Literacy we will set high expectations and embed practices to collect, analyse and use data to inform teaching and learning practice. Our work in this area will include:

- Use of evidence-informed teaching practices in Reading
- Explicit teaching at an individual student level for reading and writing
- Targeted and high impact professional learning to establish school-wide pedagogical approaches to the teaching and learning of literacy skills
- Collaborative practices that promote collective efficacy

Numeracy

In Numeracy we will set high expectations and embed practices to collect, analyse and use data to inform teaching and learning practice. Our work in this area will include:

- Use of evidence-informed teaching practices in Numeracy
- Explicit teaching at an individual student level in Mathematics
- Targeted and high impact professional learning to establish school-wide pedagogical approaches to the teaching and learning of numeracy skills
- Collaborative practices that promote collective efficacy

Success criteria for this strategic direction

The whole school community works towards a set of high expectations for progress and achievement in Literacy and Numeracy (SEF - Learning Culture)

Student literacy and numeracy assessment data is regularly used to identify student achievement and progress in order to reflect on teacher effectiveness and inform future directions in teaching and learning (SEF - Data Skills and Use)

Consistently applied, evidence-based pedagogical approaches to the teaching and learning of early literacy skills are evident in all K-2 classrooms and literacy intervention programs K-6 (SEF - Effective Classroom Practice).

Curriculum provision meets requirements, supports high expectations and is adjusted to meet the needs of students (SEF - Curriculum).

Explicit systems that facilitate collaboration, observation and modelling of effective practice are evident across the school (SEF - Learning and Development).

Professional learning identifies, promotes and implements the most effective strategies for teaching and learning in literacy and numeracy, utilising the skills and expertise within and beyond the staff (SEF - Learning and Development).

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data in SCOUT
- Check-in assessment data
- PLAN2 Literacy and Numeracy data

Strategic Direction 1: Student growth and attainment

Improvement measures

- A minimum of 95% of students completing Yr 2 will have achieved an exit reading level of 18 with a minimum 75% achieving or exceeding level 25

Target year: 2024

Number talks are established as embedded practice in all classrooms K-6.

Target year: 2024

Implementation of new curriculum through updated syllabus documents.

Target year: 2024

The school is excelling in the SEF element of data skills and use to inform teaching and learning.

Evaluation plan for this strategic direction

- K-2 reading, vocab and comprehension levels
- Phonological Awareness Diagnostic Assessment data
- Phonics Screening Check data
- Student work samples
- Individual student learning goals
- Staff feedback on collaboration and professional learning (school-based self-evaluation survey)
- School community satisfaction data (school-based self-evaluation)

The Evaluation Plan will involve:

- A scheduled review of data sources
- Executive and Leadership Teams, as well as Strategic Direction Teams, regularly review the progress of the Strategic Improvement Plan
- Regular scheduled Strategic Direction Team meetings to monitor initiative activities
- Stage-based planning days to review data and student work samples to plan explicit teaching episodes for groups and individual students
- Collection and analysis of K-2 reading data on a 5-weekly cycle
- Implications identified after each data review inform future actions and directions

Strategic Direction 2: Systematic, school-wide assessment to inform practice

Purpose

In order to improve student learning outcomes, we will develop and sustain whole school processes for assessing, collecting and analysing data to ensure the effective implementation of appropriate curriculum provision for every student.

Improvement measures

Target year: 2024

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Assessment is practised expertly by teachers.

Target year: 2024

School self-assessment of the SEF element 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

A new and embedded school-wide assessment policy, along with associated processes and practices incorporate a range of internal and external assessment strategies, including formative, summative and diagnostic methods.

Target year: 2024

School self-assessment of the SEF element 'Data skills and Use' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Assessment

In Assessment we will create consistent school wide practices to track, monitor, plan and report on student learning across the curriculum. Our work in this area will include:

- Development of school wide consistent assessment and monitoring processes that align with syllabus documents and literacy and numeracy progressions
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice in data and assessment
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. Build teacher capabilities to ensure that data is used to differentiate curriculum, inform teaching and provide feedback to students. Our work in this area will include:

- Systematic analysis of student progress and achievement data through provision of conditions that support collaborative practice
- Systematic analysis of school, state and cohort trends and alignment of these with classroom programs
- High impact professional learning in data literacy,

Success criteria for this strategic direction

Formative assessment is practiced expertly by teachers.

Teachers analyse student progress and achievement data.

Teachers respond to trends in student achievement at individual, group, whole school and state levels.

Assessment is used flexibly and responsibly as an integral part of daily classroom instruction.

Classroom programs reflect that teachers respond to trends in student achievement at individual, group and whole school levels.

All staff confidently use the school assessment schedule within their teaching programs to inform teaching.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress to inform future teaching.

Assessments are developed and used regularly across the whole school to ensure consistent and comparable judgement of student learning and to monitor progress.

All teachers use formative assessment data to accurately track and monitor student progress.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- SCOUT data, including Check In Assessment data
- Student work samples
- Literacy and Numeracy PLAN2 data
- Student PLPs and ILPs

Strategic Direction 2: Systematic, school-wide assessment to inform practice

Initiatives

data analysis and data use in teaching for all staff

Evaluation plan for this strategic direction

- Student focus groups data
- Internal assessment information cross mapped with external data sources
- Planning Day evaluation and feedback
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity regarding achievement of intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive and Leadership Teams regularly review the progress of the Strategic Improvement Plan
- Regular scheduled Strategic Direction Team meetings to monitor initiative activities
- Implications identified after each data review inform future actions and directions

Strategic Direction 3: Effective well-being for a safe and happy school

Purpose

To support the wellbeing and engagement of all students, we will implement a whole school integrated approach to wellbeing, to enable students to be happy, healthy, engaged and successful.

Improvement measures

Target year: 2022

Achievement of the system negotiated target for wellbeing.

- A minimum 2.7% uplift in wellbeing advocacy, success and belonging as measured by the Tell Them From Me survey

Target year: 2024

Positive Behaviour for Learning is embedded in the school and practices are expertly used by all staff to support student wellbeing and learning.

Target year: 2022

Achievement of the system negotiated target for attendance.

- A minimum 4.7% uplift in the number of students attending 90% of the time or more

Initiatives

Wellbeing for all

Embed practices across the school to support the cognitive, emotional, social, physical and spiritual wellbeing for all of our students, staff and parents. Our work in this area will include:

- High quality professional learning for all staff in the Wellbeing Framework for schools and the Student Behaviour Strategy
- Expertly use Positive Behaviour for Learning practices to support wellbeing for all
- Regular attendance monitoring and interventions to maximise attendance as required
- Educational programs that support holistic student development and engagement
- Review and adjust Learning and Support Team practices to ensure all students are known, valued and cared for

Success criteria for this strategic direction

Evidence based change to whole school practices has been implemented, resulting in measurable improvements in wellbeing and engagement for all students (SEF Wellbeing - A planned approach to wellbeing).

There is school-wide, collective responsibility for student wellbeing and learning, which is shared by staff, parents and students. Planning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF Wellbeing - Individual learning needs).

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes and student wellbeing (SEF Learning Culture - Attendance).

Regular monitoring and analysis of attendance data occurs and is used to inform planning. Whole of school and personalised attendance approaches are implemented to improve attendance rates for all students, including those at risk (SEF Learning Culture - Attendance).

Evaluation plan for this strategic direction

Evaluation Plan

Wellbeing and learning are inextricably linked and research shows that effective, evidence-based wellbeing initiatives and strategies enhance student learning.

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- PBL data
- Attendance data using SENTRAL and Scout
- TTFM student survey data

Evaluation plan for this strategic direction

- Thorough evaluation of teacher, student and parent end of year satisfaction surveys
- Personalised Learning Plan (IEP, PLP, BMP) goals achieved
- LST Referral data
- Classroom walk throughs

The Evaluation Plan will involve:

- A scheduled review of data sources
- Executive and Leadership Teams regularly review the progress of the Strategic Improvement Plan
- Regular scheduled whole school Strategic Direction Team meetings to monitor initiative activities
- Implications identified after each data review inform future actions and directions