

Strategic Improvement Plan 2024-2027

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, safe, supportive, inclusive and holistic school experience that promotes wellbeing for all members of the school community. Our purpose is to provide opportunities that support the development of confident, caring and creative individuals, as well as 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.

In 2024, Mount Terry Public School has an enrolment of 640 students of which 12% identify as Aboriginal and/or Torres Strait Islander. There are 28 classes, including three 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 2023, the school has identified three main areas of focus in the new Strategic Improvement Plan. These include growth and attainment in reading and numeracy, curriculum implementation and wellbeing and engagement for all.

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, collaboration, collegiality, professional growth and continuous improvement. They set high expectations and work hard to cater for the needs of every student.

Developing a deep understanding of the new literacy and numeracy curriculum through strategically planned, high quality teacher professional learning, will strengthen what is already occurring in our classrooms, support the delivery of high quality teaching practice and ensure student learning is maximised.

There is a dynamic mix of early career and experienced educators at Mount Terry, all of whom show genuine care for the whole school community and provide a variety of targeted programs and extra-curricular opportunities to support the development of our 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 and engagement processes and practices will ensure students, staff and community develop their sense of belonging and that we continue to work towards our school being a safe, happy, caring and inclusive environment where individual student needs are catered for and everyone has the opportunity to reach their potential.

The staff and parents of Mount Terry Public School enjoy a positive relationship, working together to actively promote our shared vision. Our hard working and supportive P&C

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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 2024-2027 Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Effective classroom practice

All teachers will be committed to identifying, understanding, and implementing the most effective explicit teaching methods in reading and numeracy, with the highest priority given to evidence-informed, inclusive teaching strategies.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents and carers support student learning. Student motivation for continuous and ongoing improvement is clearly evident.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments and demonstrates expected student growth in reading and numeracy. The school uses assessment and student data to identify and monitor the learning needs of all students within the school community.

Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning in reading and numeracy.

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 this strategic direction. This analysis will guide the school's future

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

directions. Data sources will include:

- NAPLAN data
- Check-in assessment data
- PLAN2 Reading and Numeracy data
- Dibbles assessment data K-6
- Phonological Awareness Diagnostic Assessment data
- Phonics Screening Check data
- Student work samples
- Individual student learning goals
- Staff feedback on collaboration and professional learning
- School community satisfaction data

The Evaluation Plan will involve:

- A scheduled review of internal and external data sources
- Executive and Leadership Teams regularly reviewing the progress of the Strategic Improvement Plan
- Regular scheduled Strategic Direction Team meetings to monitor the progress of initiative activities
- Grade-based Curriculum and Collaboration days to review data and student work samples to plan explicit teaching episodes for individual students and groups of students
- Monitoring student growth in reading and numeracy

Strategic Direction 2: Curriculum delivery

Purpose

We will prepare and enable teachers to deliver new curriculum that is inclusive, student-centered and highly engaging. We will work collaboratively to support teachers in their learning and curriculum delivery to ensure high quality, consistent teaching and learning in every classroom.

Improvement measures

Achieve by year: 2027

Implementation of the new Creative Arts, HSIE, PDHPE and Science and Technology curriculum and syllabus.

Initiatives

Curriculum implementation

The implementation and delivery of the new English and Mathematics curriculum will be embedded in quality teacher practice and all teachers will be committed to professional learning that enables them to effectively deliver the new curriculum in Creative Arts, HSIE, PDHPE and Science and Technology by 2027.

Success criteria for this strategic direction

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning.

The school provides support for staff to collaboratively plan, deliver, and evaluate the use of explicit literacy and numeracy teaching practices. Progress is monitored against syllabus outcomes and communicated with parents/carers to foster learning partnerships.

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact.

All teachers will be well-prepared and well-resourced to deliver new curriculum effectively. Collaborative practice will support the consistent delivery of the new curriculum.

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 this strategic direction. This analysis will guide the school's future directions. Data sources will include:

- teacher programs
- Student work samples
- Staff feedback on collaboration and professional learning

The Evaluation Plan will involve:

Evaluation plan for this strategic direction

- The annual school self-evaluation process
- Executive and Leadership Teams regularly reviewing the progress of the Strategic Improvement Plan
- Regular scheduled Strategic Direction Team meetings to monitor the progress of initiative activities
- Grade-based Curriculum and Collaboration days to review teacher programs and student work samples

Strategic Direction 3: Wellbeing and engagement for all

Purpose

We will create and embed a school wide culture that values and prioritises wellbeing and engagement. We will focus on the cognitive, emotional, social, physical and spiritual needs of all, to ensure students and staff are happy, healthy, engaged and successful.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 90.19% in 2023 to 91.29% by 2027.

Initiatives

Wellbeing and engagement for students and staff

At Mount Terry, we want all students and staff to enjoy coming to school. We aim to provide a high quality, safe, supportive, inclusive and holistic school experience that promotes wellbeing and engagement.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

All staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

A school-wide, collective responsibility for student learning and success is shared among students, parents/carers and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents and carers where appropriate.

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

Strategic Direction 3: Wellbeing and engagement for all

Evaluation plan for this strategic direction

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:

- Positive Behaviour for Learning (PBL) data
- Attendance data using School Bytes and Scout
- Tell Them From Me student survey data
- Thorough evaluation of teacher, student and parent end of year satisfaction surveys
- The achievement of goals in Personalised Learning Pathways, Personalised Learning and Support Plans and other individualised student plans
- Learning and Support Team data

The Evaluation Plan will involve:

- A scheduled review of data sources, including attendance data
- 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