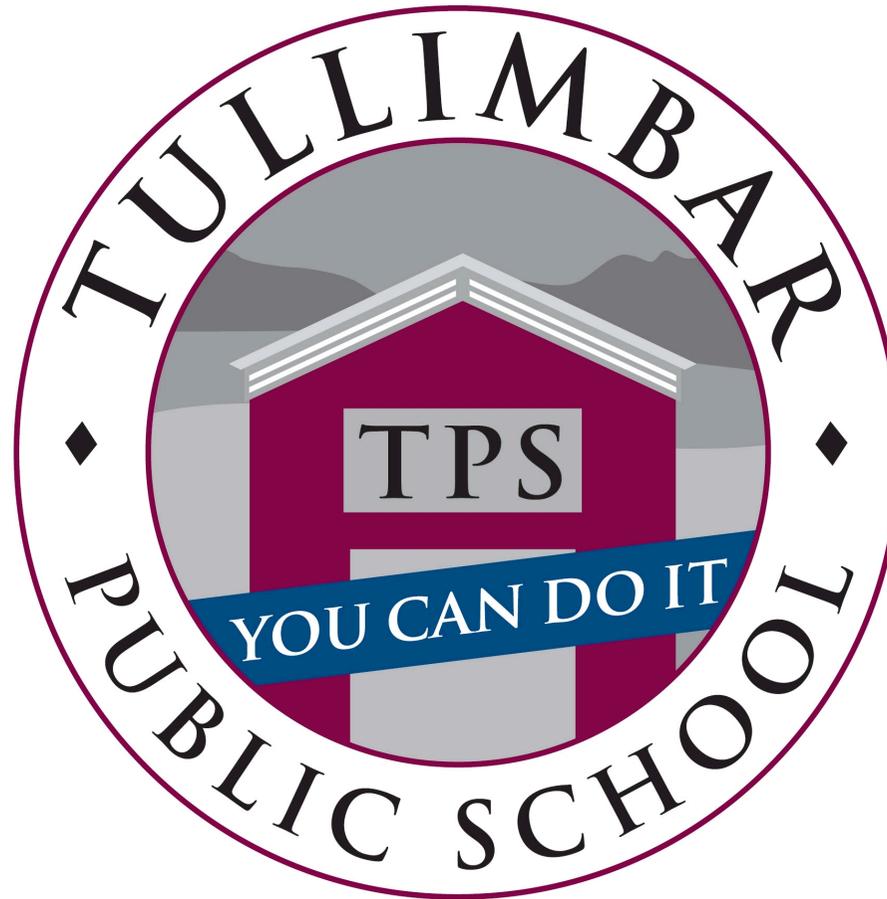


Strategic Improvement Plan 2021-2024

Tullimbar Public School 4649



School vision and context

School vision statement

Tullimbar Public School is inclusive and innovative with a nurturing school environment and strong partnerships with our local community. All students are challenged through effective curriculum implementation in order to improve learning outcomes, performance and wellbeing. This is driven by a collaborative culture where teachers are equipped with the skills and support to deliver quality teaching practices encouraging all students to thrive.

School context

Tullimbar Public School is nestled in the foothills of Macquarie Pass drawing from the rapidly growing suburbs of Tullimbar and Calderwood. In 2021 the school commenced the year with 423 students and has averaged growth at a rate of 1 class per year since 2017. Our school welcomes a diverse range of students and families into our school community with 6% of students from an Aboriginal or Torres Strait Islander background and 8% have English as an Additional Language/Dialect. Our school includes four support classes (Autism, Moderate Intellectual Disability and Multi-Categorical) which cater for 28 students with diverse needs. The expertise of our support unit teachers is utilised by all staff to accommodate students with additional needs across all classes.

In 2021 the school will enter its 13th year at the current site, sharing the care of our grounds and facilities as a Public Private Partnership (PPP) school. The school facilities and grounds are impeccably maintained with learning and play spaces used creatively and innovatively to meet the growing population of the school.

Our community have high aspirations for student success and wellbeing and work hand in hand with the staff at the school to ensure that all students are thriving. Throughout 2020 the school experienced a number of complex situations including bushfire, flood and rapid suburb development which were navigated in partnership with parents, carers and community members.

School resourcing is predominantly gained from the School Budget Allocation Report with equity funding being used creatively to support all students to thrive. Contracts with PEAK Sports and Learning and community organisations support additional programs and technology resources through the hire of our facilities.

Tullimbar Public School boasts a long history of participation and success in Wakkakiri which supports our students participation in the arts. Our teaching staff have a wealth of sporting, performance and creative skills which are able to support students in achieving success on the field, stage or the classroom.

The 2021 - 2024 School Improvement Plan will focus greatly on the following areas as informed by the situational analysis:

- Maintaining current trajectories of growth and attainment in literacy for all students while bringing an unrelenting focus toward numeracy skills and achievement
- Supporting collaborative practices and systems within the school to enhance teacher quality, administrative efficiency and leadership opportunities
- Support all students, teachers, support staff, administrative staff, parents/carers and community members to thrive through quality wellbeing practices

To achieve our goals we will continue to work along side the Community of Schools including Mt Terry Public School, Albion Park Public School, Albion Park Rail Public School and Albion Park High School to mutually support the goals of all of our students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

- Between 34% and 39% of students in the Top 2 bands in Numeracy (system negotiated target)
- Between 40% and 45% of students achieving in the top 2 bands in reading

Target year: 2023

NAPLAN Expected Growth

- Between 53% and 58% of students achieving expected growth in numeracy (system negotiated target)
- Between 60% and 65% of students achieving expected growth in reading (system negotiated target)

Target year: 2024

Learning Progressions

- A minimum of 90% of students in Year 2 will have achieved the learning indicators **within the Additive Strategies element of the progressions**
- A minimum of 90% of students in Year 2 will have achieved benchmark in the Teaching Literacy using Synthetic Phonics program

Target year: 2024

ACER Achievement

Initiatives

Building Teacher Capacity

Build the collective capacity of all teachers to deliver evidence informed lessons every day in literacy and numeracy through high impact professional learning: This will be achieved through

- Instructional leadership to provide shoulder to shoulder support for all teachers at point of need using observation and feedback
- Learning sprints/Quality Teaching Rounds/Collaborative Inquiry which provide a structured approach to investigate our problems of practice that are responsive to new and emerging data. This data will be used to identify relevant and timely teaching strategies that improve the outcomes of all students with a focus on reading and numeracy.
- High impact professional learning that is continuous and coherent to support teachers and school leaders deepen their practice by focusing on sustained learning and evidence-informed approaches.

Data Skills and Use

Building the collective capacity of all teachers to use data to inform, evaluate and reflect on practice to improve student achievement results. This will be achieved through:

- Building a data literate school community to enhance conversations around teaching, learning and reporting and strengthen consistent teacher judgement, enabling teachers to analyse, interpret and extrapolate data.
- Using the Literacy and Numeracy Learning progressions to provide differentiated learning and feedback to students and to formulate learning goals for all students
- Developing and embedding systems and processes to effectively gather and utilise data

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Assessment data is collected in numeracy and reading on a regular and deliberate basis and used responsively as an integral part of classroom instruction.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

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 analyses will guide the schools future directions:

- NAPLAN data
- Scout - Value Add data
- Learning sprint data analysis
- Student work samples
- PLAN2 data in literacy and numeracy
- Student goal tracking, PLP's and ILP's
- Student focus groups

The evaluation plan will involve:

- Instructional leadership provided to K-2 and 3-6 teams to regularly review data sources and provide clarity through QDAI processes
- Regular reflection based on the School Excellence Framework elements and themes
- Executive, leadership and whole staff team reflection sessions

Strategic Direction 1: Student growth and attainment

Improvement measures

- A minimum of 80% of students in Year 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing the start of year to end of year scale scores in the Progressive Achievement Test (PAT) in reading

Target year: 2024

School Excellence Framework Self Assessment

Excelling in the following domains:

Learning

- Curriculum
- Assessment - Monitoring Student Learning

Teaching

- Effective Classroom Practice
- Data Skills and Use

Leading

- Educational Leadership

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources, including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications of analysis and evaluation will include:

- Determination and execution of next steps in the implementation of the SIP
- Self assessment and reporting against the School Excellence Framework

Strategic Direction 2: Excellence and Engagement for All

Purpose

Teachers will engage in systematic, collaborative practices to continue to deepen their professional knowledge and expertise in providing individualised and differentiated learning experiences to maximise engagement in current quality curriculum while nurturing social, cognitive, emotional, physical and spiritual wellbeing.

Improvement measures

Target year: 2022

Student Wellbeing and Engagement

- Increase in number of student attending greater than 90% of the time to between 82% - 87% (system negotiated targets)
- Increase in number of students reporting a positive sense of belonging to between 87% and 93% as per Tell Them From Me Survey (system negotiated target)

Target year: 2024

Learning and Support

- All students are supported through key transition points (preschool - kindy, Year 2 - Year 3, Year 6 - Year 7) with individualised transition plans
- Students achieve goals set in ILP's and are monitored by the Learning and Support Team
- 90% of Learning and Support Team referrals are closed with positive outcomes of student achievement and engagement

Target year: 2024

Aboriginal Education Priorities

100% of Aboriginal students and their families are actively engaged in PLP's with regular goal setting, achievement and attainment.

Initiatives

Every Student, Every Day

Individualised and Differentiated Learning Experiences

Build a culture of individualised and differentiated learning experiences which are delivered with confidence in all classrooms by all teachers to support all students to thrive. This will be achieved through:

- Aboriginal Education programs to nurture academic and cultural growth in our Aboriginal students and bring cultural awareness to all students
- Individual Learning Plans, Individual Transition Plans and Personalised Learning Pathways to maintain teacher and parent/carer accountability to student learning needs
- Innovative and responsive learning environments that support teachers and students to work in partnership to access the curriculum (You Can Do It, Berry Street Education, Zones of Regulation)

Curriculum Provision

Embedding quality curriculum

High student engagement fostered through a challenging and contemporary curriculum that builds the real world capabilities of our students embraces student ownership of learning. This is achieved through:

- Implementing and embedding current curriculum requirements in every classroom with a consistent and shared responsibility
- Effectively responding to emerging curriculum starting with the K-2 English and Mathematics syllabus
- Consistently engaging students in creative, innovative and resourceful programs giving them the skills to solve problems and draw upon a range of learning areas, disciplines, and deep content knowledge

Success criteria for this strategic direction

The whole school community will demonstrate aspirational expectations of learning progress and achievement for all students with a commitment to the pursuit of excellence.

Effective partnerships in learning are in place between students, staff and parents.

Strong collaboration exists between parents, students and the community that inform and support continuity of learning for all students at all transition points.

Student attendance is high and supports engagement in all school educational programs.

Evidence based practices in behaviour management, learning and support and planning for learning are implemented across the school to assist students fulfil their potential.

Positive, respectful relationships are evident between students, staff and community members and promote whole community wellbeing to ensure optimum conditions for student learning across the school.

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 schools future directions:

- Attendance data
- TTFM parent, student and staff surveys
- ILP goal achievement data
- Student goal attainment
- LST referral data
- Student Wellbeing Self Assessment

Strategic Direction 2: Excellence and Engagement for All

Improvement measures

100% of Aboriginal students participate in educational programs that strengthen their links to culture and sense of identity as demonstrated through TTFM and survey data.

Target year: 2024

New Curriculum Implementation

- New curriculum practices are embedded in all teacher programs and are supported by scope and sequences, student assessment data, work samples and program annotations

Target year: 2024

Student Wellbeing

- Demonstrated improvement in the School Wellbeing Framework Self Assessment Tool across all areas (Connect, Succeed, Thrive, Enabling School Environment)
- 80% of students receiving a minimum of 5 positive behaviour records on Sentral per term
- A reduction of 50% behaviour referrals on Sentral for negative behaviour

Target year: 2024

School Excellence Framework Self Assessment

Excelling in the following domains:

Learning

- Wellbeing
- Curriculum

Teaching

- Effective Classroom Practice
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Evaluation plan for this strategic direction

- School Excellence Framework Self Assessment

The Evaluation plan will involve:

- Review and monitoring of Learning and Support Team processes to regularly track student Individual Learning and Transition Plans (ILP's and ITP's) and Personalised Learning Pathways.
- Regular reflection based on the School Excellence Framework elements and themes
- Regular and ongoing use of the Student Wellbeing Self Assessment tool to monitor school and class based practices to support student wellbeing
- Term by term review of curriculum implementation and effectiveness through teaching and learning programs, classroom observations and work samples
- Regular reflection on all data sources (attendance, ILP's, LST referrals)

Implications of analysis and evaluation will include:

- Determination and execution of next steps in the implementation of the SIP
- Self assessment and reporting against the School Excellence Framework

Strategic Direction 3: High impact systems and practices

Purpose

To maximise the impact and efficiency of school management practices and promote a culture of continuous improvement for all staff, students and the school community through policy review, coaching and mentoring and strategic use of school resources.

Improvement measures

Target year: 2023

School Excellence Framework

Excelling in the following domains:

Teaching

- Learning and Development

Leading

- Educational Leadership
- School Resources
- Management Practices and Processes

Target year: 2024

Customer Service Satisfaction

- Demonstrated improvements in customer service satisfaction through a 360 degree customer satisfaction survey that are deliberate and sustainable.
- 100% of recommendations presented via an external administration review are in place with sustainability and succession planning a focus.

Target year: 2024

Leadership Development

- Increased positive feedback relating to the effectiveness of the leadership team at Tullimbar Public School via the Tell Them From Me survey

Initiatives

School Management Practices

Build systems that support student achievement and engagement through highly effective resourcing, execution of policy and efficient management practices. This will be achieved through:

- An external administration review to identify areas of strength and provide a foundation for continuous development in administrative and management practices
- Using the School Excellence Framework to guide decision making to ensure that staff expertise is utilised in staffing decisions
- Developing systems for continuous performance improvement in all areas of the school which take into account school needs forecasting
- The development and utilisation of a school based policy review cycle to monitor the efficiency of school based practices

Individual Development Practices

Build and support a culture that develops the skills of all staff in all roles at all levels. This will be achieved through:

- Mentoring and coaching programs with a focus on continuous improvement and leadership development
- Effective utilisation of the Performance and Development Framework whereby staff PDP's drive aspirational improvement and address any performance issues
- Utilising professional standards documents and role statements to enhance the capacity of individuals and of the staff collectively

Success criteria for this strategic direction

There is a clear line of sight from teachers administrative and planning practices to the academic and social/emotional success of their students through the use of explicit and embedded systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely and specific feedback.

Systems for collaboration and feedback are consistent, responsive to staff individual needs, and do not isolate teaching and non-teaching staff from each other regarding service delivery.

Staff evaluate professional learning activities to identify and systematically promote and implement effective strategies to improve teaching and learning.

The leadership team effectively deploys teaching and non-teaching staff to make the best use of available expertise to meet the needs of students.

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 schools future directions:

- What works best toolkit
- Staff surveys
- Student academic reports
- Teacher observations
- Administration review results and tracking
- Tell Them From Me survey results
- School Excellence Framework Self Assessment

The evaluation plan will involve:

- Employment of personnel to complete an external

Strategic Direction 3: High impact systems and practices

Improvement measures

- A 90% satisfaction and value response via survey regarding leadership pathways programs

Target year: 2024

Personalised Development Practices

- 100% of staff are actively involved with their Performance and Development Plans and achieve their goals by the end of each year.
- Teachers demonstrate improvement when reflecting on practice using the What Works Best toolkit
- 100% of beginning teachers engage in coaching and mentoring programs for the first 2 years.

Target year: 2024

People Matter Survey

- Maintain or improve in the following areas in the people matter survey

Communication

Efficiency and Effectiveness

Senior Managers

Trust

Workplace conduct and support

- 100% of staff complete the people matter survey

Evaluation plan for this strategic direction

administration review resulting in recommendations to ensure school management practices are effective

- The design and implementation of a School Leadership Team to support aspiring leaders and build the capacity of all teachers
- The leadership team supporting all teachers to review and evaluate their classroom practice using the What Works Best toolkit and monitoring the development of skills in all areas

Implications of analysis and evaluation will include:

- Determination and execution of next steps in the implementation of the SIP
- Self assessment and reporting against the School Excellence Framework