

# Strategic Improvement Plan 2021-2024

## Telegraph Point Public School 3176



# School vision and context

## School vision statement

At Telegraph Point Public School we believe that every student should be challenged to learn and continually improve in an inclusive and high expectation environment. Teachers, families and students work in partnership to collaboratively ensure all students are known, valued and cared for on their learning journey at school. Our core expectations for the school community to be safe, respectful and our personal best supports this vision.

## School context

Telegraph Point Public School is a community school located approximately 18km north-west of Port Macquarie on the mid-north coast of NSW. This school is a focal point of the community and caters for 130 students in Kindergarten to Year 6, including 5% Aboriginal or Torres Strait Islander students, and is experiencing an upward trend of enrolments. The school endeavours to work in strong partnership with students, staff, families and the wider community working together to promote school excellence and high academic achievement.

Our school is supported by a strong P&C, consisting of parents, caregivers and the wider community. The school environment includes well-resourced classrooms set in large, picturesque grounds.

Through our situational analysis, we have identified three areas of focus for the Strategic Improvement Plan. This builds upon the work undertaken in the previous school planning cycle around teacher professional learning in quality implementation of explicit teaching and assessment practices to differentiate the curriculum.

### 1. Student growth and achievement

When analysis was conducted against the student outcome measures it was evident that our expected growth in both reading and numeracy is an area for explicit focus in the new school plan. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. 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 NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Our school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

### 2. Connect, success, thrive and learn

When conducting the analysis of the Tell Them From Me (TTFM) survey data it was evident that student engagement and sense of belonging is an area for ongoing focus. The What Works Best literature (Student Wellbeing) identifies core elements of focus that aligned to our needs. Positive Behaviour for Learning (PBL) commenced early in 2021 and our reflection of progress will be consistent with the literature that suggests behaviour is only one part of wellbeing, and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole-school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities draw from the evidence base and can be grouped broadly into 'promoting social and emotional learning', 'connectedness', 'learning engagement' and 'creating a safe environment'.

# School vision and context

## School vision statement

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## School context

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3. HVCS high performance culture

The Hastings Valley Community of Schools (HVCS)

# Strategic Direction 1: Student growth and attainment

## Purpose

Through a collaborative focus on effective and evidence-based teaching strategies, and highly effective use of data to inform planning, programs and teaching practice, students will show consistent and expected growth and attainment.

## Improvement measures

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases 6.6% (lower-bound system-negotiated target).

### Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases 3.8% (lower-bound system-negotiated target).

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases 15.8% (lower-bound system-negotiated target).

### Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases 6.1% (lower-bound system-negotiated target).

### Target year: 2024

90% of students completing Years 3, 4, 5 and 6 have achieved a stanine level 6 in PAT Reading.

### Target year: 2024

90% of all students are completing stage-expected learning indicators within the understanding texts sub-element of the Literacy Progressions.

### Target year: 2024

## Initiatives

### Quality Teaching Rounds (QTR)

Embed a teaching culture that supports high quality, evidence- and research-based teaching practice across all classrooms in the school.

- Continued teacher training in QTR until 100% of staff have received training either through the University of Newcastle, Department of Education professional learning, or through a "train the trainer" model.
- Expert use of explicit teaching strategies, including questioning and assessing, to identify students' learning needs.
- Explicit teaching practices are identified, promoted and modelled through regular classroom observations.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

### Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve the learning goals.

- High impact professional learning on formative and summative assessment practices to personalise learning and differentiate classroom instruction to meet students at their point-of-need.
- Activate practice and programs with formative assessment and feedback practices responsive to student progress.
- Expert use of student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Regular opportunities for collegial discussion, moderation, and consistent teacher judgement to inform consistent assessment practices within our A-E assessment and reporting system with the goal of moving from internal school procedures to a HVCS procedure for consistent teacher judgement.

## Success criteria for this strategic direction

- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- 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:

How do we know that teachers are improving their practice based on current research? To what extent has this improved practice impacted on student attainment and growth?

### Data:

- NAPLAN data
- Scout data (Check-In Assessments)
- Internal assessment data (PAT-R, PAT-M, TORCH, DoE short assessments)
- Growth targets for students
- Student work samples
- Targeted literacy and numeracy PLAN2 data
- High impact professional learning with a focus on

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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90% of students are completing Years 3, 4, 5 and 6 who have achieved a stanine level 6 in PAT Maths.

### Target year: 2024

90% of all students K-6 are completing stage-expected learning indicators within the quantifying numbers sub-element of the Numeracy Progressions.

### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Learning

Assessment (E)

#### Teaching

Effective classroom practice (E)

Data skills and use (E)

#### Leading

Educational leadership (E)

## Initiatives

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- Personalised Learning and Support Plans (PLASPs) and goal setting sessions are utilised to ensure that all students have specific literacy and numeracy goals that they are continually working towards achieving.

### Data Driven Teaching Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish and use an Instructional Leadership model to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure formative and summative assessment tasks supported by research are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

## Evaluation plan for this strategic direction

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What Works Best

- Professional learning exit slips
- PDP review process using cascading model (review - reflect - reset)
- Classroom observations and PDP goals aligned to school priorities
- Student PLASPs (ILP/PLP)
- Student focus groups
- SEF SaS

### Analysis:

### Implications:

# Strategic Direction 2: Connect, succeed, thrive and learn

## Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and student engagement.

## Improvement measures

### Target year: 2022

Increase the percentage of students with 90% or higher attendance by 2.4%.

### Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations for success) increases by 4.5% to be at the lower bound system-negotiated target.

### Target year: 2022

Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.

### Target year: 2022

Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined.

### Target year: 2022

Decrease negative recorded behaviours by 5% from 2021 baseline.

## Initiatives

### Systems to support Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning, engagement and success. This will be achieved through:

- Reviewing current wellbeing processes and their effectiveness as reported by students, families and staff to establish focus areas around whole-school wellbeing reform.
- 100% of classroom observations demonstrate embedded PBL strategies of Safe, Respectful and Personal Best.
- 100% of teachers engage in creating productive learning environments, with minimal disruption managed within a consistent school-wide approach.
- 100% of teachers actively engage in professional learning and are consistently utilising a range of strategies for impact.
- Updating the whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLASPs.
- Embedding the Wellbeing Framework into school culture through ongoing, high impact professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Embedding differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

### Practices to support Wellbeing and engagement

Embed research- and evidence-based practices to improve student wellbeing and engagement. There is a collective responsibility for meeting individual student

## Success criteria for this strategic direction

- Teachers diligently implement whole-school wellbeing practices with fidelity to lead to measurable improvement in student behaviour, attendance, wellbeing, learning and engagement.
- Attendance data is regularly monitored and analysed by school classroom teachers, executive and administration staff. Attendance concerns are managed promptly and in partnership with students and families.
- Wellbeing data and student voice is regularly collected, monitored and deeply analysed in areas of advocacy, belonging and expectations for success.
- All teachers have a sound understanding of evidence- and research-based teaching practices to improve student wellbeing and use this to inform planning and modify teaching practice.
- All students can articulate a staff member who can help them and have opportunities to meet with this member of staff

## Evaluation plan for this strategic direction

### Question:

To what extent has improved teaching strategies for student engagement positively impacted on student attendance, behaviour, advocacy, sense of belonging and expectations for success?

### Data:

- Expectations matrix
- TTFM data (advocacy, belonging and expectations for success)
- TTFM data (student engagement in learning)
- Attendance data
- SENTRAL incident data
- School Satisfaction Survey (staff and families)

## Strategic Direction 2: Connect, succeed, thrive and learn

### Initiatives

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needs by ensuring all students are challenged and all adjustments lead to improved learning.

- High impact professional learning in the area of student engagement to ensure that all teachers are continually improving practice and providing differentiated and engaging learning programs for all students.
  - Lesson observations and classroom learning walks focusing on consistency of language and lessons in all learning settings across the school.
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### Evaluation plan for this strategic direction

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- Student focus groups
- Staff focus groups
- High impact professional learning, with a strong focus on What Works Best
- Professional learning exit slips
- PDP review process with a cascading model (review - reflect - reset)
- Reflective and evaluative teaching practice, as evidenced through teaching and learning programs

**Analysis:**

**Implications:**

# Strategic Direction 3: HVCS high performance culture

## Purpose

The HVCS leadership team establishes a collaborative professional learning community which is focused on continuous improvement of teaching and learning across K-12 for all staff and students.

## Improvement measures

### Target year: 2022

Increased total enrolment number to the College by 4%

Increased % of students (in zone) transitioning from Year 6 to Year 7 to 55%

### Target year: 2024

100% of staff PDPs showing identification of goals in collaboration and instructional leadership across Telegraph Point Public School and Hastings Valley Community of Schools

50% of teachers are involved in coaching / mentoring relationships across the HVCS. All staff participate in high quality collaborative practice.

Professional learning calendar including HVCS School Development Days Term 3

All Executive and Middle Executive of HVCS meet regularly to plan and implement teaching and learning programs for continuity of learning and building capacity of Instructional Leadership at all stages

## Initiatives

### Transition

Through transition programs across HVCS, curriculum is enhanced by learning alliances with a focus on:

- Transition systems and procedures; with high attention paid to the transition of students in Years 6-7
- Curriculum links between HVCS embedded in programming with an initial focus on stages 3 and 4
- Develop strategic HVCS Communications strategy
- Monitor and review curriculum provision

### Instructional leadership

Through instructional leadership programs across HVCS, curriculum is enhanced by learning alliances with a focus on:

- Early career teachers aligned to trained coach/mentors through high quality collaborative practice focusing on What Works Best
- HVCS establishment and development of middle executive mentoring and coaching
- Cultivate leadership capacity by guiding aspiring leaders through mentoring and coaching
- Stage 3 to Stage 4 connections between HVCS schools
- Combined PL for all HVCS staff members
- Hastings Secondary College STEM Academy, Creative Industries Academy and Sport Academy working with HVCS staff to build relationships, connections and capacity

## Success criteria for this strategic direction

The HVCS engages in strong collaborations between staff, parents, students and the community that inform and support continuity of learning for all students at all transition points.

The whole of HVCS demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Telegraph Point Public School supports high expectations for student learning through enhance learning alliances through the HVCS. Student learning is monitored longitudinally to ensure challenge and maximum learning.

The HVCS uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and modelling of effective practice.

The HVCS provides mentoring and coaching support to ensure the ongoing improvement and aspirations of all teachers.

Telegraph Point Public School and Hastings Secondary College is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues across the community of schools.

## Evaluation plan for this strategic direction

### Question:

To what extent has the HVCS collaborative initiative lead to continuous improvement in student growth and attainment?

### Data:

Transition data

## Strategic Direction 3: HVCS high performance culture

### Evaluation plan for this strategic direction

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Community feedback/Engagement

Staff surveys

Accreditation

PDP goals/aspirations

Lesson observations / QTR across school sites

Professional learning/evaluation of impact of PL on improving student outcomes

Student assessment data and tracking records

**Analysis:**

**Implications:**