

Strategic Improvement Plan 2021-2024

Tenambit Public School 3180



School vision and context

School vision statement

We believe in ensuring success for each and every child, each and every day. We tailor learning for each child at point of need, to create a connected community to support each child, working with families and carers to foster a love of learning, working with First Nations families and community. Nurturing cultural wellbeing and following the cultural protocols of the Wonnarua nation, at Tenambit Public School we believe we're stronger together.

With a whole school culture of improvement, continuous learning, high expectations and student and community voice, Tenambit Public School continues to grow, achieve and build a strong supportive community.

School context

Tenambit Public School is part of the Maitland Learning Community, situated in Maitland, Hunter Valley. A diverse and inclusive school, we focus on the individual learner, striving to bring out the best in each and every child. Clearly identified in this strategic implementation plan are focuses on professional learning supporting effective classroom practice, collaboration and strategic use of feedback and an understanding of data to identify learning directions for students. Working in partnership with parents and students will enable an understanding of how to support learning while at school and at home with targeted improvements in attendance for students with attendance less than 90%.

Our Positive Behaviour for Learning(PBL) with core focuses of Respect, Responsibility and Excellence and subsequent embedded expectations fall under the umbrella of KINDNESS, evident in interactions, learning and encouragement. The explicit teaching of appropriate interactions, expectations and goal based learning enables students to actively take responsibility for their actions, their interactions with others and peer respect and support.

The school is committed to continuing a program of intensive agency support with professional partners. Called the FAST (Families, Agencies, School Together) Program, through partnerships with the Newcastle University the school brings Occupational Therapists and Psychologists to our school setting. Enhanced by the addition of speech therapists, hearing and sight specialists and access to paediatricians and agency links such as Early Links, Maitland Community Centre and Hume Housing, we are able to assist families get intensive supports for children who need it. This program, supporting student wellbeing, grows and develops each year and data of its' effectiveness continues to grow. Wellbeing is an identified continual need of our community; therefore the school is committed to continue work in this program with its' partners to help the social and emotional wellbeing of our children and their families.

In 2021, our 18 classes include 3 specialty classes; for those students with differences in learning and flourishing with additional intensive support in small class settings. With a culture of inclusivity, all students learn together with equal and adjusted immersion in curriculum and opportunities for all to achieve success.

Learning at Tenambit Public School is enriched by Learning Through Play, extension and enquiry through ICT supported activities including STEM and physical movement in a natural learning environment. Along with a rich environmental learning program including live stock, organic food growing and preparation, students have access to a broad range of real life experiences, designed to foster natural enquiry, problem solving and team work. Working with community partners enrich this program as our children have the opportunity to visit working farms, developing knowledge of environmental sustainability and ethical practices.

Built on Wonnarua Land with almost 30% of students with a First Nations heritage, cultural connection, knowledge and perspectives is evident throughout the school. Strong authentic culturally based programs enable the sharing of this rich heritage, with students, families and school staff who are proud of their culture and who share knowledge willingly and authentically. With a background from many different cultural communities and with

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connections with Mindaribba Lands Council and the Maitland Aboriginal Education Consultative Group, our students have the opportunity to learn from each other through different view points. The school community intends to continue to strengthen these connections, building on parent consultation and viewpoints as to priorities for our school direction and our children's successes.

Partnerships in learning with families and community support each learner, focusing on what each student needs to learn at any moment in their learning journey. Parent and student voice is actively sort through a variety of processes and valued, and will continue to be an embedded part of the school's culture. Teaching and Learning is strongly supported by relationships with our families and this will be consolidated and strengthened through this planning cycle. The school is supported by an active parent community led by the Parent and Citizens group and throughout the wider Tenambit Community. During consultation with our parent community, a long time parent at Tenambit Public School made the following observation which sums up our philosophy: *"Working together; alone we are a pebble, together we are a mountain."*

Strategic Direction 1: Student growth and attainment

Purpose

For student growth and attainment, quality teaching and student success must be underpinned by high impact professional learning with student assessment data regularly used to identify student achievements and progress K-6. Ongoing collaboration and feedback sustain quality teaching practices .

Improvement measures

Target year: 2022

Evidence of Target Growth:

- percentage of students achieving expected growth in numeracy will move by 9% or more;
- percentage of students achieving expected growth in reading will move by 8% or more;
- percentage of students in the top 2 bands in numeracy will move from the baseline by 7% or more;
- percentage of students in the top 2 bands in reading will move from the baseline by 7% or more;
- increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy from 36% achieving results in the top 3 NAPLAN bands in 2019;
- all students will show a measurable growth toward or beyond expected growth in learning progressions in writing.

Target year: 2023

Evidence of Target Growth:

- percentage of students achieving expected growth in numeracy will move by 5% or more;
- percentage of students achieving expected growth in reading will move from 7% or more;
- percentage of students in the top 2 bands in numeracy will move from the baseline by 5% or more;

Initiatives

Professional Learning

- Teachers actively evaluate, share and discuss learning from targeted professional development in explicit evidenced based strategies with other staff in their school to improve whole school practice.

Data use in Teaching.

- Assessments are developed, sourced and used regularly across stages, individual year levels and the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Collaborative Practice and Feedback

- Teachers collaborate to improve teaching and learning for all students. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Success criteria for this strategic direction

Initiative 1: Professional Learning

- All staff identify and implement the most effective strategies to improve teaching and learning.

Initiative 2: Data use in Teaching

- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Initiative 3: Collaborative Practice and Feedback

- The school drives ongoing, schoolwide improvement in teaching practice and student results including embedded and systematic systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation plan for this strategic direction

Question: How embedded are practices such as data collection, understanding and use to drive teaching; collaboration, feedback to students and explicit teaching; across both teams and the school K-6?

Data: As a collaborative team, the school will use identified data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. Evaluation teams will monitor the data (formative and summative assessment results) for individual student growth in reading, writing and numeracy using the baseline bands of achievement as a starting point. Curriculum teams led by executive, will monitor the effectiveness of teaching programs to ensure curriculum delivery is meeting the needs of learners.

Strategic Direction 1: Student growth and attainment

Improvement measures

- percentage of students in the top 2 bands in reading will move from the baseline by 5% or more;
- increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy achieving a minimum 5% increase in results in the top 3 NAPLAN bands;
- all students will show a measurable growth toward or beyond expected growth in learning progressions in writing.

Target year: 2024

Evidence of Target Growth:

- percentage of students achieving expected growth in numeracy will move by a minimum 5%;
- percentage of students achieving expected growth in reading will move by a minimum 5%;
- percentage of students in the top 2 bands in numeracy will move from the baseline by a minimum 5%;
- percentage of students in the top 2 bands in reading will move from the baseline by a minimum 5%;
- increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy achieving results in the top 3 NAPLAN bands by a minimum 5%;
- all students will show a measurable growth toward or beyond expected growth in learning progressions in writing.

Evaluation plan for this strategic direction

Analysis: The analysis of this evidence as well as evidence of student learning success from formative and summative assessments, will decide the success of this direction, and guide the school's future directions.

Implications: Use and analysis of these data sources to drive improvement will be clearly evident in all practices, across all settings. This will inform the future directions, resourcing, professional learning and practices required for student success in learning.

Strategic Direction 2: Effective Classroom Practice

Purpose

For effective classroom practice, we will develop teacher capacity in evidence-based teaching strategies, ensuring all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

Improvement measures

Target year: 2022

Evidence of:

- 100% of staff will show consistent practices demonstrating knowledge of key drivers of school improvement (What Works Best) with emphasis on collaboration and assessment and data literacy;
- visible learning in each learning area supported by progress and achievement measures in reading, writing and numeracy for each child;
- data analysis showing consistent classroom management practices which are supportive of all students, enabling successful engagement with the curriculum and learning;
- 100% of teachers know each student in their class, with high expectations evident in classroom environments with clear learning goals set each semester based on personal best;
- 100% of students with demonstrated growth in learning - reading, writing and numeracy.

Target year: 2023

Evidence of:

- 100% of staff will show consistent practices demonstrating knowledge of key drivers of school improvement (What Works Best) with emphasis on collaboration, and assessment and data literacy to drive teaching and learning for each student;
- visible learning in each learning area is mapped, analysed and growth in learning outcomes are supported by progress and achievement measures

Initiatives

Evidence Based Practices

- Teachers will become skilled at explicit teaching techniques and collaborate across stages to share curriculum knowledge in order to support improved student learning.

Positive Learning Environments

- Teachers will draw on a repertoire of effective classroom management practices to enable student engagement in productive learning.

Performance Development

- All staff proactively seek to improve their performance through continuously making efforts for improvement with the school supporting collaborative performance development. Performance monitoring, improvement and development systems in the school will be closely refined to ensure a clear focus on student progress.

Success criteria for this strategic direction

Initiative 1: Evidence Based Practices

A whole school approach ensures the most effective evidence-based teaching methods ensure learning progress for all students, across a range of abilities. Teachers employ evidence -based teaching strategies, with effective methods identified, promoted and modelled while students' learning improvement monitored and demonstrating growth.

Initiative 2: Positive Learning Environments

Teaching and learning practices form a coherent program that have been collaboratively designed with accommodations and adjustments made to suit needs as they arise. Lesson planning includes student information, progress and achievement data, curriculum requirements, student feedback and provides continuous improvement for all students.

Initiative 3: Performance Development

All staff can clearly demonstrate a clear focus on student progress and achievement with high quality delivery.

Evaluation plan for this strategic direction

Question: Does the data demonstrate improved achievement levels for all students as a result in consistent evidence based teacher practices, including explicit teaching and lesson planning?

Do the collective efforts of the school community to create a positive learning environment with evidence based practices and resources in each learning centre to support school improvement, enhance the learning outcomes of our students ?

Data: Students academic growth and wellbeing will be tracked through the use of learning progressions, formative and summative assessments, NAPLAN and Check In Assessments. LST minutes will demonstrate impacts on successful access to the curriculum - cross

Strategic Direction 2: Effective Classroom Practice

Improvement measures

- in reading, writing and numeracy;
- data analysis demonstrates up-to-date evidence of improvement and resources to support school improvement are provided to each classroom to enhance the learning outcomes of our students;
- 100% of teachers use strategic classroom management practices which are supportive of all students, enabling productive classrooms and student engagement with the curriculum and learning;
- 100% of students with demonstrated growth in learning - reading, writing and numeracy.

Target year: 2024

Evidence of:

- 100% of staff show they use quality teaching practices embedded across every learning area and in every teaching and learning program supported by a culture of high expectations, continuous feedback for next steps in learning and knowing and caring for each child;
- whole school practices demonstrating teachers have knowledge of, understanding of and can competently implement key drivers of school improvement (What Works Best);
- visible learning in each learning area supported by identified progress and achievement measures in reading, writing and numeracy for 100% of students;
- 100% of teachers expert in explicit teaching, clearly showing students what to do and how to do it (for example, providing explanation videos, hard/soft copy worked examples or completed exemplars);
- 100% of classroom walks clearly show each teacher explains the purpose and relevance of all tasks (for example, providing visual lesson outlines, learning intentions, the activities or key instructions, and the success criteria for the lesson);
- data analysis showing consistent classroom management practices which are supportive of all

Evaluation plan for this strategic direction

referenced to NCCD. Sentral information will be cross referenced along with TTFM results.

Analysis: Analysis of both formative and summative assessments, and learning progressions for each student demonstrating growth will be cross referenced with NAPLAN data and Check In Assessment data to identify student movement. Student data wall will allow visible tracking for all in numeracy and literacy aspects. Student growth will be analysed and compared with expected growth. Student tracking in positive wellbeing and sense of belonging will be analysed, reflective of all other data.

Implication: The results of ongoing progress monitoring, data analysis and student tracking will influence the requirement for annual funding of these initiatives and drive the need for professional learning and individual support for both teachers and students. .

Strategic Direction 2: Effective Classroom Practice

Improvement measures

students, enabling successful engagement with the curriculum and learning;

- 100% of students with demonstrated growth in learning - reading, writing and numeracy;
 - 100% of students report increase in wellbeing and engagement in learning.
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Strategic Direction 3: Partners in Learning

Purpose

To strengthen partnerships in learning, the school culture will have a strong focus on learning, and the building of educational aspirations with ongoing performance improvement throughout the school community.

Improvement measures

Target year: 2022

Evidence of:

- regular progress and achievement in learning identified and acknowledged with data recorded showing evidence of growth.
- attendance rate improvement from the baseline with an increase of a minimum of 5%, with evidence of prompt action to address issues with individual students.

Target year: 2023

Evidence of:

- regular progress and achievement in learning, identified and acknowledged with internal assessment data recorded showing evidence of growth. (Primarily Learning Progressions)
- students and parents in partnership with teachers, through the development of goals for learning, wellbeing and attendance for all targeted students.
- regular communication to inform parents and carers of their child's progress, learning expectations and learning goals.
- attendance rate improvement from the baseline with an increase of a minimum 5%, with evidence of prompt action to address issues with individual students.
- measurable decrease in percentage of students attending less than 90% of the time.

Target year: 2024

Initiatives

Partners in Learning - Students and Families

- Partnerships with parents and students support clear improvement aims and planning for learning.
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs developed in partnership with students and families.

Attendance

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

Success criteria for this strategic direction

Initiative 1: Partners in Learning - Students and Families

- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Initiative 2: Attendance

- Teachers, parents and the community work together to support personalised approaches focused on improving attendance and wellbeing for all students.

Evaluation plan for this strategic direction

Question:

Are students motivated to access learning to the best of their ability and is this supported through data?

Does data support the attendance improvement measures developed for each student?

Data:

Website and Sentral tracking:- Evidence collected will show an increase in parental engagement in opportunities for learning partnerships; readily accessing a rich data bank of school created resources; and regular communication with teachers and school based experts to support high motivation development.

Learning Walks:- Evidence collected will show students are able to articulate what they are learning about, what is needed for growth in learning and how to achieve learning goals. Students will demonstrate growth in learning outcomes evident through assessments and tracking via learning progressions. .

Attendance Rolls and minutes:- Student voice will be clearly evident through involvement in decision making to create attendance plans, school program involvement,

Strategic Direction 3: Partners in Learning

Improvement measures

Evidence of:

- regular progress and achievement in learning is identified and acknowledged with data recorded showing evidence of growth.
- students and parents in partnership with teachers, developing goals for learning, wellbeing and attendance which are achievable and monitored for success.
- a measurable increase in student wellbeing to or beyond upper bound target from the baseline to a minimum of 89.1% for all students by 2024.
- attendance rates improving from the baseline with an increase of a minimum 5%, with evidence of prompt action to address issues with individual students.
- a measurable decrease in percentage of students attending less than 90% of the time.
- a measurable increase of percentage of students attending greater than 90%.

Evaluation plan for this strategic direction

peer assistance initiatives and participation in school activities.

Analysis: Evidence will be collected regularly and evaluated to plot movement and success. Tracking of student involvement will be analysed to ensure motivation levels remain high and attendance is intrinsically motivated.

Implications: The evaluation of this strategic direction will drive our future engagement strategies with our parent community to develop processes in working together in partnership to support our students' success in learning, ensuring we are meeting their future learning needs. This will ensure parents are able to support their children, enabling deep understanding of concepts and skills along with a deep understanding of the importance of consistent high attendance.. Deep analysis of this directions' success will ensure resourcing for future areas is funded adequately.