

# Strategic Improvement Plan 2021-2024

## Turrumurra North Public School 3288



# School vision and context

## School vision statement

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At Turramurra North Public School we focus on quality teaching, in an innovative and inclusive environment, to develop responsible, engaged and successful learners. We are committed to the continuous improvement of every student, teacher and leader. Ensuring all students are known, valued and cared for teachers, parents/carers and students work in partnership with high expectations and a positive mindset.

## School context

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Turramurra North is a welcoming, inclusive school set in spacious, well maintained grounds. Valued partnerships help make our school the success that it is. Turramurra North has a strong sense of community, with staff and parents/carers working together to ensure students experience a supportive, stimulating and challenging learning environment.

Turramurra North PS also enjoys a positive reputation in the provision of outstanding programs with specialist art, music, sport and dance teachers, and strong band and choir opportunities. The staff are professional, collaborative and actively committed to ongoing professional learning. The school has a strong focus on quality teaching, the provision of differentiated literacy and numeracy programs and providing innovative learning experiences supported by relevant technologies.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and carers.

The situational analysis has identified three areas of focus for this Strategic Improvement Plan.

- Student growth and attainment - reading and numeracy
- Evaluative practice - continuous improvement culture
- Wellbeing and engagement - connect, succeed and thrive

It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices, analysis, tracking and reflection to develop greater consistency of judgement within and across schools. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

# School vision and context

## School vision statement

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## School context

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Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth.

The wellbeing and engagement of students is a priority. Effective student wellbeing and social and emotional learning programs will be implemented to assist students to further build friendships, social skills and a caring and positive mindset.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student growth and achievement in reading and numeracy by building strong foundations for continuous success through quality teaching practice, a culture of high expectations and shared responsiveness to feedback.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving in the top 2 NAPLAN bands in reading to be above the school's lower bound system-negotiated target of 75.3%.

### Target year: 2022

Increase the percentage of students achieving in the top 2 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target of 56.2%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 77.4%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy of 65.5%.

### Target year: 2024

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Initiatives

### Highly effective teaching practice in reading

- Explicit and systematically planned teaching learning programs in reading that have been collaboratively designed in response to student needs.
- High impact professional learning, instructional leadership and mentoring to build teacher expertise and collective pedagogy, ensuring continuous improvement.
- Whole school approach to innovative and explicit, evidence-based teaching methods to ensure optimal learning progress for all students, across the full range of abilities.
- Expert use of student assessment data to inform individualised, explicit and differentiated teaching learning programs in reading.
- Goal setting is responsive to the needs of students..
- Teachers and parents/carers working together to build an understanding of differentiated curriculum delivery and assessment practice to improve student learning and strengthen outcomes.

### Highly effective teaching practice in numeracy

- Explicit and systematically planned teaching and learning programs in numeracy that have been collaboratively designed in response to student needs.
- High impact professional learning, instructional leadership and mentoring to build teacher expertise and collective pedagogy, ensuring continuous improvement.
- Whole school approach to innovative and explicit, evidence-based teaching methods to ensure optimal learning progress for all students, across the full range of abilities.
- Expert use of student assessment data to inform individualised, explicit and differentiated teaching learning programs in numeracy.
- Goal setting is responsive to the needs of students.

## Success criteria for this strategic direction

### Highly effective teaching practice in reading

- Systematic evaluative processes result in dynamic reading programs with evidence of feedback and assessment linked to student growth and attainment.
- Formal mentoring / coaching to improve teaching and facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- All teachers have a sound understanding of student assessment and data sources / concepts using this to inform planning, identify interventions and modify teaching practice.
- All teachers understand and explicitly teach reading to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.
- Students articulate, understand and achieve their learning goals.
- The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to strong engagement in the pursuit of excellence.

### Highly effective teaching practice in numeracy

- Systematic evaluative processes result in dynamic numeracy programs with evidence of feedback and assessment linked to student growth and attainment.
- Formal mentoring / coaching to improve teaching and facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- All teachers have a sound understanding of student assessment and data sources / concepts using this to inform planning, identify interventions and modify teaching practice.
- All teachers understand and explicitly teach numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Teachers and parents/carers working together to build an understanding of differentiated curriculum delivery and assessment practice to improve student learning and strengthen outcomes.

## Success criteria for this strategic direction

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- Students articulate, understand and achieve their learning goals.
- The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to strong engagement in the pursuit of excellence.

## Evaluation plan for this strategic direction

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To answer the questions:

*Are all teachers implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in reading?*

*Are all teachers implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in numeracy?*

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 and determine to what extent we have maximised student growth and attainment in reading and numeracy.

Data sources will include:

- Internal student performance data, including student growth - TORCH, PAT - Maths and Comprehension
- External assessment - NAPLAN, Check-In assessments
- Scout data
- Differentiated teaching and learning programs with adjustments to learning tasks
- PLaSPs (% of students with plan, % of students meeting goals)
- Marking rubrics, criteria and student work samples
- Teacher PDPs, lesson observations and reviews

## Evaluation plan for this strategic direction

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Evaluation measures will include:

- Regular review, through professional discussion, of the School Excellence Framework elements and themes aligned to this strategic direction
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to further strengthen growth and attainment in literacy and numeracy with the continued focus on quality teaching practice, high expectations and shared responsiveness to feedback.

# Strategic Direction 2: Evaluative practice - continuous improvement culture

## Purpose

To maximise learning outcomes for every student, all staff will use data to understand their students' learning and inform differentiated, personalised teaching strategies with high expectations for engagement and success. Students will take responsibility for their learning, be aware of their own progress and set aspirational goals with high expectations for further success.

## Improvement measures

### Target year: 2024

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

### Target year: 2024

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

## Initiatives

### Data driven practices

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Build teacher capacity using high impact professional learning in data literacy, data analysis and data use in teaching.
- Embed streamlined and systematic processes for assessing, collecting and reflecting on student learning data across all stages K-6.
- Facilitate teacher collaboration using data to monitor, assess and reflect on student progress and plan future learning on a whole class, group and individual level.
- Review, adapt and amplify practice to ensure consistent, reliable formative and summative assessment tasks are used to analyse student progress.

### Personalised learning

- High impact professional learning on the High Potential and Gifted Education policy to amplify teacher capabilities and collective pedagogical practice in personalising and differentiating learning across all stages K-6.
- Build teacher capabilities in using data to differentiate curriculum, inform teaching and provide feedback which maximises learning outcomes for all.
- Collaboratively use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed a continuous improvement culture of high expectations that enables students to create and receive feedback and inspires them to achieve and exceed their learning goals.
- Expertly link formative assessment strategies to learning intentions and success criteria.

## Success criteria for this strategic direction

### Data driven practices

- Teachers routinely use evidence of learning, including a range of formative and summative assessments to inform teaching, adapt their practice and meet the learning needs of students.
- Student feedback on learning, derived from formative and summative assessments, informs further teaching directions, differentiation and goal setting.
- Assessments are developed, sourced and used regularly across all stages for consistent and comparable judgement of student learning, monitoring student learning progress, and identifying skill gaps for improvement and areas for extension.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in literacy and numeracy.
- Collaborative processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- The school monitors and reviews its curriculum provision to meet the changing requirements of students and the Department of Education guidelines.

### Personalised learning

- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Teachers provide explicit, specific and timely formative feedback which links learning intentions with defined success criteria. Teachers' feedback supports improved student learning.
- Data and feedback inform teaching practice and direct learners and learning.
- The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

## Strategic Direction 2: Evaluative practice - continuous improvement culture

### Success criteria for this strategic direction

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- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Students can articulate their learning and understand what they need to learn next to enable continuous improvement.

### Evaluation plan for this strategic direction

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To answer the questions:

*Are all teachers using a range of reliable data effectively to inform their practice and how is this evidenced?*

*Are individual student learning needs explicitly identified, monitored and reviewed in consultation with parents and carers?*

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 and determine to what extent we have maximised student learning outcomes through data informed, personalised teaching practice and high expectations.

Data sources will include:

- Pre and post internal assessment
- External assessment - NAPLAN, Check-In assessments
- Scout data
- Differentiated teaching and learning programs with adjustments to learning tasks

## Strategic Direction 2: Evaluative practice - continuous improvement culture

### Evaluation plan for this strategic direction

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- Personalised Learning Plans (% of students with plan, % of students meeting goals in PLaSPs)
- Schedules - assessment, professional learning and collaborative planning
- Marking rubrics, criteria and work samples
- Goal setting, exit slips, bump it up walls
- Surveys - Tell Them From Me
- Student feedback
- Teacher feedback, classroom observation records and documentation
- Teacher professional development plans and reviews

The evaluation plan will involve the regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Evaluation measures will include:

- Regular review, through professional discussion, of the School Excellence Framework elements and themes aligned to this strategic direction
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to further strengthen differentiated and personalised student learning outcomes, within a culture of high expectations and continuous improvement for all.

# Strategic Direction 3: Wellbeing and engagement - connect, succeed and thrive

## Purpose

To maximise all students' ability to connect, succeed and thrive there will be a planned, whole school approach to wellbeing that supports social emotional resilience. A focus on challenge and engagement will be underpinned by strong attendance and a positive growth mindset.

## Improvement measures

### Target year: 2022

92.5% of students attending >90% of the time requires an uplift of 4.22% to achieve the forecast lower bound target range.

### Target year: 2022

Increase the percentage of students reporting expectations of success, advocacy and sense of belonging to above 88.4%.

### Target year: 2024

All students requiring a Personal Learning and Support Plan (PLaSP) will achieve their goals and demonstrate improvement in independence, self-direction and self-regulation.

## Initiatives

### Social emotional resilience

- Review, streamline, adapt and reinvigorate current wellbeing approaches aligned to the implementation of the Department of Education Behaviour Code for Students and the Wellbeing Framework.
- High impact professional learning on programs for social emotional wellbeing and achievement.
- Facilitate teacher collaborative practice to build sustained commitment to whole school implementation.
- Embed streamlined and systematic whole school processes for monitoring and improving wellbeing and engagement.

### Connections and engagement

- Learning Engagement Team to facilitate consultation and collaboration with students, teachers, parents/carers, the DoE and wider community agencies to build greater advocacy, understanding and opportunities.
- Learning engagement practices in the school will strengthen a focus on supporting students who are both excelling and requiring further challenges to reach their full potential and those requiring learning adjustments and support to achieve at their own level.
- Strengthen the Learning Engagement Team's capacity to oversee and embed streamlined and systematic processes for assessing, monitoring and reflecting on data collection practices across the school.
- To support diverse learning styles, Personalised Learning and Support Plans (PLaSPs) will continue to be collaboratively developed with staff, parents/carers and students working together to promote learning and wellbeing growth, building capacity as well as self-directed learning opportunities.
- Review and update whole-school approaches -

## Success criteria for this strategic direction

### Social Emotional Resilience

- Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicit and positively stated, consistent and supportively applied across the school.
- The school has a planned approach to wellbeing and has implemented evidence based change to whole school practices, resulting in measurable improvements in social emotional resilience and engagement to support learning.
- Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

### Connections and Engagement

- The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Effective partnerships mean students are motivated to deliver their best and continually improve.
- The school engages in strong collaborations between parents/carers, students and the community that inform and support continuity of learning and engagement for all students at transition points.

## Strategic Direction 3: Wellbeing and engagement - connect, succeed and thrive

### Initiatives

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PLaSPs, NCCD practice, attendance monitoring and transition planning to provide individualised and responsive learning opportunities.

- Embed systematic, evidence-based strategies, interventions and preventions to continually monitor student attendance.
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### Evaluation plan for this strategic direction

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To answer the questions:

*Has the school implemented evidence-based change to whole school practices which results in measurable improvements in wellbeing and engagement?*

*Are all teachers implementing personalised learning and support plans which provide individual and responsive learning opportunities?*

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 and determine to what extent we have maximised student learning outcomes through the implementation of strategies for social emotional resilience and strong school connections and engagement.

Data sources will include:

- Surveys - Tell Them From Me
- Parent/carer and teacher feedback
- Student feedback
- Student PLaSPs - wellbeing goals
- Wellbeing Framework self assessment tool (pre and post data)
- NCCD - % of students included on the basis of social emotional need
- Student attendance plans
- Attendance rates (Scout)
- Learning and engagement processes - referrals and parent/carer meetings
- Participation rates and effectiveness of transition and orientation programs

The evaluation plan will involve the regular review of these data sources to provide clarity around whether we are on track for achieving the improvement measures.

### Evaluation plan for this strategic direction

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Evaluation measures will include:

- Regular review, through professional discussion, of the School Excellence Framework elements and themes aligned to this strategic direction
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to further strengthen wellbeing practices and focus on strong student engagement within an environment where all students connect, succeed and thrive.