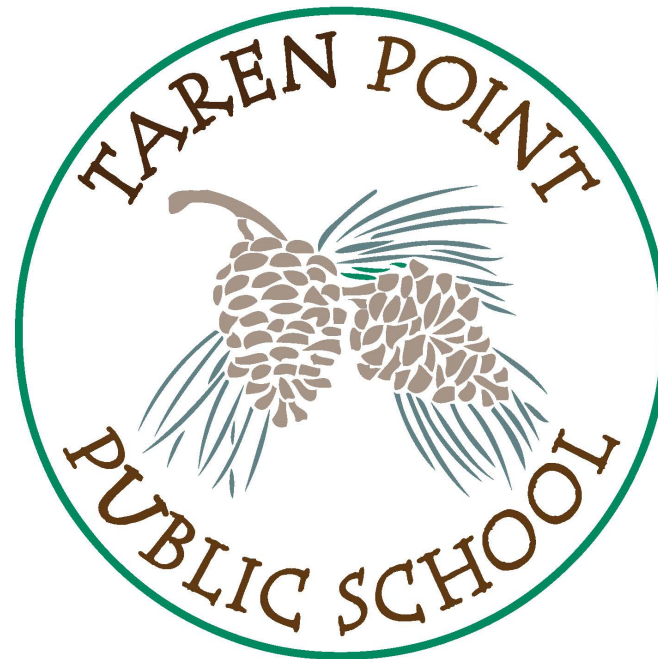


Strategic Improvement Plan 2021-2024

Taren Point Public School 3168



School vision and context

School vision statement

Taren Point Public School inspires all students to strive for excellence through a supportive environment, quality teaching and learning and high expectations. A safe learning environment and a whole school focus on student wellbeing ensures that the students will be engaged learners and will develop the necessary skills to be active and informed citizens.

School context

Taren Point Public School is a small public school located next to the Georges River in the Sutherland Shire. Fifty percent of students have English as an additional language or dialect. Taren Point Public School is one of only three schools in NSW to offer a French Immersion program where students receive five hours of French language tuition while following the NSW Syllabus for the Australian Curriculum.

The school offers a wide range of learning opportunities that focuses on success for all students. Our school's core priorities are literacy, numeracy and student wellbeing, ensuring a strong foundation to build all other learning. The staff of Taren Point Public School is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child.

Taren Point Public School strives to develop the whole child, providing learning opportunities for students in the performing arts, sport, digital technologies, gardening club and through our partnership with the local retirement village.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point Public School we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

Areas identified from our 2020 Situational Analysis have been used to develop this Strategic Improvement Plan. These include uplifts required in both literacy and numeracy to reach our system negotiated targets and development of wellbeing initiatives to improve student engagement and learning.

We value our partnership with the Community of Schools Across the Waters (CoSAW) which provides many opportunities for students and staff including: transition programs for Stage 3 students, professional learning for staff and the ability to support and share resources that will provide quality learning for all students.

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise the learning outcomes in literacy and numeracy for every student through the use of assessment, data and expert knowledge of the curriculum. Staff will use data collected to monitor student growth and achievement to determine future learning.

Improvement measures

Target year: 2022

NAPLAN top two bands

- Increase the percentage of students achieving the top two bands in NAPLAN numeracy to the system negotiated target lower bound requiring an uplift of 8%
- Increase the percentage of students achieving the top two bands in NAPLAN reading to the system negotiated target lower bound requiring an uplift of 9%

Target year: 2022

Expected Growth and Value Added

- All students achieve or exceed their expected growth in both literacy and numeracy using the literacy and numeracy progressions and PLAN 2 data
- Value added data for Years K-3 increases from delivering to sustaining and growing.
- Value added data for Years 3-5 and Years 5-7 increases from sustaining and growing to excelling

Initiatives

Data skills and use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Professional Learning on the use of the literacy and numeracy progressions to ensure individualised learning for students
- Ensure effective summative and formative assessment tasks are developed and used to analyse, evaluate and track student achievement and growth
- Track all students on literacy and numeracy progression and review data as a school to monitor growth and value added

Personalised Learning

Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

- Professional Learning to revisit learning intentions, success criteria and individual learning goals to ensure a consistent approach and a common language exists in the school
- Teachers use data to check and understand where their students are in their learning and to plan what to do next. Regular dedicated intervals are set to analyse the data to monitor student learning and progress and making teaching decisions.
- Teachers review learning with each student ensuring all students have a clear understanding of how to improve.

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students are achieving expected or higher than expected growth on internal school progress and achievement data.

Teaching and learning programs reference student information including progress and achievement data, curriculum requirements, student feedback and provides continuous improvement for all students.

Evaluation plan for this strategic direction

Question: What was our impact on student growth and attainment?

Data: NAPLAN, Check-in, Progressive Achievement Tests (PAT) reading and Numeracy, Progressions

Analysis: We will revisit progress every 5 weeks to analyse data and evaluate impact

Implication: The findings of the analysis will inform future actions.

Strategic Direction 2: Wellbeing

Purpose

The development of a whole school wellbeing approach will support improved student engagement and overall wellbeing. This will ensure that all students are able to connect, succeed and thrive.

Improvement measures

Target year: 2022

Wellbeing Target

- Increase the positive sense of well being of students to lower bound of system negotiated target requiring an uplift of 8%
- increase the attendance of students over 90% of the time to lower bound of system negotiated target requiring an uplift of 6%
- increase from delivering to excelling in Wellbeing

Target year: 2024

Initiatives

Wellbeing

Enhance the whole school approach to student wellbeing. Highlighting the importance of a collective approach to ensure the wellbeing and learning achievement of all students is met.

- Implement a system to collect, analyse and use data gained from Tell Them From Me survey to monitor and refine the whole school approach to wellbeing and engagement.
 - Review current school wellbeing programs through the Wellbeing Framework Self Assessment Toolkit ensuring all staff have a working knowledge of the Wellbeing Framework. and to establish an area of identified whole school focus
 - Professional Learning sessions on the Wellbeing Framework as identified by the Self Assessment Toolkit
 - High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.
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Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support student learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers

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

Evaluation plan for this strategic direction

Question: What has been the impact of our whole school wellbeing programs?

Question: What has been the impact of our support interventions for our Learning Support Team, EAL/D, Indigenous and COVID Intensive Learning Support Program identified students?

Data: Tell Them From Me surveys, Sentral Data, IEP's, NAPLAN

Analysis: Analysis will be embedded within the project through progress and implementation monitoring.

Implication: The findings of the analysis will inform future actions.

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
