

Strategic Improvement Plan 2021-2025

Tighes Hill Public School 3213



School vision and context

School vision statement

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster a lifelong love of learning.

School context

Tighes Hill Public School is situated on Awabakal Land, located in an inner city suburb of Newcastle in the Hunter Region of New South Wales with an enrolment of 364 students.

Tighes Hill Public School is a vibrant and dynamic primary school that has served the Tighes Hill community for over 145 years. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse community, with 6% of students being Aboriginal. All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs, including an Opportunities Class (OC), across all key learning areas.

Tighes Hill Public School is a proud partner of the Muloobinbah Aboriginal Education Consultative Group (LAECG). The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals to ensure a culturally safe environment for students.

Future focused learning is integral at our school. A computer area in the library, mobile technology and upper and lower hall spaces ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding.

Tighes Hill Public School is deeply committed to the mentoring and development of pre-service teachers through our strong links with the University of Newcastle.

The school completed a situational analysis in 2020 and identified three strategic improvement areas for inclusion in the four year School Improvement Plan.

- Student Growth and Attainment - Reading and Numeracy.
- Embedding effective systems for assessment and feedback.
- Continuous improvement culture through data informed practice.

Our school treasures our passionate and supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders. The staff and parents enjoy a positive relationship, actively promoting the school and its students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and sustain whole school processes for collecting and analysing data underpinned by embedded evaluative practice.

Improvement measures

Attendance >90%

Achieve by year: 2023

- Proportion of students attending greater than 89% of the time - 90% (lower bound system-negotiated target).

Reading growth

Achieve by year: 2023

Reading

- Using data (such as Check In and PAT) Eg: There is an uplift of 5% in student growth from Year 3-6 cohorts from 2022 compared to the same Year cohorts in 2023.
- Progress and achievement of equity groups is equivalent to the progress and achievement of all students. Aboriginal and Torres Strait Islander students meet or exceed scores of peers.

Numeracy growth

Achieve by year: 2023

Numeracy

- Using data (such as Check In and PAT) Eg: There is an uplift of 5% in student growth from Year 3-6 cohorts from 2022 compared to the same Year cohorts in 2023.

Initiatives

Learning Culture

- Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and personalised learning goals.
- Embed the use of formative data collection, use the progressions for goal setting, leading to changes to explicit teaching practice.
- Analyse NAPLAN and Check-in assessment data to identify target areas.
- Implement systems and processes that ensure student absences reduce the impact on learning outcomes.

Professional Learning

- Embed and use professional learning models to build teacher capacity and collective pedagogical practice.

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. (SEF)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF)
- All students articulate, understand and achieve their learning goals.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in student outcomes in reading, numeracy and attendance?

Data:

The school will use the following data sources:

- School-based internal data
- NAPLAN data
- Scout data (including value added data)
- Student learning goal achievement
- Student PLSPs/Learning progressions
- Evidence bank: work samples, photos and videos
- External assessment data

Analysis:

- The school will regularly analyse the data to evaluate 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.
- Term by term team review of milestones

Implications:

The findings of the analysis will form:

- Progress and achievement of equity groups is equivalent to the progress and achievement of all students. Aboriginal and Torres Strait Islander students meet or exceed scores of peers.
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- Future actions
 - Annual reporting on school progress measures
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Strategic Direction 2: Embedding effective systems for assessment and feedback

Purpose

In order to maximise student learning outcomes we will develop and refine assessment and feedback practices that are responsive to the learning needs of all students.

Improvement measures

Systems Improvement

Achieve by year: 2025

- Embedded systems in place for assessment across all KLAs (formative and summative) in line with NESAs expectations.

Effective Feedback

Achieve by year: 2025

- All teachers embedding systems for effective feedback across all KLAs in line with NESAs expectations

Initiatives

Assessment

Professional Learning

- Whole school completion of EfA modules
- Scheduled opportunities for team collaboration with a focus on assessment

Processes

- Develop effective and progressive assessment tasks for all stages in other KLAs (Science, H&G, PDHPE, CAPA)
- Review and adapt practice to ensure reliable assessment tasks are consistently delivered across all stages and KLAs
- Systems for parent engagement

Feedback

Professional Learning

- Whole school completion of EfA modules
- Scheduled opportunities for team collaboration with a focus on feedback

Processes

- Establishing a systematic approach to collecting, storing and sharing of formative assessment evidence
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

Success criteria for this strategic direction

- Staff, students and parents understand the assessment approaches used in the school and their benefits for learning.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding on how to improve. (SEF)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning, assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF)
- All students articulate, understand and are able to explain the next steps in their learning.
- Formative assessment evidence bank created.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate embedded systems for assessment and feedback?

Data:

The school will use the following data sources:

- Teaching and learning programs
- Progression of student learning goals
- Student PLSPs/Learning progressions
- Evidence bank: work samples, photos and videos
- Student reports
- Parent/Teacher/Student interviews
- Teacher observations

Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving intended improvement measures
- Regular professional discussion around the school excellence framework elements and themes
- Executive team and whole staff reflective sessions
- Term by term team review of milestones

Implications:

The findings of the analysis will form:

- Future actions
 - Annual reporting on school progress measures
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Strategic Direction 3: Continuous improvement culture through data informed practice

Purpose

In order to maximise student learning outcomes we will target professional learning towards the analysis and use of student assessment data. Collaborative practice in this area will lead to improved consistent teacher judgement and evaluative processes.

Improvement measures

Data Analysis Procedures

Achieve by year: 2025

- Whole school data analysis approach to monitor and improve student learning outcomes.

Collaborative Practices

Achieve by year: 2025

- All teachers demonstrate collaborative practice through consistent teacher judgement and evaluative processes.

Initiatives

Data Analysis

Professional Learning

- Professional learning in data literacy, data analysis, data use in teaching for all staff. This is linked to GAP analysis

Processes

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery
- Ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement
- Scheduled opportunities for team collaboration with a focus on data analysis

Evaluative Processes

Professional Learning

- Professional learning in CTJ and assessment moderation practices
- Scheduled opportunities for CTJ and assessment moderation across all stages and KLAs

Processes

- Team leaders to work with teachers to use data to monitor and assess student progress and design future learning on a stage, whole class, group and individual level.

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that leads to measurable improvement (SEF)
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF)
- Progress of student learning is monitored through collection of quality, valid and reliable data.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate embedded systems for effective data analysis to inform teaching practice?

Data:

The school will use the following data sources:

- School-based assessment data
- Teaching and learning programs
- Teacher surveys
- Progression of student learning goals
- Student PLSPs/Learning progressions
- Student work samples (in relation to achievement standards - above, at and below stage expectations)
- Evidence from scheduled team collaboration days

Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving intended improvement measures

- Regular professional discussion around the school excellence framework elements and themes
- Executive team and whole staff reflective sessions
- Term by term team review of milestones

Implications:

The findings of the analysis will form:

- Future actions
 - Annual reporting on school progress measures
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