Torquay College 2021 School Improvement Plan

Purpose: Every student has access to high quality instruction with minimal variation between classrooms

2021 AIP School Improvement Plan: The Key Improvement Strategies

What are our 4 Key Improvement Strategies?

1. Deepen <u>collaborative</u> teaching practices to improve student outcomes through regular <u>cycles of inquiry</u> (PLCs) and the use of <u>student data</u>.	2. To develop and implement a <u>high quality, consistent approach</u> to teaching <u>mathematics</u>.	3. Develop a <u>whole school approach to health and wellbeing</u> through the <u>School Wide Positive Behaviour Support</u> (SWPBS) framework.	4. Strengthen the <u>home/school partnership</u> through <u>clear communication</u> between school and home, with home focusing on the <u>learning progress</u> of every child.
Leader/s of PLC School Improvement Team: **Instructional Leaders** PCO: Christian Smith	Leader/s of Maths School Improvement Team: **Tim R, Rachel Mc, Cory C** PCO: **Nadia Tkaczuk**	Leader/s of PBS School Improvement Team: TBA PCO: **Christian Smith**	Leader/s of Community Engagement School Improvement Team: **Vicki Perry** PCO: **Nadia Tkaczuk**

How will we achieve our KIS? – The actions

• Form PLC Instructional Leadership Team (DET PLC Course) • Instructional Leaders engage in PLC Professional Learning modules and training • Develop PLC implementation plan • Meeting schedule has PLC focus • School Improvement leader identified to lead PLC implementation and support • Develop PLC meeting template for consistent use across College • PLC Instructional Leadership Team to deliver new learning to staff • Introduce purpose of PLC's and increase staff knowledge of a PLC culture • Member from each teaching team to be represented • Term 1 PLC Cycle focus: Develop PLC structure and culture • Term 2 PLC Cycle focus: Writing • Term 3 PLC Cycle focus: Numeracy • Term 4 PLC Cycle focus: Numeracy • Continue to define and build collaborative practices across the school • To develop consistency of practice, a Peer Observations and Learning Walks program will be designed and implemented • Build data literacy across College	• Form School Improvement Team – Mathematics • Appoint Mathematics specialists • Develop Maths implementation plan • Inquiry into the teaching and learning of Mathematics • Whole staff engagement in mathematics Professional Leaning • Identify a clear line of sight to desired Theory of Practice • Data conversations supporting the differentiation in all lessons • Engage mathematics Critical friend • Modelling and mentoring through maths specialists • Research, plan and develop evidence informed maths approach • Link Staff PDP goals with maths goals and targets • Develop maths scope and sequence, including pre-foundation levels • To maximise consistency, develop school wide maths planning template • Build data literacy across College	• Form a Universal team with members from each area of the school (replace staff from 2020) • Allocate a SWPB specialist to support the development of universal team and guide professional development • Develop SWPB implementation plan • Design and develop with staff, students and community a SWPB matrix • Develop a plan to collect incident data to track the progress of the SWPB work • Provide SWPBS professional development to all staff • Improve Attendance collection records to add to data collection methods • Build data literacy across College	• Form 'School Improvement Team – Community Engagement • Develop Community Engagement implementation plan • Review and refine reporting to parents program • Community engagement team to explore a range of reporting to parents practices and programs for consideration • Community engagement plan to gather, integrate and explore data regarding our community engagement • Stream line the communication between home and school • Provide increased opportunities to share learning through learning EXPOs and a home-school interview/conferences program

What are our AIP Targets?

• School Staff Survey
  - Teacher Collaboration: 55% positive (32%)
  - Academic Emphasis: 70% positive (57%)
  - Understand how to analyse data: 68% (51%)
  - Professional learning targeted to improve literacy and numeracy: 56% (38%)
• NAPLAN Yr 3 Top 2 bands:
  - Writing: 64% (56%)
  - Numeracy: 51% (41%)
• Meeting Schedule aligned to a PLC model
• PLC Maturity Matrix: to grow by 1 growth point per domain
	• NAPLAN Numeracy
	  - Yr 3 Top 2 bands: 51% (41%)
	  - Yr 5 Top 2 Bands: 41% (37%)
	  - Relative Growth: 22% (17%)
	• School Staff Survey
	  - Professional Learning to Improve practice 62% (47%)
	  - Discuss problems of practice: 68% (55%)
	  - Professional Learning: 52% (37%)
		• The development and consistent use of SWPBS matrix
		• The development and consistent use of Minor and Major Behaviour document
		• A Torquay College whole school acknowledgement system
		• Attitudes to School Survey:
		  - Effective Classroom Behaviour: 82% (77%)
		  - Effective teaching time: 86% (83%)
		  - Student voice and agency: 71% (63%)
		• Parent Opinion Survey:
		  - Promoting positive behaviour: 90% (85%)
		• Attendance:
		  - 20 or more days absence: 14% (24%)
		  - 10 to 20 days absence: 28% (36%)
			• Parent Opinion Survey:
			  - School Communication: 88% (82%)
			  - Teacher Communication: 76% (71%)
			• Reporting to Parents program documented and enacted
			• Torquay College has a clear communication strategy outlining the platform/s
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