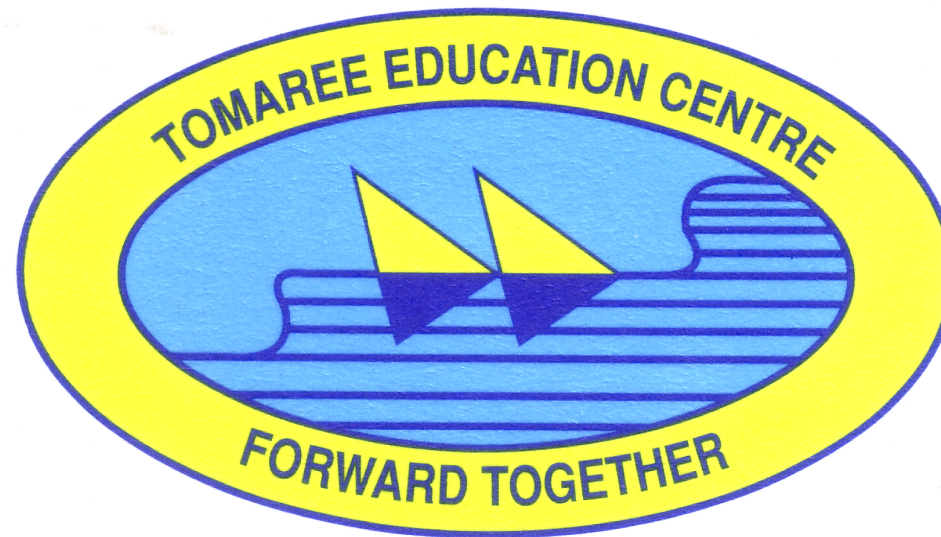


# Strategic Improvement Plan 2021-2024

## Tomaree Public School 2723



# School vision and context

## School vision statement

Tomaree Public School aspires to be an inclusive learning community dedicated to ensuring all students are known, valued and cared for by focusing on developing meaningful partnerships with staff, students and the school community.

## School context

Tomaree Public School is a regional, coastal school located in Salamander Bay at Port Stephens. Tomaree Public is an integral part of the current Tomaree Education Centre, along with Tomaree High School and the Hunter Institute of TAFE. This arrangement will undergo a significant change over the next 12 months, as TAFE begins its transition to its new site within Salamander Bay. The values of Respect, Responsibility and Personal Best underpin the school's overall culture and drives improvement at the school.

The school population is currently 335. This includes 37 students who identify as Aboriginal (11%) and 22 students from Defence Force families (6.55%) and a very small number of students with EAL/D backgrounds. Our school population is transient which leads to a high mobility rate, partly due to Defence deployment.

Tomaree Public has a non-teaching principal, five assistant principals (AP Teaching and Learning is above establishment and school funded), 14 mainstream classroom teachers, 3 special education teachers and 3 permanent SLSOs who work in the Multi-Categorical classes, a full time learning and support teacher, a full time librarian, 3 support/RFF teachers, a COVID Intensive Learning Support Teacher (2021) and a Technology Support Officer (TSO) one day a week. Tomaree's School Administrative Support Staff (SASS) allocation is 6.022. This constitutes a School Administration Manager (SAM), a General Assistant (GA) 3 days a week, and a full time and a part time School Administration Officer (SAO). This is supplemented through school funds by .6 to allow further assistance in the office area.

Tomaree Public School is a member of the Tomaree Learning Community (TLC) consisting of Tomaree High School and its partner schools, Soldiers Point, Anna Bay, Shoal Bay and Bobs Farm. Principals meet regularly each term to discuss issues pertaining to their own schools and the TLC, as well as to organise events such as the shared Education Week Award night.

Tomaree Public School has a very small, but dedicated P&C. The canteen is run by a canteen manager, employed by the P&C, and provides healthy and affordable lunches for students and staff. They are proactive in their fundraising efforts and consistently contribute to school resources and equipment.

Tomaree Public School is working explicitly on improving the skills and understanding of all students in literacy and numeracy. The school also provides opportunities for students in extracurricular activities. Tomaree Public is involved in PSSA zone trials in various sports, is represented in Zone and Regional carnivals and competes at gala days. A focus on creative arts through dance groups, choirs, the school band, vocal ensemble (prior COVID) and the opportunity for students to access an external provider for music lessons. Stage 2 and 3 students have the opportunity to be involved in debating trials and competitions, with K-6 students participating in public speaking and the Spelling Bee.

Tomaree Public School provides a variety of leadership opportunities for students. The school has an active School Parliament which consists of the 2 School Captains, 8 student executive and class representatives from Stage 2 and 3. The Year 6 Leadership training

# School vision and context

## School vision statement

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## School context

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program, linked to the ToPS program (where big looks after small) is held in Term 1 to enable playground activities to be undertaken over the course of the year. In 2020 the school formed a Junior AECG who will be attending meetings at school, and also with staff at the AECG to provide ATSI students with an opportunity for student voice.

In 2020, the school funded an above establishment position in the role of Assistant Principal, Teaching and Learning. Her role is to work shoulder to shoulder with staff both in the classroom through observation and feedback, provide an opportunity for staff to observe herself and others model best practice, to assist and work with teachers in the collection and analysis of data and subsequent grouping for students in order to provide authentic differentiation, and to increase the capacity and understanding of all teachers in specific curriculum areas. Our Situational Analysis demonstrated the positive effect/influence this had in its year of inception and will continue to be an important focus in the new Strategic Improvement Plan.

Students are currently being assessed through external and internal data collection and Learning Progressions to provide a base line for all students. Professional Learning Days for Stages assist teachers with the collection, analysis and 'where to next', as well as providing consistent teacher judgement and opportunities for authentic collaboration. As a school we are committed to supporting staff to plan and prepare high quality evidence based learning experiences. Goal setting will be a focus in all classrooms, enabling students to be engaged with their own learning and improvement. Continual monitoring of student performance against reading and numeracy targets will be monitored. The distribution of this information to parents and carers needs to be a focus to ensure the success of our initiatives and programs.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise learning outcomes in literacy and numeracy we will further develop data driven teaching practices and collaborative goal setting.

## Improvement measures

### Target year: 2022

Achievement of 2022 system-negotiated targets

- Reading: Top 2 bands in NAPLAN in reading have an uplift of 7.5%.
- Numeracy: Top 2 bands in NAPLAN in numeracy have an uplift of 7%.

### Target year: 2023

Achievement of system negotiated targets

- Increase of 9% of students achieving expected growth in reading.
- Increase of 6% of students achieving expected growth in numeracy.

### Target year: 2024

To improve from delivering to excelling in the element of data skills and use.

To improve from delivering to excelling in the theme of curriculum provision.

## Initiatives

### Assessment and data practices

In literacy and numeracy staff implement common assessment tasks and collect relevant data. This will ensure:

- assessment tasks are designed to ensure consistency across all classes/stages and to provide one opportunity for students to demonstrate their working knowledge.
- analysis of common assessment tasks across stage teams to ensure consistent teacher judgement (CTJ) of student achievement across literacy and numeracy.
- systemic data analysis of formative and summative assessments to enable monitoring of progress against Learning Progressions and Essential Assessment data.
- review current teaching and learning practices and programs and impact on student learning outcomes.

### High impact teaching

In literacy and numeracy

- teachers use data to provide information on students' current knowledge and the 'where to next', enabling differentiated programming, and teaching and learning across literacy and numeracy.
- staff are supported in their understanding and development of student goal setting and feedback practices. Information on student progress in literacy and numeracy is regularly and consistently communicated to parents and carers.
- staff are upskilled in the structure and content of the Technology Syllabus and how this can be integrated into literacy and numeracy programs.
- through PL sessions, staff are upskilled in practical technology use to enhance teaching and learning, including use of laptops, smart boards, learning and assessments resources (Sound Waves, Inquisitive, Essential Assessment, PLAN2).

## Success criteria for this strategic direction

### Assessment and data practices

Formative assessment is used flexibly and responsively as an integral part of daily classroom instruction and is practised expertly by teachers.

All teachers analyse 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.

Teachers share criteria for student assessments with students. Formative and summative assessments create opportunities for students to receive feedback on their learning..

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.

### High impact teaching

Teachers and students co-construct learning goals, and teachers differentiate curriculum delivery in literacy and numeracy to meet the needs of students at different levels of achievement, including adjustments to increase challenge.

Teaching and learning programs across the school are dynamic and support high expectations for student learning. Literacy and numeracy programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers regularly engage with parents to improve student learning and strengthen student literacy and numeracy outcomes.

Technology is effectively used to enhance learning and

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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service delivery.

Staff with identified technology skills are used to deliver professional learning and support across the school.

## Evaluation plan for this strategic direction

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### Assessment and data practices

What is the impact of assessment and data practices on teaching and student achievement?

### High impact teaching

What data has been used to co-construct student learning goals that are shared with all stakeholders, and differentiate curriculum delivery in literacy and numeracy using the effective use of technology ?

***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.***

- ***NAPLAN data***
- ***Scout- value added data***
- ***Student work samples***
- ***Essential Assessment data***
- ***Literacy and Numeracy PLAN2 data***
- ***Student goals***
- ***Student focus groups***
- ***Staff surveys***
- ***Observations***

### ***The evaluation plan will involve***

- ***Regular review of these data sources to provide clarity around whether TPS remains on track for***

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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*achieving the intended improvement measures.*

## Strategic Direction 2: Wellbeing and Attendance

### Purpose

To improve student outcomes through the implementation of whole school wellbeing and attendance initiatives.

### Improvement measures

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Learning - Wellbeing: Excelling

Continuing to develop positive, respectful relationships that are evident and widespread among students and staff, and promote student wellbeing and optimum learning (decrease negative incidences by 20%).

Student learning and success is shared with parents and students as a collective.

#### Target year: 2022

#### Achievement of 2022 system-negotiated targets for attendance

- Increase the proportion of students attending greater than 90% of the time by 6%
- Decrease the proportion of students attending less than 80% of the time by 20%

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Learning - Wellbeing: Excelling

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

The school has implemented evidence based change to

### Initiatives

#### Wellbeing

Staff are able to effectively cater for a diverse student body.

- staff continue to provide students with a safe, proactive, inclusive and supportive learning environment.
- all teachers are proficient in managing and recording student behaviours to guide them in a positive way.
- staff receive additional professional learning in order to cater effectively for students with diverse needs.
- staff personalise student learning through differentiation, in order to support students to achieve to the best of their ability.
- processes and procedures are provided to support students with additional needs.

Students feel an increased sense of belonging at school through

- students are provided with an opportunity to have 'student voice' and feel a sense of belonging
- students are provided with opportunities that allow for interest base learning which will enhance engagement.
- students are provided with opportunities and support to assist their academic, social, cultural and emotional well-being.
- staff are provided with access to professional learning that allows them to contribute to a positive, supportive and encouraging learning environment.

#### Attendance

The school and community will work together to review the current attendance at TPS

- formalisation of an attendance team to monitor student attendance.

### Success criteria for this strategic direction

#### Wellbeing

Teachers actively participate in, share and evaluate learning from targeted professional development with other staff within the school to improve whole school practice.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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 school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

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

The Wellbeing Team closely monitors PBL data to identify and respond to school wide trends. Monitor individual cases and implement interventions to improve student success as needed.

#### Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Evaluation plan for this strategic direction

## Strategic Direction 2: Wellbeing and Attendance

### Improvement measures

whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

An increase of 20% of students feeling a sense of belonging which is identified on the Tell Them From Me Survey.

### Initiatives

- attendance data is reviewed regularly, with staff having buy in to promote and monitor student attendance.
- systematic processes are developed to ensure student absences do not impact on learning outcomes.

### Evaluation plan for this strategic direction

#### Wellbeing

How has the school embedded explicit systems that allow students to feel they are safe, successful and heard?

#### Attendance

What has the school initiated to enhance student attendance?

***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.***

- ***School attendance data***
- ***Scout- attendance data***
- ***Tell Them From Me***
- ***Sentral data***
- ***LST data***
- ***Student surveys***
- ***Staff surveys***

***The evaluation plan will involve***

- ***Regular review of these data sources to provide clarity around whether TPS remains on track for achieving the intended improvement measures.***



## Strategic Direction 3: Collaboration and School Culture

### Purpose

To promote a positive school culture through authentic engagement and high impact professional learning.

### Improvement measures

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### **Teaching - Learning and development** **Staff collaboration:**

The school uses embedded and explicit systems that facilitate professional dialogue and collaboration, and provision of specific and timely feedback between teachers.

Teachers collaborate with staff in other schools to share and embed good practice.

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### **Staff evaluation:**

Staff regularly evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### **Leading - Management practices and processes** **Parent engagement and evaluation:**

The leadership team measures school community (parent and student) satisfaction through authentic evaluation processes and shares its analysis and actions in response to the findings with its community.

### Initiatives

#### Collaboration and evaluation

Staff collaboration and evaluation will include:

- Planned professional learning, observations and collegial discussions.
- Staff given opportunities to work alongside school leaders to strengthen their understanding of evidence-based practices, and act on feedback to refine and improve teaching practices.
- All staff are given opportunities to provide feedback on school structures, programs and professional learning. Feedback is used to make collective decisions about modifications in areas for improvement or potential change.
- Establishing external networks/alliances where staff will work collaboratively with teachers/leaders from other schools to share and implement quality practices.
- School leaders seeking feedback from parents/carers with the aim of improving school processes and practices.
- Feedback is communicated to all staff, and solutions are discussed and acted upon.

#### School Culture

The school will enhance school culture by:

- developing and sharing learning goals with parents/carers
- regular communication with parents/carers.
- involving parents/carers in special events.
- seeking regular feedback from parents/carers/staff

### Success criteria for this strategic direction

#### Collaboration and evaluation

The school uses embedded and explicit systems that facilitate professional learning, dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

#### School Culture

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and parent and/or student experience.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

### Evaluation plan for this strategic direction

#### Collaboration and evaluation

How has the school embedded explicit systems that facilitate quality collaboration and evaluation?

#### School Culture

How has the school provided opportunities that enhance staff/parent/community engagement?

**The school will use the following data sources to**

## Strategic Direction 3: Collaboration and School Culture

### Evaluation plan for this strategic direction

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*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.*

- *PDPs*
- *Lesson observations*
- *Tell Them From Me (teacher surveys)*
- *Teacher and parent surveys*

*The evaluation plan will involve*

- *Regular review of these data sources to provide clarity around whether TPS remains on track for achieving the intended improvement measures.*