

# Strategic Improvement Plan 2021-2025

## Tacoma Public School 3147



# School vision and context

## School vision statement

Tacoma Public is a caring, student-centred school with a highly professional staff and programs. Our Tacoma community prides itself on developing the whole child by providing a safe, engaging and challenging environment where relationships are valued and developed to ensure each child reaches their potential. Our vision is to nurture and develop life-long learners through high expectations for academic and well-being success.

## School context

Tacoma Public School is located on the Central Coast of New South Wales. It is situated in a semi-rural setting above the northern bank of the Wyong River. The school acknowledges the Darkinjung people as traditional custodians of the land on which our school is built, and our children learn on, each school day. The current enrolment is 196 students with 29 Aboriginal students & 11% English as an Additional Language (EALD) in 9 mainstream classes. An extremely dedicated team of staff work together to maximise educational outcomes for all students.

At Tacoma Public School, students are valued as individuals and staff are committed to providing quality teaching and learning experiences. Although a relatively small school, Tacoma Public School offers a wide range of extracurricular activities for students, with all staff members dedicated to their on-going implementation, such as chess club, sporting teams, dance groups, choir and The Green Team. The school receives additional funding for equity programs and implements major initiatives focusing on improving literacy and numeracy outcomes, student well-being and ensures it is equipped with future-focused learning opportunities.

Tacoma Public School has strong alliances with the Wyong and Wadalba Learning Communities and values the rich opportunities for staff and students, including professional learning, strong transition programs and learning days. The school has strong links with Ngara Aboriginal Education Consultative Group and promotes cultural acknowledgement of Aboriginal families through an inclusive learning environment, programs and special events. We celebrate our cultural and community diversity every day. The school P&C works closely with the school to enhance the learning opportunities for all students. It actively supports existing programs, in addition to running the school canteen and uniform shop.

The school undertook a whole school situational analysis and, combined with the evidence-based research from 'What Works Best', led us to the three Strategic Directions of our four year plan. The need to improve student growth in both reading and numeracy, as well as increase the number of students achieving highly in these areas, are reflected in Strategic Direction 1 - Student Growth & Achievement and Strategic Direction 3 - High Expectations & Engagement. The initiatives that have been formulated within each strategic direction focus on student achievement, growth and teaching practices. These are Personalised Learning, Instructional Leadership and Teacher Quality. Our situational analysis also saw a need for continued work in the area of whole school behaviour and improving student attendance. This resulted in Strategic Direction 2 - Wellbeing. Initiatives within this strategic direction are Wellbeing and Attendance.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, analysing and using student data with an emphasis on explicit teaching, differentiation and using data to inform teaching. This is to ensure the implementation of quality and differentiated teaching and learning programs for every student is underpinned by evidence based strategies and embedded evaluative practice.

## Improvement measures

### Reading growth

Achieve by year: 2023

#### CHECK IN EXPECTED GROWTH

75% of Year 4 and 6 will show growth in 2023, measuring difference from state, in Check In Reading Assessment, from the 2022 Year 3 and 5 Check in Reading Assessment.

### Numeracy growth

Achieve by year: 2023

#### CHECK IN EXPECTED GROWTH

75% of Year 4 and 6 will show growth in 2023, measuring difference from state in Check In Numeracy (Number and Algebra strand) Assessment, from the 2022 Year 3 and 5 Check in Numeracy (Number and Algebra strand) Assessment.

## Initiatives

### Personalised Learning

Learning Support teachers, trained SLSO and interventionist will work with individuals and small groups of students to move students from lower levels of achievement to expected stage outcomes.

Our Learning and Support Teacher to work with classroom teachers to develop and implement personalised Learning Support Plans for all students who are below stage -appropriate level and devise individualised and researched activities and interventions.

Expertly use student assessment data to provide explicit, differentiated learning opportunities for students.

### Instructional Leadership

APCI will lead our staff through the implementation of the K-2 English and mathematics syllabus and the 3-6 English and mathematics syllabus through quality, contextualised professional learning suited to the differing needs of our staff.

Our APCI works with teachers to identify K-4 students who may require additional literacy and numeracy support and tailor interventions to address these needs.

APCI supports classroom teachers through a wide range of approaches including peer observation, structured feedback on lesson observation, and one-on-one mentoring and coaching in specific aspects of pedagogy. A focus in Term 1 and 2 will be the delivery of the K-2 English and Mathematics syllabus.

## Success criteria for this strategic direction

Assessment data collected in reading and numeracy on a regular and planned basis. Teachers routinely use evidence of learning to inform their teaching, adapt their practice and meet learning needs of students.

Programs and student work samples are reflective of explicit teaching practices with individualised learning goals responsive to formative and summative assessment data.

All students can articulate and understand learning intentions, success criteria and achieve their learning goals in both literacy and numeracy.

## Evaluation plan for this strategic direction

Q: What is the impact of our two initiatives?

D: Our school will use the following data sources:

PLAN data; NAPLAN data

RR levels

NSW Check-in assessments - literacy/numeracy

Essential Assessment - mathematics and reading

Student Work Samples and explicit teaching programs

A: Are we are 'on track'? Is our data triangulated so we see both success and areas to improve ?

I: Where do we go from here? Future Directions and next steps..

## Strategic Direction 2: Wellbeing

### Purpose

To develop, implement and embed sustained, long-term positive programs within a school culture where all students are healthy, happy, successful and productive individuals. We aspire for our students to be active and positive contributors to the school and society in which they live. Research indicates a strong link between attendance and student achievement. Monitoring student attendance is an important requirement of a school's duty of care to all students. Student engagement directly links to student attendance.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

TTFM data: Overall uplift of 5.4% in the areas of Sense of Belonging, Advocacy at School and Expectations of Success.

#### Attendance (>90%)

Achieve by year: 2023

Attendance uplift of 7% attending school >90% of the time.

Achieve by year: 2025

A minimum uplift of 15% of students in the TTFM survey indicate that 'I feel good about my culture when I am at school' and a minimum uplift 15% indicate that their teachers 'have a good understanding of my culture'.

### Initiatives

#### Whole School Behaviour - Positive Expectations Framework

Our Positive Expectations Framework is based on Positive Behaviour for Learning and is an evidence-based whole school process to improve learning outcomes for all students.

Our PEF Team is leading the staff to create effective environments where positive behaviour is more effective than problem behaviour and building systems that support teaching learning and leading.

Our staff will teach all students what is expected of them as well as create learning environments that encourage prosocial behaviour, providing a continuum of support for all students.

#### Attendance

Our strategic approach is based on research and quality resources including the the NSW Department of Education's Every Day Counts - student attendance guide . We continually refine attendance expectations; plan for improved attendance; develop ways to build teacher capacity with explicit classroom practices and professional learning resources; and work with the local community to raise expectations.

### 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 learning. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Our whole of school program, with a personalised attendance approach, is improving regular attendance rates for all students, including those at risk.

### Evaluation plan for this strategic direction

Q: What is the percentage of students attending 90% or more and how does this compare to like schools and the network of schools? What are the trends? Is our Sentral data reflective to incidents happening in the school?

D: Sentral, TTFM data, SCOUT and Sentral attendance, parent/student focus groups

A: What is the data telling us in attendance? Are our initiatives improving overall attendance? Is goal setting with individual families improving individual attendance?

I: Future directions.

# Strategic Direction 3: High Expectations & Engagement

## Purpose

Our Teacher Quality Program supports the development and enhancement of pedagogy and content knowledge of teachers at our school through providing professional development opportunities, and structuring high quality teacher observation/self-reflection and feedback experience.

Our learning based on the work of John Hattie, What Works Best document and AITSL will support teachers in understanding student learning and in developing their practice individually and collectively.

We hold high expectations to improve as leaders and teachers and our school has developed a deeply reflective culture to improve teacher practice and quality to in turn improve outcomes for all our students, regardless of socio-economic or cultural background, race, religion or gender. Our teacher quality programs are intended to strengthen our teachers in their shared understanding of high-quality instruction and what we need to do to support it. Using high impact strategies will improve teacher quality and engage all our learners.

## Improvement measures

Achieve by year: 2022

**An overall uplift of 5.4% in the TTFM survey in wellbeing**

A minimum uplift of 10% in Sense of Belonging.

Achieve by year: 2023

A minimum uplift of 7.5% in Advocacy at School uplift.

Achieve by year: 2025

Retain 100% Expectations of Success

## Initiatives

### Teacher Quality

Years 3 - 6 : Lesson Study: Challenging Mathematical Tasks.

A small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons in order to examine their practice and improve their impact on student learning.

- Teachers engage in collaborative professional learning focusing on inquiry pedagogy in Mathematics.
- fosters the development of a common understanding of what good teaching practice looks like.
- focuses discussion on planning, implementing, observing and reflecting on classroom practice.
- enables collaboration with colleagues.
- supports teachers to become more attuned to how they structure lessons in their class and the impact of their teaching on students.

K-2: Mentoring Program delivering the K-2 Curriculum through refining and developing quality teaching practices.

## Success criteria for this strategic direction

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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

## Evaluation plan for this strategic direction

Q: To what extent has VTR enhanced collaboration between teachers ? To what extent has teacher collaboration impacted on teaching practice? Have we seen an improvement in student achievement levels and student engagement?

D: Student survey; teacher survey; observational measures which involve direct observation of the behaviour of individuals; programs; data talk surveys; internal assessment data.

Analysis: Do teachers identify that their involvement in VTR had positively impacted on their teaching practice? Do teachers have a common view of achievement, success and improvement looks like at TPS? Did the VTR s reinforce the use of high impact teaching strategies and pedagogy for our classrooms? Is there authentic teacher collaboration and collective teacher efficacy in our school?

I: Future directions?