

Strategic Improvement Plan 2021-2025

Tamworth Public School 3157



School vision and context

School vision statement

Empowering our students through an enriched and caring learning environment to be responsible community members who are successful, confident and creative global citizens.

School context

Tamworth Public School has an enrolment of 913 students (including 12% Aboriginal and 10% EAL/D (English as an Additional Language or Dialect students)). The school is situated in East Tamworth and has a long heritage with the area being established in 1855. All teaching spaces have interactive whiteboard technology and were recently refurbished. Tamworth Public School runs a number of extracurricular programs, including gymnastics, tennis and music and prides itself on its extensive history of excellence in participation and achievement across many and varied academic, cultural and sporting programs. Our school enjoys the support of Parents/Carers and students working to develop a learning community providing a balance between maintaining traditional values, while keeping pace with technology and social change. We have an extremely motivated and supportive Parents/Carers and Citizens Committee. The school provides education for a broad range of students from a multitude of backgrounds and has a strong, EAL/D program. The school caters for a wide variety of student abilities and includes a designated Opportunity Class, as well as three Special Education classes, one being an IM (Mild Intellectual) class, an IO/AU (Autism and/or moderate intellectual disability) class and an MC (Multi-Categorical).

During 2018 the final plans for the upgrade of the school with new teaching spaces and staff amenities was released for the community to comment. Construction was completed in October 2020. Survey results indicate students enjoy their time in their school and Parents/Carers feel welcome and valued. Care, Courtesy and Consideration is the school's statement of purpose with regard to the relationship we encourage between students, Parents/Carers, staff and the wider community.

To further add to the gains made over the last 5 years in literacy the school will need to commit to a continued program of improvement in the teaching of Literacy K to 6. These improvements will focus on teaching and learning programs, effective use of data to inform teaching, quality feedback and the monitoring of student performance throughout the school but especially at key transition points. New teaching staff will need to be trained in Sound Waves and Visible Learning as these programs have helped drive improved student results across the school. Expectations need to be set in a uniformed and strategic way to ensure continuity of student learning through consistent and explicit teaching. An improved collection/interpretation and utilisation of data to inform teaching must become a key priority. The school will also draw on the What Works Best (WWB) in practice resource in the areas of High Expectations, Assessment and Classroom Management in Stage based discussions and activities to improve the teaching of Literacy and Numeracy.

The implementation of the new K-2 Syllabus will require the school to adjust its established K-6 Scope and Sequences to align them to the new syllabuses. The school will also need to undertake further professional learning in Learning Progressions. As mentioned in Literacy teaching, improved collection/interpretation and utilisation of data to inform teaching must become a key priority as the school needs to move to a more data rich environment to make sure High Expectations are being met and that our Assessments are really measuring what we need to measure.

Tell Them From Me (TTFM) student surveys indicate that students have a high expectation of success - 94% but their Sense of Belonging scored quite low at 69% compared to the

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State on 77%. With a trend that shows Year 5 consistently felt a loss of belonging from their Year 4 results. This could be an indicator of student disconnection to the school community and lack of power to control their own learning or to participate in the decision-making practices of the school at the very time they are ready to participate in these very same activities. The school will need to develop with student's genuine experiences in which they can direct their own learning, participate in decision making and effect change across the school. Student Agency and Voice will become a priority of the school. Visible Learning concepts should provide students with the understanding, knowledge and tools to develop clear learning goals and to receive quality feedback from their teachers. A great focus on student agency and voice as well as structured and systematic approach to late arrivals to school should see a lift in Student Attendance to reach the agreed targets surrounding the 90% attendance rate.

With the completion of our new learning spaces following a large building program and the experimentation in co-teaching by Stage 3 and collaborative planning for effective teaching experienced by all teachers during 2021 further groundwork has been set for an implementation of further coaching and mentoring as well as the use of new technologies for learning. All of which will provide aspiring leaders the opportunity to guide teams towards aspects of school improvement. Quality Teaching Successful Students (QTSS) time will be targeted towards the improvement of teaching programs by effective coaching and mentoring and systematic instructional leadership of our Stage Leaders. This should also better align teaching programs with syllabus outcomes, visible learning pedagogies and data informed teaching.

Strategic Direction 1: Student growth and attainment

Purpose

To Improve student learning outcomes in literacy and numeracy, the school will develop and sustain Kindergarten to Year 6 processes for the collection and analysis of data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence- informed strategies with well - designed and executed assessment practices.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Data Driven Practices

Data driven practices will assist to ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Establish and use AP's to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Syllabus Implementation & Learning Progressions

The Syllabus will be presented to staff alongside professional learning (PL) opportunities. This Syllabus implementation will align with the learning progressions and staff will be able to utilise data to drive teaching strategies and learning needs. - High Expectations (WWB)

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Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF Curriculum, Assessment).

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. The schools whole school assessment schedule and data entry points onto Sentral. (SEF Data Skills and Use)

Professional learning is differentiated and its impact in the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF Learning & Development)

The Principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement (SEF Educational Leadership).

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy

Data: We will use a combination of data sources. These will include:

Internal Assessments

External Assessments (NAPLAN)

Surveys

Observations

Focus Groups

Strategic Direction 1: Student growth and attainment

Initiatives

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Evaluation plan for this strategic direction

Student Voice

Analysis: Document Analysis (Stage minutes, Staff meeting PL)

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the Analysis will inform future actions & annual reporting on school progress measures.

Strategic Direction 2: Leading for Learning

Purpose

The school will create the conditions for teachers to understand their impact on student outcomes and to continually improve their teaching practices. To have every student see themselves as a leader of their own learning. Embedding consistent language and visible learning practices across K-6.

Improvement measures

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Learning

* Learning Culture- from Sustaining & Growing to Excelling

Teaching

* Effective Classroom Practice - from Sustaining & Growing to Excelling

* Data Skills and Use- from Delivering to Sustaining & Growing

* Learning & Development- from Delivering to Sustaining & Growing

Leading

* Educational Leadership- from Delivering to Sustaining & Growing

* School Planning, Implementation and reporting -from Delivering to Sustaining and Growing

Visible Learning

Achieve by year: 2025

1. **The Visible Learner:** Students will be able to describe what a good learner looks like in our school.
2. **Know Thy Impact:** Lesson Plans make clear the

Initiatives

Visible Learning

Foundation Series - Teachers will be lead through professional learning sessions that help them to recognize their impact on the learning of their students; make decisions based on evidence and how to use that evidence when planning. Visible Learning Strands will be introduced and tools and processes will be explored to support evidence gathering from K - 6. Teachers will draw on their school based evidence as well as Visible Learning research to help prioritize time and collective energy in developing a clear action plan for the school.

The school will create the conditions for teachers to understand their impact on student outcomes and to continually improve their teaching practices. To have every student see themselves as a leader of their own learning. Embedding consistent language and visible learning practices across K-6.

Impact Series 2 - Ensuring the Visible Learning plan's enacted strategies are aligned with planned whole school strategies. Further development of Leadership in Action module to produce long term sustainability. The school will evaluate the impact of Visible Learning professional learning on the performance of students in targeted subjects and Student wellbeing.

Visible Learning - Implementation 2022

Impact Series 1 - Whole school engagement with Visible Learning Professional Learning to develop a system wide change model. Reviewing baseline evidence from across the school and individual teachers. Clarifying areas of focus, goals, learning needs and actions. Sharing and acting on the School Visible Learning Plan of action.

Visible Learning - Evaluating for Sustainability 2023+

Impact Series 2 - Ensuring the Visible Learning plan's enacted strategies are aligned with planned whole school strategies. Further development of Leadership in Action module to produce long term sustainability. The school will evaluate the impact of Visible Learning professional

Success criteria for this strategic direction

A whole school community implementation of strategies setting aspirational expectations of learning progress and achievements for students. Effective partnerships, means students are able to articulate what they are learning and demonstrate this through learning goals (SEF- High Expectations)

All Teachers are committed to identifying, understanding and implementing the Visible learning themes, underpinned by the association and number of PL sessions provided to staff over a 3 year period. (SEF Effective classroom practice, Feedback, School Planning , Implementation and reporting)

Teachers provide explicit, specific and timely feedback related to learning intentions and success criteria. From this, students are able to explain the next steps in their learning, see errors as opportunities for further learning, and understand their role as a learner. (SEF - Effective classroom feedback- classroom practices)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in our students' ownership of their learning and teachers of their practice?

Data- We will use a combination of data sources. These will include:

- * Workshop evaluations
- * Stage based surveys
- * Observations and walkthroughs
- * Student Focus groups and Parent Feedback
- * Student Voice
- * Document analysis (Stage minutes, Staff PL agendas, Teachers' programs)

Strategic Direction 2: Leading for Learning

Improvement measures

learning intentions and success criteria for each lesson

3. **Visible Teaching and Learning:** There is a high degree of relational trust among teachers

Effective Feedback

Achieve by year: 2025

- **Effective Feedback:** Students get regular just-in-time, just-for-me feedback, about their learning
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Initiatives

learning on the performance of students in targeted subjects and Student wellbeing.

Evaluation plan for this strategic direction

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform- future actions, annual reporting on school progress measures (published in the annual report each year)

Strategic Direction 3: Student Agency and Voice

Purpose

To improve student empowerment the school will develop genuine experiences with students in which they have ownership and responsibility for their own learning (Agency), and participate in decision making that allows for student feedback (Voice) creating real change across the school. This will enhance student's sense of belonging.

Improvement measures

Wellbeing

Achieve by year: 2023

A Sense of Belonging and Expectations for Success & Advocacy at School. an uplift in each of these to affect - Student Wellbeing ; Tell them from me from 87.3% to 90.8% , an uplift of 3.5%

Attendance (>90%)

Achieve by year: 2023

Attendance Data will show an uplift from 80.16% to 88% . An uplift 7.84%

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Learning

- * Wellbeing- from Sustaining and Growing to Excelling
- * Reporting - from Delivering to Sustaining and Growing

Teaching

- * Effective Classroom Practice - from Sustaining & Growing to Excelling

Leading

- * Educational Leadership- from Delivering to Sustaining & Growing

Initiatives

Peer Support Program

The implementation of a Peer support program seeks to increase connections the school. This allows students to form relationships as well as develop empathy and a sense of responsibility.

Older students lead young students through activities that explore social and emotional skills focusing on optimism, resilience, values, relationships and anti bullying.

Student Feedback & Decision Making

Through the implementation of student feedback and decision making (visible learning) students are entrusted with choice and know how to make sound choices that will have a positive impact on their learning (feedback).

Success criteria for this strategic direction

The school culture actively encourages students to seek feedback from their teachers. and their peers. (SEF - Effective Classroom Practice - Feedback)

Students in the school have a voice and do believe they are listened to. (SEF- Wellbeing)

Teachers deliberately and actively create a climate of trust in their classrooms and develop effective teacher-student relationships. (SEF-Wellbeing)

Student feedback is routinely sought at all levels of school decision making (SEF-Reporting, School Planning, Implementation and Reports)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement in our students sense of belonging and voice?

Data

We will include a combination of data sources. These will include:

- * External assessment - TTFM surveys, *Stage based surveys, * Observations, * Focus Groups, *Student Voice,
- * Document Analysis (SRC minutes, Staff meeting PL Agendas)

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures .

Implications

The findings of the analysis will inform our future actions:

Strategic Direction 3: Student Agency and Voice

Improvement measures

* School Planning, Implementation and reporting -from
Delivering to Sustaining and Growing

Evaluation plan for this strategic direction

Annual Reporting on school progress measures
(Published in the Annual Report each year)