

# Strategic Improvement Plan 2021-2024

## Toronto Public School 3247



# School vision and context

## School vision statement

Toronto Public School has a culture of high expectations, where all students are valued. We work together, providing rich opportunities to maximise student growth.

Our core values are: belonging, working together, opportunity and growth

The belief statements that underpin our vision are:

- Every child feels welcome, safe and supported
- Every child is engaged through quality teaching and meaningful learning
- Every child is encouraged, challenged and supported to continually improve
- All teaching is evidenced based, flexible and responsive
- Parents, carers and our community are valued as partners in education
- Team work underpins all of our endeavours

## School context

Toronto Public School is situated in West Lake Macquarie and has an enrolment of 209 students. In 2021, we have eight mainstream classes (182 students) and three special education classes (28 students).

The school services a low socio-economic community, reflected in our FOEI of 141. The school is classified as 'High' in complexity. In 2020 we had 74 students recorded in our NCCD data. Of these, 16 students require extensive support, 26 substantial and 32 supplementary. We also have a significant number of children who are in Out of Home Care. Some of these are not officially recognised as being in 'the care of the minister' as they are living with extended family. Less than 1% of our enrolments are from non-English speaking backgrounds and 25% of our students identify as Aboriginal. We have an even distribution of boys and girls.

Our special education classes are Early Intervention (pre-schoolers with a disability), Emotional Disturbance and Multi Categorical. Our students in special education classes are welcomed and nurtured and are considered an integral part of our school. We are proud of the inclusive nature of our school and strive to create an environment where all students thrive.

Toronto Public School is committed to continuous improvement through empowering our learners, delivering expert teaching and providing strong leadership for students, staff and the community. A challenge within the Toronto Public School context is a high turnover of teaching staff. The majority of our teachers are employed on a temporary basis and most staff have been working with us for two years or less. This translates to a significant portion of our Professional Learning being focused on building a cohesive team with consistent teaching, management and wellbeing practices. In the last two years, we have had nine staff members permanently appointed and this will give us greater continuity moving forward.

Our Instructional Leader (0.6 FTE) has been instrumental in ensuring curriculum provision that has high expectations of student learning and the delivery of pedagogy to meet the needs of all K-2 students. This has led to noticeable improvements in student outcomes. In 2020, 81% of our K-2 students met internal school benchmarks. Our Years K-3 'value add' meets the criteria for Sustaining and Growing on the School Excellence Framework. Our 'value add' Years 3-5 is also Sustaining and Growing. To continue this growth and improve overall NAPLAN performance we have created a Primary Curriculum Advisor position (0.6 FTE). This initiative is having a great impact on consistency in pedagogy, assessment and data informed practices.

A continuing initiative from our 2018-2020 School Plan is the appointment of a Wellbeing Coordinator. This role has had a significant impact on our ability to meet the physical, social and emotional needs of our students, at their point of need. This is beneficial to the individual children requiring support and to all students, as we are able to maintain classroom environments that are focused on learning. Our systems and processes to support student wellbeing meet the Excelling criteria of the School Excellence Framework.

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We have made considerable gains, engaging our parents and carers in our core business of teaching and learning. Our community love to celebrate their children's achievements, resulting in all school events having a high rate of participation. Parents and carers have strong communication with classroom teachers and are sharing their voice in school evaluation activities. We wish to build on this partnership to further engage parents in student learning to drive continuous improvement.

Our school is increasing in numbers, with the number of Aboriginal students attending also growing. A key focus for us is to 'close the gap' through the delivery of high impact literacy and numeracy programs. We have always shown a strong commitment to providing rich teaching and learning activities that embed Aboriginal history, culture and perspectives for all students. Our Aboriginal students are provided with opportunities to learn and experience their culture through engaging in our Pondee program. This program is designed to build on their understanding of their heritage and to help them to connect with each other. We wish to extend the scope of our Pondee program to encourage greater participation of families and the local Aboriginal community.

Our school is well resourced to integrate technology in all teaching and learning programs. The COVID-19 pandemic resulted in a sudden need to deliver remote learning and was a steep learning curve for all staff. This illustrated the opportunities that are available to us through technology, and the benefits for our students. Our IT Team Leader was provided with release time (0.2 FTE) to team teach and build staff capacity. Evaluations support this initiative continuing.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in literacy and numeracy, we will embed whole school processes for collecting and analysing data to ensure teaching practices are responsive to the learning needs of all students and are underpinned by evidence informed strategies.

## Improvement measures

### Target year: 2022

The percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading is uplifted by 7%.

### Target year: 2023

The percentage of Year 3 and Year 5 students achieving expected growth in NAPLAN Reading is uplifted by 8%.

### Target year: 2022

The percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy is uplifted by 9.6%.

### Target year: 2023

The percentage of Year 3 and Year 5 students achieving expected growth in NAPLAN Numeracy is uplifted by 7.1%.

### Target year: 2024

School Self-Assessment against the School Excellence Framework indicates an improvement in the theme 'Explicit Teaching' from Sustaining and Growing to Excelling.

### Target year: 2024

School Self-Assessment against the School Excellence Framework indicates an improvement in the theme 'Data Literacy' from Delivering to Sustaining and Growing.

## Initiatives

### High Impact Professional Learning

We will ensure that research and quality teaching practices underpin our curriculum provision by delivering and embedding Professional Learning on:

- the eight themes identified in the CESE 'What Works Best in Practice'
- evidence-based literacy pedagogy
- evidence-based numeracy pedagogy

### Systems to embed evidence-based practice

We will embed effective processes that build teacher capacity and collective efficacy to optimise student learning. Teaching and learning programs are dynamic and responsive to student needs.

Instructional leaders will work collaboratively with teachers to:

- use data to monitor and assess student progress and design future learning on a whole class, group and individual level
- develop consistency in the implementation of evidence based pedagogy by modelling new practices, working shoulder to shoulder with teachers and providing effective feedback on classroom observations

Teachers will work collaboratively to:

- share and refine their teaching expertise based on peer feedback
- review and adapt practices to ensure reliable internal and external assessment systems are used to analyse student progress, evaluate growth over time and report student achievement

## Success criteria for this strategic direction

Teachers are supported through Professional Learning in data concepts, analysis and the use of student assessment data.

Teachers use data effectively to evaluate student understanding of lesson content.

All teaching and learning is data driven, dynamic, evidence-based and responsive to student need.

Consistent and reliable student assessment and tracking processes are embedded across the school.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal measures.

Collaborative practices contribute to consistency in the delivery of targeted teaching.

Internal data tracking systems show evidence of progress for every child.

## 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, including internal and external assessments, teacher surveys, classroom observations, student voice and teaching programs.

Analysis: We will embed analysis 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 and evaluation in the Annual School Report.

## Strategic Direction 2: SD 2

### Purpose

In order to improve student wellbeing, we will provide an inclusive, safe and nurturing environment that empowers all students to connect, succeed and thrive.

### Improvement measures

#### Target year: 2022

The percentage of students attending school greater than 90% of the time is uplifted by 4.4%.

#### Target year: 2024

School Self-Assessment against the School Excellence Framework indicates an improvement in the theme 'Attendance' from Sustaining and Growing to Excelling.

#### Target year: 2022

Tell Them From Me data reflects that the percentage of Years 4-6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is uplifted by 4.5%.

### Initiatives

#### Attendance

We will establish and implement effective systems and processes to embed a culture of high expectations for student attendance.

This will be achieved through:

- Professional Learning for staff to build a culture of high expectations in classrooms
- strong communication with our community to encourage attendance every day
- explicit teaching and messaging for students to develop understanding of why attendance every day matters

#### Student Wellbeing

We will empower our students by teaching the competencies and skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others.

This will be achieved through:

- the development and explicit teaching of a social and emotional learning program
- targeted support for students
- teacher Professional Learning on Trauma Informed Practice
- maintaining a strong focus on consistent PBL systems and processes

### Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic attendance processes.

Student attendance data reflects that attendance is valued.

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

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.

Social Emotional Learning is explicitly taught and embedded across all learning spaces.

### 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, including Tell Them From Me Teacher, Student and Community Surveys, internal wellbeing surveys, PBL data and attendance records.

Analysis: We will embed analysis 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 and evaluation in the Annual School Report.

## Strategic Direction 3: Partnership

### Purpose

In order for our community to feel valued as partners in education, we will create opportunities for authentic engagement in student learning and sharing of aspirations, expertise and experience.

### Improvement measures

#### Target year: 2024

School Self-Assessment against the School Excellence Framework indicates an improvement in the element 'Learning Culture', from Sustaining and Growing to Excelling.

#### Target year: 2024

School Self-Assessment against the School Excellence Framework indicates an improvement in the theme 'Parent Engagement', from Sustaining and Growing to Excelling.

### Initiatives

#### Aboriginal Education

We will authentically engage with our Aboriginal community to enrich curriculum delivery related to Aboriginal history, culture and perspectives in the spirit of reconciliation.

This will be achieved by:

- co-designing and implementing a Reconciliation Action Plan
- authentically engaging Aboriginal community members in the school
- targeting intervention for Aboriginal students to 'close the gap'
- building the cultural competence of staff

#### Parent Engagement

We will empower families to take an active role in their children's education by:

- providing parent information sessions on school programs
- sharing student learning via online platforms
- engaging parents in the setting of personalised learning goals
- facilitating opportunities for students to share their learning and progress

### Success criteria for this strategic direction

Continuity of learning for all students is underpinned by effective partnerships and strong transition processes.

Effective partnerships with parents motivate students to deliver their best and continually improve.

There is a 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.

Tell Them From Me data reflects that the community feel welcome and valued within the school.

Aboriginal and non-Aboriginal families engage in the delivery of our Reconciliation Action Plan.

Aboriginal history, cultures and perspectives are embedded across all Key Learning Areas.

The AECG Walking Together, Working Together Partnership Agreement is embedded in school practices.

### Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in student engagement and achievement?

Data: We will use a combination of data sources, including Tell Them From Me Surveys, community engagement in student learning and community attendance at school events.

Analysis: We will embed analysis 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

## Strategic Direction 3: Partnership

### **Evaluation plan for this strategic direction**

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actions and evaluation in the Annual School Report.