

# Strategic Improvement Plan 2021-2025

## Toongabbie East Public School 4366



# School vision and context

## School vision statement

At Toongabbie East Public School, we believe every child should be continually improving in a high expectation environment that encompasses a collaborative, holistic, multi-dimensional approach to implementing evidence-based change that both challenges and supports individual student growth. Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute positively to society. Every student in our school is known, valued and cared for and achieves with pride.

## School context

Toongabbie East Public School is a small metropolitan school. Although situated geographically close to the hub of Parramatta City, Toongabbie East Public School is set back from main highways and bordered by the Toongabbie Creek, which provides a rural-like feel to the school.

From 2019, the school has steadily grown from 70 students to 105 in 2022. There is a wonderfully diverse student cohort with 30% from an Aboriginal or Torres Strait Islander background and 65% from a background where English is an additional language or dialect. The most prominent languages are Aboriginal-English, Tamil, Gejurali, Dinka, Mandarin, Telugu, Cantonese and Samoan.

Our school is expected to grow as the broader community experiences growth in the development of high and medium density housing.

In 2020, Toongabbie East Public School in consultation with the community, participated in a comprehensive situational analysis. Three strategic directions were identified for our 2021-2024 School Improvement Plan.

**Strategic Direction 1: Student Growth and Attainment** aims to ensure that a consistent, effective level of differentiated and individualised learning is available for all students in literacy and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

**Strategic direction 2: Strong Assessment and Evaluative Practices** will include the introduction of a wider range of assessment methods as a major focus supported by ensuring the availability and accessibility of a robust, centralised data evaluation and collection system. Effective collaborative practices will be embedded across the school to enhance teaching and improve student outcomes.

**Strategic Direction 3: High Expectations for all Learning Partners** includes a diverse range of wellbeing programs that will be embedded that encompasses a holistic, multi-dimensional approach that both challenges and supports individual student growth. The CALMS positive behaviour management system will enable staff to be upskilled and adjust practice by ensuring that the emotion regulation program 'Zones of Regulation' is implemented across the school.

Toongabbie East Public School is focused on the continued improvement of teaching and learning. Our School Plan will improve the quality of outcomes for all students from Kindergarten to Year Six; in literacy, numeracy and the skills, knowledge and values necessary for them to become engaged citizens in a dynamic society.

# Strategic Direction 1: Student growth and attainment

## Purpose

To create strong foundations in literacy and numeracy to maximise the learning outcomes for every student. Whole school processes that are underpinned by explicit teaching using research based pedagogies, thus ensuring the implementation of appropriate curriculum provision for every student.

## Improvement measures

### Progressions

Achieve by year: 2025

### Progressions

- 100% of students will show expected growth in literacy and numeracy using the Literacy and Numeracy Progressions, PLAN2 data and syllabus indicators.

### Effective Teaching Strategies

Achieve by year: 2025

### Effective Teaching Strategies

- An uplift of 10% of staff utilising effective teaching strategies as identified in the Tell Them From Me staff survey.

### Reading growth

Achieve by year: 2023

90% of students achieving growth in reading from Pre (baseline) to Post assessment as measured by Strategic School Support assessment.

### Numeracy growth

Achieve by year: 2023

90% of students achieving growth in numeracy outcomes as measured by School based data and the Essential Assessment tool.

## Initiatives

### Differentiated Teaching To Meet The Needs Of Students In Numeracy and Literacy

In numeracy and literacy, we will establish and embed sustainable whole school processes and agreed practices for the delivery of quality teaching that focuses on the improvement of all student's numeracy and literacy skills. By:

- Building teacher capabilities in the delivery of evidence-based numeracy and literacy programs and approaches, through developing a high impact, comprehensive and ongoing staff professional learning program to develop a shared understanding of pedagogical bases for whole school teaching and learning.
- We will support the delivery of evidence-based numeracy and literacy programs and student growth through research-based practices with focus on differentiated curriculum, so that learning is maximised for all.
- High impact staff professional learning to ensure expert use of the National Literacy and Numeracy Progressions to personalise and differentiate the learning to ensure every child is engaged in point of need learning.

### Effective Classroom Practice

We will upskill teachers in explicit teaching practices by:

- Preparing for explicit teaching by planning the scope and sequence of lessons from the syllabus so that all lessons are systematically planned collaboratively as part of a coherent learning program.
- Implementing interventions and developing clear, measurable and transparent learning goals to ensure all students are challenged and successful.

Teachers will engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice to work together to research, plan and design effective strategies and programs by:

## Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6) to ensure continued challenge and maximum learning. (SEF - Curriculum)

Teaching and learning programs across the school 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. (SEF - Curriculum)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF - Effective classroom practices)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective classroom practices)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF - Professional Standards)

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of

# Strategic Direction 1: Student growth and attainment

## Initiatives

- Prioritising collaboration and investing in practice, regularly dedicating time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs

Putting in place processes to initiate and engage in ongoing professional dialogue in the context of mutual trust, collective growth and collective efficacy.

## Success criteria for this strategic direction

classroom teaching practice, with feedback, to improve professional knowledge and practice. (SEF - Learning and development)

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. (SEF - Learning and development)

## Evaluation plan for this strategic direction

The QDAI process will be used to monitor both process and impact.

**Question:** What has been the impact of using evidence-informed pedagogies on student performance?

**Data:** 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:

- Professional Learning evaluations and staff feedback
- Teacher focus group
- NAPLAN data
- Scout - Value added data
- Student PLPs, PLaSPS, IEPs
- Student focus groups.
- Monitored against Progressions and syllabus standards using PLAN2.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments and differentiation
- Student work samples demonstrate personalised success criteria and build on prior learning.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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directions and next steps will be developed post each review and analysis.

## Strategic Direction 2: Strong Assessment and Evaluative Practices for School Improvement

### Purpose

To embed consistent school wide practices for collecting and analysing data, while strengthening teacher capacity in data informed evaluative practices and evidence-based strategies to improve all student learning outcomes.

### Improvement measures

Achieve by year: 2025

- A 10% increase in collaborative practices as identified in the Tell Them From Me staff survey.

Achieve by year: 2025

- Increase of 20% of teachers validating their skills at highly accomplished in standards 5.1.3 and 5.4.3 of the Australian Professional Standards for Teachers.

Achieve by year: 2025

- 10% increase of staff using formal assessment data to inform their practice, as identified in the Tell Them From Me staff survey.

### Initiatives

#### Data Driven Practices

We will embed sustainable whole school processes for collecting and analysing data to drive teaching practices and decisions by:

- Delivering high impact professional learning to support staff in gaining expertise in the collection and analysis of data/evidence to ensure that school goals are understood.
- Refining systems, processes and practices to provide curriculum based assessment informed learning delivery.
- Working and supporting staff to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Using data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across a full range of abilities.
- Using data to evaluate individual teaching programs and the National Literacy and Numeracy Progressions to inform new goals for students or adapt existing goals to ensure all students are challenged and successful.

#### Effective Collaborative Practice

To upskill staff in effective evidence-based teaching practices in literacy and numeracy by:

- Embedding self reflective practice to support staff in identifying professional learning needs to improve student learning outcomes.
- Engaging in systematic evidence-informed cycles of inquiry to identify what students know, student needs and where to next targets.
- Collaboratively preparing for explicit teaching by supporting staff in gaining expertise in pedagogical

### Success criteria for this strategic direction

The school monitors and reviews its curriculum provision to meet changing requirements of the students. (SEF - Curriculum)

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. (SEF - Assessment)

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. (SEF - Assessment)

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. (SEF - Data Skills and Use)

Assessments are developed/sourced and used regularly across stages/ year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning progress, and identify skill gaps for improvement and areas for extension. (SEF - Data Skills and Use)

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. (SEF - Learning and Development)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)

## Strategic Direction 2: Strong Assessment and Evaluative Practices for School Improvement

### Initiatives

content knowledge using syllabus to create a systematic and sequential approach to what is being taught.

- Embedding school practices to monitor student progress, check for understanding and consistent gathering of formative assessment to provide specific feedback emphasising opportunities to learn and improve.

### Evaluation plan for this strategic direction

The QDAI process will be used to monitor both process and impact.

**Question:** How will we know that data-driven, collaborative practices have improved student learning outcomes?

**Data:** The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- Student progress checked and monitored against Literacy and Numeracy Progressions and syllabus standards using PLAN2.
- NAPLAN data
- Scout-value added data
- Teaching programs showing evidence of data informed classroom practice with ongoing adjustments.
- Student work samples demonstrate personalised success criteria and build on prior learning.
- PLPs, PLaSPs and IEPs to give evidence that student learning goals are updated regularly (5 week intervals).
- Student writing samples
- Internal reading, numeracy and writing data.
- Phonics screener and Phonological Awareness diagnostic data.
- Professional learning evaluations and feedback.
- Systematic, timely assessments collected per assessment schedule
- Regular review, tracking and monitoring of data.
- Actioning the implications that were evident.
- Executive team and whole staff reflective sessions.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

## Strategic Direction 2: Strong Assessment and Evaluative Practices for School Improvement

### Evaluation plan for this strategic direction

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**Implications:** Where do we go from here? Future directions and next steps will be developed post each review and analysis.



# Strategic Direction 3: High Expectations for all Learning Partners

## Purpose

From the Situational Analysis it was identified that a continued focus needs to be on whole school community connectedness. All learning partners will work together to ensure students are emotionally, socially and intellectually engaged in point of need learning that both challenges and supports individual student growth. Sustained improvement happens when all learning partners have high expectations.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

- Increase the percentage of students attending > 90% of the time to be at or above the system negotiated lower bound target.

Achieve by year: 2025

- Decrease in negative behaviours recorded on Sentral by 20% determined by baseline data of average recorded incidents over the previous year.

Achieve by year: 2025

- Uplift of 10% of students reporting engagement in their learning from previous year's Tell Them From Me data.

## Initiatives

### Engagement

A whole school responsive and adaptive approach to student engagement will be established that encompasses a high focus on building individual self-regulation, mindfulness, wellbeing and high expectations for all. This will take place by:

- Embedding CALMS positive behaviour management system across the school
- High impact teacher professional learning on effective classroom management strategies that align with our positive behaviour management system.
- Developing a stringent learning and support process for early detection and intervention.
- Embedding clear, consistent, targeted processes to improve attendance rate
- Adjust practice to ensure Zones of Regulation are implemented across the school.
- Implementation of tailored personalised programs across the school to support wellbeing, social emotional engagement, health, behaviour and learning, through a structured learning and support process.

### Inclusive Partnerships

Develop capabilities in fostering and promoting effective community engagement that stems from high expectation relationships. This will happen by:

- Developing high quality student-teacher relationships and initiating strategies to build positive learning environments in the classroom characterised by supportive relationships.
- Building collaborative partnerships with students, staff and families to support whole school improvement and planning.
- Establish greater communication methods with parents and carers to inform them of their child's

## 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. (SEF - Wellbeing)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning. (SEF - Learning Culture)

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school improvement.

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. (SEF - Wellbeing)

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

School and classroom environments promote and facilitates physical and emotional safety that support learning and builds cultural capital and inclusion into the classroom.

## Evaluation plan for this strategic direction

The QDAI process will be used to monitor both process and impact.

**Question:** What has been the impact of having high expectation of all learners on student engagement and attendance?

**Data:** 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:

- Attendance data

## Strategic Direction 3: High Expectations for all Learning Partners

### Initiatives

- learning goals, expectations and progress to assist in developing understanding and appreciation of school expectations.
- Develop capabilities in fostering and promoting effective and valued community engagement
- Shape an understanding of community cultural perspectives and diversity to support student learning and inclusion.

### Evaluation plan for this strategic direction

- What Works Best wellbeing self-assessment tool for schools
- ACARA Personal and Social Capabilities Learning Continuum
- Sentral Incident data
- Sentral communication/meeting data
- Suspension data
- Staff PL attendance and evaluations
- Evaluation and monitoring of individualised learning plans
- Student work samples demonstrate personalised success criteria and build on prior learning.
- TTFM Data
- Student and parent feedback and satisfaction surveys
- Chaplaincy Program snapshot data

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions and next steps.