

# Strategic Improvement Plan 2021-2025

## Toormina Public School 4506



# School vision and context

## School vision statement

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas. Students take responsibility for their own learning and behaviours in a supportive environment. Families and community values and aspirations align with the school, NSW Department of Education and Premier's priorities. Every teacher provides quality learning and meaningful feedback to improve student outcomes. Every staff member displays high expectations and actively engages in quality professional learning to collaboratively improve teaching and learning with a focus on reading and numeracy.

Leaders guide and support staff with high impact professional learning and collaboratively embed evidence-based teaching into practice. Leaders maintain high expectations of student growth and attainment, fostering a supportive and productive learning environment. Staff members regularly communicate with parents and carers and encourage open communication to actively engage families with their child's wellbeing and learning journey. High expectations and mutual respect are the foundation of all communication.

## School context

The school is a K-6 school on the Mid North Coast of New South Wales. There are 196 students enrolled with 34 Aboriginal students (17%) and 8% of students with English as an additional language or dialect (EALD). The school family occupation and education index (FOEI) is 124 with 46.6% in the bottom quartile and 23.3% in the second quartile. This results in the school receiving additional equity funding to help remedy educational disadvantages and provide support for our students. The school also receives funding to support students with additional learning needs through integration funding support. In total, the school will receive funding of \$3,001,948 for 2022. The majority of this funding is utilised to employ staff to support our students. Funding initiatives our school receives beyond equity funding includes professional learning, beginning teacher support, literacy/numeracy, school support allocation and EAfS.

Student carer profiles show a multicultural background with high-level training, employment and aspirations. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment with supportive wellbeing systems. All staff have current Working With Children Checks and are accredited at proficient teacher level with some new teachers provisionally accredited. One staff member is engaging with the Australian Professional Teaching Standards to achieve highly accomplished teacher proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, creative and performing arts with a tiered music room. Our school hosts the regional opportunity class for teaching gifted and talented students in years five and six. The school has a dedicated focus on literacy and numeracy with a climate that provides a foundation for lifelong learning. Quality teaching and learning is a major focus within the school. The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-2 to monitor and support teachers and students to improve literacy and numeracy standards at our school. The school grounds back onto Toormina High School where the majority of our students enrol once commencing high school (70-90%). There are strong connections and transition programs with Toormina High School.

The whole school community, involving students, staff, parents/carers, P&C and the local AECG, was consulted to develop an authentic situational analysis, which was aligned to student data and led to the development of the strategic improvement plan. Through this process, the school has identified a need to further enhance student attendance, a sense of belonging as well as reading and numeracy growth and proficiency. This aligns with system-negotiated targets and is the basis for our strategic directions 2021-2024 - Student Growth & Attainment; Wellbeing; and Performance and Development.

# Strategic Direction 1: Student growth and attainment

## Purpose

To enhance student growth and attainment in reading and numeracy, we will augment instructional leadership and data driven practices.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase the proportion of students above state growth average in Check-in assessment for reading, compared with 2022.

### Numeracy growth

Achieve by year: 2023

Increase the proportion of students above state growth average in Check-in assessment for numeracy, compared with 2022.

## Initiatives

### Instructional Leadership

Develop systematic instructional leadership to sustain a culture of effective classroom practice, evidence-based teaching and ongoing improvement against NSW syllabus outcomes, so that every student makes measurable learning progress and gaps in student achievement decrease with a sustained focus on literacy and numeracy.

All school leaders demonstrate instructional leadership by;

- establishing goals and high expectations
- planning, coordinating and evaluating teaching and learning programs
- delivery of high impact professional learning
- ensuring an orderly and supportive environment
- strategically resourcing teachers and classrooms

### Data Skills and Use

Develop a culture where consistent student assessment data is regularly and systematically collected and analysed school-wide to identify student achievements and progress, in order to reflect on the impact of professional learning, teaching effectiveness and inform the continual improvement of best practice, as well as explicitly plan teaching and learning in response to student achievement data.

- Internal assessment plan with established, diagnostic assessment packages K-6
- Planned data collection and analysis K-6 students shared by all staff
- Student learning needs identified and data is used to inform learning programs
- Instructional leader coordination of regular data collection and collaborative analysis on a strict timeline

### Literacy and Numeracy

## Success criteria for this strategic direction

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform practice.

Students consistently perform at high levels on external and internal school performance measures.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the impact of the initiatives towards meeting school improvement measures.

- NAPLAN and Check-in data and Scout reports
- Progressive Achievement Test (ACER) data
- Literacy and numeracy PLAN2 data
- Internal student assessment data and work samples

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the

# Strategic Direction 1: Student growth and attainment

## Initiatives

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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.

- Develop systematic instructional leadership to sustain a culture of effective classroom practice, evidence-based teaching and ongoing improvement against NSW syllabus outcomes with a sustained focus on literacy and numeracy.
- Staff to make use of HIPL themes and practices to maintain high expectations and best practice in all professional learning.
- Collaborative planning, coordination and evaluation of teaching and learning programs
- Teachers engage in professional discussion and collaborate to improve teaching and learning
- School-wide management practices and processes ensure an orderly and supportive environment including strategic school resourcing
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge, including implementation of the High Potential and Gifted Education Policy.
- Effective use of learning intentions and success criteria facilitates students' ability to articulate their learning and understand what they need to learn next to enable continuous improvement

## Student Assessment and Feedback

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Develop a culture where consistent student assessment data is regularly and systematically collected and analysed school-wide to identify student achievements and progress, in order to reflect on the impact of professional learning, teaching effectiveness and inform the continual improvement of best practice, as well as explicitly plan teaching and learning in response to student achievement data.

## Evaluation plan for this strategic direction

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intended improvement measures and adjusting strategies as identified.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Internal assessment plan with established, diagnostic assessment packages K-6
- Planned collection and collaborative analysis of student assessment data K-6
- Student learning needs identified and data is used to inform learning programs
- Instructional leader coordination of regular data collection and collaborative analysis of summative assessment data

# Strategic Direction 2: Wellbeing

## Purpose

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In order to improve student behaviour and attendance, we will develop a strategic and planned approach to whole school wellbeing and attendance strategies, so that students maximise their time at school to connect, succeed, thrive and learn.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school more than 90% of the time by 5.5% or more.

### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school by 5.4% or more.

## Initiatives

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### Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are designed to improve regular attendance rates for all students.

Align systems to promote and enable families to communicate students absences in a timely manner.

Coordinated management and tracking of student attendance by a member of the school executive liaising with classroom teachers and HSLO.

Celebrating and promoting positive attendance with students and families.

Implement systems to minimise the impact of prolonged absences on learning outcomes.

### Planned Approach to Wellbeing

Develop a strategic and planned approach to whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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 to fulfil their potential and develop respectful relationships.

Engage in high-impact professional learning and develop tiered support structures for the successful implementation of wellbeing programs across the school.

The school implements evidence based change to whole school practices, resulting in measurable improvements in wellbeing, attendance, and engagement to support learning.

## Success criteria for this strategic direction

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

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

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

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

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

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The school will use the following data sources to regularly analyse the impact of the initiatives towards meeting school improvement measures.

- Tell Them From Me student surveys
- Sentral wellbeing and suspension data
- Attendance data
- Attendance rewards/promotions
- Student and mentor list

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures and adjusting strategies as identified.

# Strategic Direction 3: Performance and Development

## Purpose

In order to bolster high quality teaching, we will strategically implement high quality professional learning and planned and supported reflective practices with a focus on student growth in literacy and numeracy.

## Improvement measures

Achieve by year: 2025

85% of classroom teachers participate in Instructional Afternoons to improve student learning outcomes in literacy and numeracy each semester.

Achieve by year: 2025

75% of professional learning planned and tracked on MyPL

Achieve by year: 2025

In the School Excellence Framework element of Learning and Development the school will work towards excelling practices in collaboration, feedback, coaching and mentoring, professional learning and harnessing school expertise and driving innovation.

Achieve by year: 2025

In the School Excellence Framework element of Educational Leadership the school will embed sustaining and growing practices in instructional leadership, high expectations culture, performance management and development and community engagement.

Achieve by year: 2025

85% of teachers use the Australian Professional Standards to measure and evaluate their performance, their PDP annual reviews demonstrate continued capacity building and goal achievement.

Achieve by year: 2025

85% of teachers goals are aligned to student progress and achievement with clear evidence of effective

## Initiatives

### Collaborative Practice and Feedback

All teachers work with stage colleagues to develop evidence-informed practices and knowledge to improve teacher quality.

The school accesses expertise to improve teacher efficiency and practice.

Classroom observations are structured and feedback is linked to the Australian Professional Standards for Teachers.

Teacher planning time is linked so collaborative practice is supported and promoted and linked to student learning needs identified by student data.

Common staff PDP goals are aligned to the strategic improvement plan and collaborative practice.

### Learning and Development

High Impact Professional Learning is strategically planned to focus on long term goals linked with student literacy and numeracy needs.

Professional learning is identified and informed by student learning data and evidence-based practice highlighted by What Works Best.

Coordinated management and tracking of staff professional learning is linked to the Australian Professional Standards for Teachers and tracked via the MyPL database and Scout.

School leaders implement the 5 elements of the High Impact Professional Learning Framework for teachers and the 4 principles for building capability for non-teaching staff.

Principals lead the planning of professional learning aligned to school and departmental priorities.

### Performance and Development

## Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback. This drives ongoing, school-wide improvement in teaching practice and student results.

The leadership team establishes a professional learning community that is focused on continuous improvement.

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

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

The leadership team maintains a focus on distributed instructional leadership K-6 to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the impact of the initiatives towards meeting school improvement measures.

- Scout/NESA professional learning reports
- Instructional afternoon student data
- PDPs, class programs and lesson feedback

The evaluation plan will involve:

# Strategic Direction 3: Performance and Development

## Improvement measures

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assessment and evaluation processes.

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## Initiatives

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Performance management and development is a critical process in achieving teacher performance objectives in that it links those objectives with employee goals and achievements. It focuses on improving performance through matching outcomes against individual, team and organisational objectives.

All teachers have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education and Communities' policies, aims and strategic directions and school plan.

All teachers work with stage colleagues to develop evidence-informed practices and knowledge to improve teacher quality.

The school accesses expertise to improve teacher efficiency and practice.

Classroom observations are structured and feedback is linked to the Australian Professional Standards for Teachers.

Teacher planning time is linked so collaborative practice is supported and promoted and linked to student learning needs identified by student data.

Common staff PDP goals are aligned to the strategic improvement plan and collaborative practice.

High Impact Professional Learning is strategically planned to focus on long term goals linked with student literacy and numeracy needs.

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## Evaluation plan for this strategic direction

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Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures and adjusting strategies as identified.



## Initiatives

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MyPL database and Scout.

School leaders implement the 5 elements of the High Impact Professional Learning Framework for teachers and the 4 principles for building capability for non-teaching staff.

Principals lead the planning of professional learning aligned to school and departmental priorities.

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