

# Strategic Improvement Plan 2021-2025

## Thomas Acres Public School 4539



# School vision and context

## School vision statement

At Thomas Acres Public School, we strive for academic excellence and high expectations for all, with a strong focus on the foundations of literacy and numeracy. We partner with our community to support our students to ensure every child is known and cared for. In our inclusive and supportive environment, all students can connect, thrive and succeed.

## School context

Thomas Acres Public School is situated in Ambarvale, a suburb of Campbelltown approximately 55kms south west of the Sydney Central Business District. Ambarvale itself has a population of 7,374 people with Aboriginal and Torres Strait Islanders making up 5.7% of the population.

The current school population is approximately 500 students, however, over the last 5 years the school's enrolment has ranged between, 490 to 550 students. 27 of our students are in 4 support unit classes catering for learning needs, autism and various other needs. A portion of our population is transient with many families moving in and out of the area causing variation in our enrolment numbers. The student enrolment comprises of approximately 15% Aboriginal and Torres Strait Islanders, and 32% of students have a language background other than English. Our enrolment is predominately low socio economic with a range of cultural groups. Based on data from the Learning Support and Wellbeing team, 40% of the mainstream population has identified having well-being and learning needs. On average 25% of students have been referred to the LST team. 45% of the student population receive some form of adjustment to their learning program as recorded in NCCD data.

Thomas Acres Public School is supported by its community, consistently being above state average in community satisfaction on Tell Them From Me surveys. The school has a Family Occupational and Educational Index of 132.

Thomas Acres Public School offers a range of extra curricula activities to support student talents, strengths and interests. These include a school band, art groups, fortnightly sport skills programs school sport groups PSSA representation and PSSA teams. STEAM groups, Tournament of the Minds, public speaking and debating are offered at Thomas Acres PS and the school also provides opportunities in dance, cheer, choir and drumming.

The school's staffing entitlement in 2022 is 31 teaching staff and 9 non-teaching staff. However, additional staff are employed through school funds and targeted funds to meet the learning and well-being needs of our students.

The Thomas Acres Public School school improvement plan based on our Situational Analysis will be

### Implication 1: Targets addressed: Reading and Numeracy

When analysis was conducted against the student outcome measures it was evident in 2018 data that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. While the 2019 data showed expected student growth in both Reading and Numeracy was above state and SSG averages, we need to improve or maintain this level of growth and to increase the percentage of students in the top 2 bands.

To consider our options for addressing these needs in the school we considered the newly published 'What Works Best Evidence Based Practices to Help Improve Student Performance'. This guide provides practical strategies for translating educational theory into

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classroom practice.

***Strategic Direction 1: Knowing and Learning (Student growth and attainment).  
Initiative 1: Reading Initiative 2: Numeracy***

**Implication 2: Targets addressed: Wellbeing and attendance**

Based on data from the 2019/2020 Tell Them From Me survey, attendance data, internal wellbeing evidence, as well as current research the school aims to improve self-regulation, attendance and a sense of belonging.

***Strategic Direction 2: Caring and Learning. Initiative 1: Character Ed/ TIP Self-Regulation Initiative 2: Sense belonging Attendance***

**Implication 3: Targets addressed: Numeracy and Reading, Well-Being**

Analysis of teacher surveys, focus groups, research and Self Evaluation Framework (SEF) indicate that the school improve on Teacher voice, capacity building and allowing opportunities to draw on expertise and observation of practice in professional learning and in mentoring and coaching. High impact on staff through quality professional learning and expert mentoring and coaching will result in improved growth for student learning outcomes.

***Strategic Direction 3: Collaborating and Learning Initiative 1: Mentoring and Coaching Initiative 2. Professional Learning to enhance Quality teaching in Literacy and Numeracy***

# Strategic Direction 1: Student growth and attainment

## Purpose

(Knowing & Learning) To provide differentiated teaching and learning programs through explicit and deliberate lesson delivery that is challenging and responsive to student needs in order to improve student learning outcomes in Reading and Numeracy.

## Improvement measures

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in understanding texts over the year using the learning progressions.

### Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in whole number over the year using the learning progressions.

## Initiatives

### Reading - Explicit & Quality Teaching Practices

Use formative assessment to drive teaching and learning programs, to pitch the lessons at the right level and make adjustments based on feedback.

Quality teaching practices to improve student growth and learning in the 'Understanding of Texts'

### Numeracy - Explicit & Quality Teaching Practices

Use formative assessment to drive teaching and learning programs, to pitch the lessons at the right level and make adjustments based on feedback.

Use quality teaching practices to improve student growth and learning in Quantifying Number and Additive Strategies while improving working mathematically skills and strategies.

## Success criteria for this strategic direction

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. *(SEF Learning Domain, Curriculum -Teaching and learning programs)*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. *(SEF Learning Domain, Assessment -Whole school monitoring of student learning)*

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *(SEF Learning Domain, Student Performance Measures-Student Growth)*

## Evaluation plan for this strategic direction

Are our student improving in reading and number? Are teachers being responsive to student needs by differentiating learning and providing explicit, appropriately challenging instruction? 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.

- Teaching programs
- Classroom observations
- Student focus groups
- ILPs/PLPs
- Data collection-analysis (Plan 2, NAPLAN, Check in Assessments, Internal data), Evidence of CTJ, Work samples
- Lesson Studies, Walk Throughs
- Continuous Improvement - SEF

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions. Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions. Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes..

## Strategic Direction 2: Caring & Learning

### Purpose

(Caring & Learning) To provide a safe and caring school environment so that each student feels a sense of belonging by feeling cared for, known and valued. Students are empowered to self regulate, self manage and engage more effectively in their learning.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

- Student well-being data improves with an uplift of 4.5% of students reporting expectations for success, advocacy and a sense of belonging. (TTFM)

#### Attendance (>90%)

Achieve by year: 2023

- 76.8% of our student cohort are attending school 90% or more of the time. Demonstrating an uplift of 4.7%.

### Initiatives

#### Sense of Belonging - Self Regulation

Ongoing whole school professional learning for all stakeholders to develop an understanding of trauma and wellbeing practices, and implement strategies that enhance positive relationships and supportive learning environments.

Implement Trauma Informed Practice and Zones of Regulation to support student learning, wellbeing and sense of belonging .

- Character Education
- Traumas Informed Practice
- Zones of Regulation
- Growth Mindset

#### Attendance & Engagement

A whole school approach to improving student attendance, to embed a collective responsibility and accountability for student success. A commitment to engaging pedagogy and curriculum to enhance attendance and motivation.

Implement attendance initiatives and quality curriculum in class and across the school.

- Attendance initiatives
- Quality & Engaging curriculum/programs

### Success criteria for this strategic direction

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 Learning Domain, Wellbeing- Behaviour*)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*SEF Learning Domain, Wellbeing - A Planned Approach to Wellbeing*)

### Evaluation plan for this strategic direction

Do our students have an increased sense of belonging? Is there evidence of engagement in school and in their learning? And is there improvement in self regulation? 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.

- Teaching Programs.
- Well-being Programs.
- Tell Them From Me survey / School based surveys.
- Focus Groups.
- Well-being walk throughs.
- LST data / NCCD Data / Well-Being Google Drive
- (*SEF Learning Domain, Wellbeing- Behaviour*)

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

# Strategic Direction 3: Collaborating & Learning

## Purpose

(Collaborating & Learning) Teachers contribute to a strong culture in which collaborative planning, reflection, peer coaching and professional learning is embedded into teaching practice in order to be responsive to student needs

## Improvement measures

Achieve by year: 2025

**Professional learning is driven by identified student needs** - Professional learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement.

**Collaborative and applied professional learning strengthens teaching practice** - Teachers work together - propelled and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing student progress and achievement.

Achieve by year: 2025

85% of students achieving at or above reading and number outcomes against the A-E reporting scale.

## Initiatives

### High Quality Mentoring & Collaborative Practices

Provide effective collaboration, mentoring and coaching to improve effective classroom practice (with a focus on Literacy and Numeracy).

All staff engage in collaborative learning opportunities within and across stages and school communities to share successful and innovative evidence-informed practices, and engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes.

- Collaborative Meetings weekly to collaborate and jointly plan, assess and analyse student learning in Reading and Numeracy.
- Mentors both IL and AP mentors (off class) along with identified experts (released as needed) to come alongside and coach/ support effective teaching of Reading and Numeracy

### High Impact - Differentiated Professional Learning

Provide quality engaging, differentiated and targeted Professional Learning that builds teacher quality in the effective teaching of Reading and Numeracy.

Implementation of evidence-based practices and effective strategies to support literacy and numeracy acquisition that challenge and engage, and enable mastery of critical skills. Ongoing professional learning and dialogue supports teacher understanding of learning and how to set high expectations for all students.

## Success criteria for this strategic direction

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. (*SEF Teaching Domain, Learning and Development - Coaching and Mentoring*)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (*SEF Teaching Domain, Learning and Development - Professional Learning*)

## Evaluation plan for this strategic direction

Are our teachers being supported by and engaged in collaborative practice, self reflection, coaching and professional learning to support their teaching and responsiveness to student needs? 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.

- Tell Them From Me survey.
- Teacher surveys / Teacher forums.
- Teacher to teacher feedback.
- Analysing student data to identify teacher/mentor impact.
- PDPs
- Team Planning

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.