Strategic Improvement Plan 2022-2026

Tamworth South Public School 3882

School vision and context

School vision statement

Tamworth South Public School is an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and the promotion of student voice. High expectations and wellbeing programs will ensure academic achievement, student resilience and a commitment to personal best.

School context

Tamworth South Public School is a large rural school situated on the western side of the Peel River within the confines of Tamworth.

We are a friendly, community-focused school committed to providing high quality education for all students within a safe, caring and supportive learning environment that is sensitive to the needs of the individual. Dedicated staff provide diverse, engaging and future-focused educational programs which promote and develop student creativity, collaboration, critical thinking and communication. Inclusive practices provide many opportunities for students to succeed and excel.

Our PBL mantra "Be Respectful, Responsible and Safe to be Successful' is promoted and encouraged through the provision of a broad, balanced and challenging curriculum, and a variety of extra-curriculum programs. These are further embedded by programs and initiatives that address the personal, emotional and social needs of our students, ultimately aimed at developing student confidence, cultural pride and a sense of self-worth.

Tamworth South hosts five support classes and one Opportunity class. Students access the latest in learning technologies both within our Technology Hub and classrooms. Staff are professionally supported by three Instructional Leaders and the school is well supported by an active and culturally diverse community committed to supporting staff, thus ensuring that all students can be the very best they can be.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. Three strategic directions have been identified.

It is important to note that this builds upon the work undertaken in the previous school planning cycle around:

Student growth and attainment: In 2020, an analysis of internal and external data in reading was conducted. Results of this analysis indicated a need for a whole school focus on Reading. In order to improve the performance of students, the following elements were identified as key action areas over the next four years:

- Retrieving directly stated information
- Interpreting explicit information
- Interpreting by making inferences
- Interpreting implied information

Internal and external data analysis in Mathematics indicated a whole school focus on Number and Measurement was needed. In order to improve the performance of students, the following elements were identified as key action areas over the next four years:

- Place value
- Addition and Subtraction

School vision statement

School context

- Multiplication and Division
- Measurement

Our whole school focus to improve student growth and achievement in reading and numeracy, is underpinned by evidence- based practices provided primarily by the *What Works Best* document. Embedded within this strategic direction will be a focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs.

School Culture: It was evident after conducting an analysis of the school wellbeing data that teachers require further assistance to support students. Discipline referrals and support needed from the executive leaders highlighted that an alternative approach was required. Our Positive Behaviour for Learning (PBL) was guiding staff but we needed to build stronger positive relationships between staff and students. Our staff needed to deepen their understanding of what is required to foster wellbeing, and how it can become a powerful force in students' learning and development. At TSPS the focus will be on building a positive connected culture through restorative practices, team building and continuous reflection and improvement.

Community Engagement: Engaging with the community is an area of focus identified in our 2020 School Excellence Framework- Assessment (SEF S-as). This has been an area of focus for a number of years and although the Tell Them From Me (TTFM) surveys indicate parents' positive attitude toward the school, the number of parents completing the survey is small and does not reflect all cultural groups.

Working together with our Parents and Citizens Association (P&C) and Department of Education (DOE) staff will help identify successful community engagement practices that encourage more input from families and the wider community. The four year focus will strengthen community engagement, providing our families with an opportunity to have a voice in decisions that affect their child's learning. The school supports active engagement with the Aboriginal Education Consultative Group (AECG).

Analysis of attendance data indicates a decline in attendance over the last four years to below state. Building strong, safe, caring relationships with students and their families encourages students' regular attendance at school, and is essential to assist students to maximise their potential. Teachers are crucial to the monitoring of student attendance and the building of these relationships.

At Tamworth South, students with low attendance are regularly identified and followed up. To ensure attendance issues are addressed promptly, processes and practices will be analysed and revised to ensure non-attendance is more closely monitored by class teachers. The importance of attendance will be promoted in the community as a shared responsibility.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure the implementation of effective curriculum provision for every student. This is underpinned by evidence-informed strategies and embedded evaluative practice, in order to improve student growth and achievement. Further to this, the school will develop and sustain whole school processes for collecting and analysing data, and collaboration.

Improvement measures

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 Year 5 in 2022.

All students in 2023 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

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 Year 5 in 2022.

All students in 2023 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

Reading

Reading

We share a collective responsibility for student achievement in reading. We will embed a culture of evidence-based teaching practices, using data to optimise learning and engagement for all students. We will do this by:

- Establishing and maintaining rich reading environments K-6.
- Developing and implementing **evidence-based teaching practices** to improve students' reading achievement.
- Delivering professional learning and support to enhance understanding and use of **explicit reading strategies.**
- Delivering professional learning, to address high expectations, explicit teaching, effective feedback and the use of data to inform practice.
- Embedding, collecting and analysing effective **data** to develop reflective practices and programming directions.
- Develop internal K-6 **pre and post assessments** aligned with the school's scope and sequence.
- Embedding the practice of **analysis** and **evaluation** to determine the impact of teaching and learning and future directions.

Numeracy

We share a collective responsibility for student achievement in numeracy. We will embed a culture of evidence based teaching practices, using data to optimise learning and engagement for all students. We will do this by:

- Establishing and maintaining **rich numeracy environments** in K-6.
- Developing and implementing **evidence-based teaching practices** to improve students' numeracy

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods. The highest priority is given to evidence-based teaching strategies (SEF - Effective Classroom practice).

Assessment data is collected in reading and numeracy on a regular, planned basis and used responsively as an integral part of classroom instruction (SEF - Assessment).

Student assessment data is regularly used K-6 to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (SEF - Data Skills and Use).

Data and feedback inform teaching practice and direct learners and learning (SEF - Data Skills and Use).

All students can articulate, understand and achieve their reading and numeracy goals (SEF - Data Skills and Use).

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
- SCOUT - Value Added Data
- Classroom observation notes
- Student voice - feedback
- Document analysis
- Student work samples
- Home-reading data

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Initiatives

achievement.

- Delivering professional learning to enhance understanding and use of **numeracy strategies**

- Delivering professional learning to address high expectations, explicit teaching, effective feedback and use of data to inform practice.

- Embedding, collecting and analysing effective **data** to develop reflective practices and programming directions.

- Developing internal K-6 **pre and post assessments** aligned with the school's scope and sequence..

- Embedding the practice of **analysis** and **evaluation** to determine the impact of teaching and learning and future directions.

Evaluation plan for this strategic direction

- Writing Tool
- EAFS data
- Components of Spelling analysis
- Phonics and phonological awareness
- SENA
- SCOUT attendance data
- Meeting minutes
- Evaluations

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 at whole school and classroom level

- Resource allocation

- Annual reporting on school progress measures

Strategic Direction 2: School Culture

Purpose

In order to maximise student learning outcomes for every student teachers will improve their knowledge, skills and understanding of evidence based practices and their implementation. They will also intentionally build a restorative culture through the use of specific strategies to respond to conflict and harm, recognising discipline as an educational process to support students to recognise mistakes, be accountable for their actions and learn for next time.

Improvement measures

Professional Learning Communities
Achieve by year: 2026

Rich, open cohesive and vibrant teams exist across the school with teachers sharing the load. Ownership and understanding of the students within their HUB.

Instances of teacher non attendance without a medical certificate (MC) will have decreased by 20% since 2020.

A learning support team operates in unison with stage/HUBs to support students requiring additional interventions, remediation or extension.

Culture of Reflection and Improvement
Achieve by year: 2026

A cycle of continuous reflection and improvement exists whereby all seven Key Learning Areas (KLA) have been rigorously examined. This ensures they meet NSW Education Standards Authority (NESA) requirements as determined by the school-based registration process. All KLAs have been subjected to a school-based NESA registration process.

Initiatives

Supporting Wellbeing

We will embed a whole school approach to student wellbeing through the implementation of Positive Behaviour for Learning (PBL) and restorative practices, approaches that proactively builds positive school culture, promotes strong interpersonal relationships, builds a sense of community and provides meaningful opportunities for students to be accountable for their actions. This will be achieved by:

- Equipping all staff with the knowledge, skills and practices in developing positive relationships with students, staff and community through the implementation of PBL and Restorative Practice.
- Focusing on PBL training, restorative circles and conversations.
- Revisiting Restorative Practice training, focusing on implementing the use of affective statements by staff and providing professional learning on the compass of shame and the role it plays in behaviour management.
- Training Kindergarten staff to deliver the WorryWoo Developing Emotional Intelligence Program (DEIP) to teach children to understand their emotions, the emotions of others and to empower them with self awareness, knowledge and the ability to contain impulsive actions.
- Providing anti-racism PL to all staff and updating the ARCO contacts for staff and community via the newsletter.

Staff will work as part of a HUB to support the wellbeing of teachers, strengthen relationships, reduce disruption to classes and drive student achievement. This will be achieved by:

- Developing Professional Learning Communities and team building through restructuring of historical staffing formats.
- Implementing a different approach to staffing the school. Each stage works as a HUB of teachers who

Success criteria for this strategic direction

Increase in student learning outcome shown through assessment data.

Staff engagement in evidence based Teacher Professional Learning (TPL) with evidence of TPL in teaching and learning programs.

A review with evaluations are made on teaching and learning programs and improvement changes are evident.

Collegial support is evident through the joint construction of teaching and learning units.

Teaching staff incorporating restorative circles and scripts to enhance communication and build community - observed and programmed.

Reduction of instances of teaching staff non attendance with no medical certificate by 20%.

A reduction in students being referred for reflection and experiencing suspensions.

Evaluation plan for this strategic direction

Question

To what extent did we achieve our purpose to optimise student engagement and achievement of outcomes?

How have staff improved their knowledge, skills and understanding of evidence-based practices and their implementation as well as developing a deeper understanding of the cycle of improvement?

What evidence do we have to support the fact that staff have embraced collegiality?

How has the implementation of restorative practices impacted student welfare?

Data

- TPL costs and feedback

Initiatives

make the best decisions for students, ensuring every child is known, valued and cared for. Additional teachers are assigned to each Stage/HUB to provide Release from Face to Face (RFF), learning support for the children and to cover staff absences.

- Allocating Student Learning Support Officers (SLSO) to HUBs so they are familiar with all children, classroom structures and expectations of their stage.
- Employing Instructional Leaders (IL) to support staff to deliver best practice through professional learning, modelling and mentoring.

We will embed a whole-school approach to continuous reflection and improvement. This will be achieved by:

- Developing processes for reflection and continuous improvement, providing a targeted approach to making certain all KLA's are clearly aligned to the NESA requirements.
- Mapping out a cycle for applying the NESA Registration requirements to each KLA to ensure support documents reflect the syllabus and are compliant.

Evaluation plan for this strategic direction

- Staff and student attendance data
- Pre/ post forum data
- Teacher feedback from use of restorative strategies
- Executive meeting minutes
- Collaboratively designed units of work
- Resources collaboratively designed
- SCOUT data

Analysis

Within the initiative, analysis will be embedded. Regular analysis will indicate improvement. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions at whole school and classroom level
- Resource allocation
- Annual reporting on school progress measures

Strategic Direction 3: Community Engagement

Purpose

Community engagement is a critical factor for improving the progress, achievement and wellbeing of students. The school will engage with families and the broader community to work together to develop positive connections so students thrive.

Improvement measures

Achieve by year: 2024

Collaborative Communities

Increase the number of parents/carers attending or engaging with school events to 60%

Achieve by year: 2022

Increase the percentage of students attending >90% of the time to be at or above the lower bound system negotiated target of 76.9%

Achieve by year: 2026

70% of Personalised Learning Pathways (PLPs) will be developed in genuine partnership with Aboriginal students and their parents it carers.

PLPs will identify, organise and apply personal approaches to the development of PLPs so that goals are authentic, monitored and achieved.

Initiatives

Collaborative Communities

We will embed activities to enhance the opportunity for parents/carers to engage with the school in ways that are non-threatening and fosters their engagement with the school. This will be achieved by:

- Developing formal and informal systems that facilitate **collaborative, respectful** communication with our local community.
- Providing **timely, flexible and accessible** opportunities for the school community.
- Consulting and collaborating with community representatives, **responding to feedback** and strategically planning opportunities for community input.

We will embed activities for increasing Aboriginal engagement to support improved learning outcomes in partnership with Aboriginal students, parents and teachers. We will achieve this by:

- Providing opportunities for teachers to **work in partnership** with Aboriginal students and their parents or carers to identify, organise and apply personal approaches to the development of Personalised Learning Pathways.
- Developing and **implementing a timeline** for the development of and monitoring of Personalised Learning Pathways.
- The joint construction of a Reconciliation Action Plan for our school.
- Undertake professional learning with a focus on Aboriginal Education.

Attendance Matters

We will embed a whole school approach to student attendance whereby the responsibility for attendance is shared by all members of the school community to ensure improvement of attendance rates for all students leading to engagement and improved learning outcomes. This will

Success criteria for this strategic direction

Improvement in student attendance data.

Improvement in student engagement.

Increase in the number of families attending school events.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate greater engagement of students and community?

Data:

We will use a combination of data sources. These will include: * Tell Then From Me (TTFM) Survey

- Observations
- Focus group feedback parents/students
- Attendance data - SCOUT
- Sign in book - families and community
- Social media engagement feedback
- Academic data analysis
- Improved learning outcomes

Analysis

Within the initiative, analysis will be embedded. Regular analysis will indicate improvement. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions at whole school and classroom level
- Resource allocation

Strategic Direction 3: Community Engagement

Initiatives

be achieved by:

- Strengthening and implementing processes whereby attendance records are monitored, common barriers to attendance are addressed, improvements in **attendance are celebrated and early interventions are actioned** ensuring all students are known, valued and cared for.

- Setting attendance goals with individual students and families that require **additional support.**

- **Promote the importance** of student attendance across the school community through regular articles in the newsletter, signage and sharing messages on School Stream and on Facebook.

Evaluation plan for this strategic direction

- Annual reporting on school progress measures