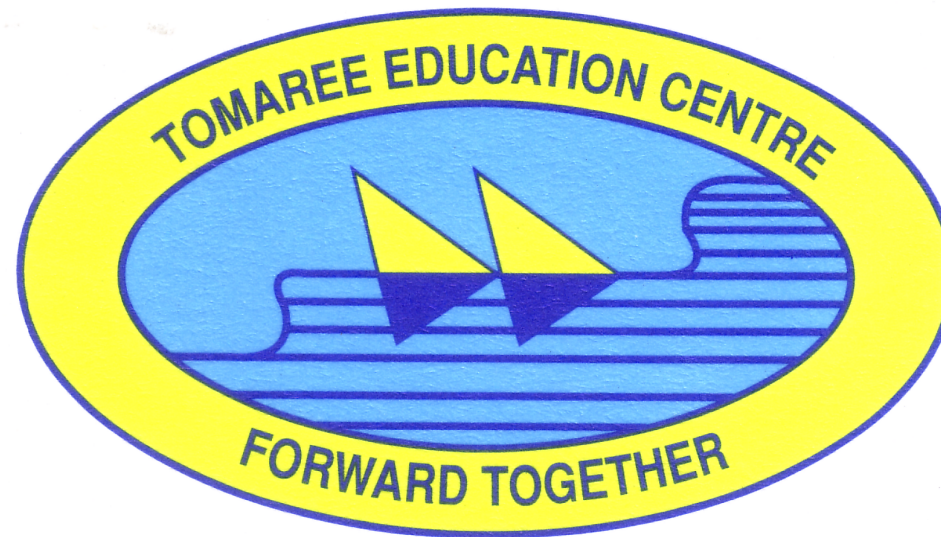


# Strategic Improvement Plan 2023-2026

## Tomaree Public School 2723



# School vision and context

## School vision statement

Tomaree Public School aspires to be an inclusive learning community where students, staff and community are known, valued and cared for and every student is engaged in an environment which supports them to learn to their fullest capabilities.

## School context

Tomaree Public School is a regional, coastal school located in Salamander Bay at Port Stephens. Tomaree Public is an integral part of the current Tomaree Education Centre, along with Tomaree High School. The values of Respect, Responsibility and Personal Best underpin the school's overall culture and drive improvements at the school. The school population is currently 336. This includes 44 students who identify as Aboriginal and 22 students from Defence Force families, and a very small number of students with EAL/D backgrounds. Tomaree Public School has a non-teaching principal, five assistant principals, 13 mainstream classroom teachers, 3 special education teachers and 3 permanent SLSOs who work in the Multi-Categorical classes, a full time learning and support teacher, a full time librarian, 3 support/RFF teachers, an intervention teacher, and an Aboriginal Education Officer (2 days per week). Tomaree's School Administrative Support Staff (SASS) consists of a School Administration Manager (SAM), a General Assistant (GA) 3 days a week, and a full time and a part time School Administration Officer (SAO). Tomaree Public School is a member of the Tomaree Learning Community (TLC) consisting of Tomaree High School and partner primary schools, Soldiers Point, Anna Bay, Shoal Bay and Bobs Farm. Principals meet regularly each term and a strong, effective partnership between the schools continues to support and improve the learning and wellbeing of all students. Tomaree Public School has a very dedicated P&C. The canteen is run by a canteen manager, employed by the P&C, and provides healthy and affordable lunches for students and staff. They are proactive in their fundraising efforts and consistently contribute to school resources and equipment. Tomaree Public School is working explicitly on improving the skills and understanding of all students in literacy and numeracy. The school provides numerous opportunities for students in extracurricular activities and PSSA trials, carnivals and gala days for many various sports. There is a focus on creative arts through dance groups, drama, choirs, and the school rock band. K-6 students participating in public speaking and the Spelling Bee. We have a Junior AECG who attend meetings at school, and also the local AECG meetings. As a school we are committed to working collaboratively to plan and prepare high quality evidence based learning experiences for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To achieve measurable student growth and attainment through a whole school focus on high expectations and high impact teaching.

We have high expectations that all teachers will continue to develop their knowledge and skills in explicit teaching, assessment and data analysis and use.

We have high expectations that all students will engage in high quality differentiated learning, and they will understand their personal learning journey with regards to where they are, where they are going, and the next steps they need to take to achieve their learning goals.

## Improvement measures

### Reading growth

Achieve by year: 2023

There is an uplift of 8% in matched cohort data for Check-In assessments from 2022 to 2023

### Numeracy growth

Achieve by year: 2023

There is an uplift of 4% in matched cohort data for Check-In assessments from 2022 to 2023

## Initiatives

### High Impact Teaching

Embed expert teaching practices that support student engagement and continual improvement through meaningful, relevant learning experiences.

- build the capacity of teachers to expertly use formative assessment, individual student goal setting, learning intentions and success criteria.
- effectively use student assessment data to reflect on teaching effectiveness and develop learning opportunities based on 'what we see today, we plan for and teach tomorrow.'
- Implement and sustain purposeful systems and structures for data collection, analysis and use.

### Culture of High Expectation

Adopt and sustain a whole school culture of high expectations which supports all students, including high potential students, to be continuously challenged in their learning.

- build the capacity of teaching staff to understand where students are at in their literacy and numeracy learning and to use this information to optimise goal setting and feedback.
- professional learning on new Syllabus documents, implementation and research-based effective strategies for all teaching staff.
- professional learning on High Potential, Gifted Education policy and related documents to support effective implementation of differentiated learning and integrated learning experiences to enhance critical thinking and deep knowledge for students.

## Success criteria for this strategic direction

- Learning intentions, success criteria, individual goal setting and feedback are evident and observable in every classroom.
- all teachers can expertly use formative assessment data to track, monitor and record student achievement in reading and numeracy.
- all teachers can expertly use formative assessment data to plan and teach at the point of learning need for all students.
- student performance informs teaching practice and directs learning.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose in Student Growth and Attainment?

What has been the impact of our High Impact Teaching and Culture of High Expectations on improving student outcomes in reading and numeracy?

### Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction:

- Check in data
- DoE snapshot assessments
- Understanding Texts progressions
- Additive Strategies progressions
- Place Value progressions
- PAT numeracy
- Phonics screeners
- PLPs
- PDPs

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures such as:

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

Regular professional discussion sound the School Excellence Framework elements and themes.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications:

The findings of the analysis will inform:

- Future actions and activities identified.
- Annual reporting on school progress measures through the Annual Report

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

To promote and improve the overall wellbeing and long-term academic success of all students and to provide a school environment where learners feel confident, engaged, connected and motivated.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending greater than 90% of the time to be above the lower bound system negotiated target.

- Lower bound target 79.6%
- Upper bound target 84.6%

#### Wellbeing

Achieve by year: 2023

Increase the percentage of students with positive wellbeing (based on TTFM data for advocacy, success and belonging) to be above the lower bound system-negotiated target.

- Lower bound target 89.5%
- Upper bound target 94.5%

### Initiatives

#### A sense of belonging

A strategic and planned approach implemented to support the wellbeing, inclusion and engagement of all students so they can connect, succeed, thrive and learn at school.

- Teaching and learning programs explicitly incorporate the needs of all students
- Positive, respectful relationships are established, authentic and evident among staff, students, parents and the wider community to optimise learning experiences for all students.

#### Improved Attendance

Improved strategies for attendance will support engagement, wellbeing, learning and achievement for all students.

- Regular professional learning and communication provided to all staff by the attendance team
- Regular communication of attendance expectations and achievements to all key stakeholders
- Self assessment tool to identify areas for improvement
- Tiered intervention process to identify, support and address attendance

### Success criteria for this strategic direction

The school has implemented and maintained evidence-based change to whole school practices which result in measurable improvements in wellbeing, engagement and attendance.

Attendance data is collected and analysed on a regular basis and strong processes are in place to support students and families to improve attendance. This will be measured with improvement in whole school attendance.

Tell them from me data is analysed on a regular, planned basis and communicates a positive shift for students and families.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose in Wellbeing and Engagement?

#### Data:

We will use a combination of data sources to track and monitor the effectiveness of the initiatives, including:

- Tell them from me surveys
- Teaching and learning programs
- PLPs
- student check-ins
- school generative feedback surveys
- Scout
- Attendance data spreadsheet

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring of planned activities. The school will continually review progress towards the improvement measures.

## Strategic Direction 2: Wellbeing and Engagement

### Evaluation plan for this strategic direction

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#### Implications:

The findings of the analysis will inform:

- Future planning and actions
- Annual reporting on school progress measures through the Annual Report

## Strategic Direction 3: Collective efficacy

### Purpose

To make a sustainable difference to the quality of teaching by inspiring and developing collaborative responsibility which results in positive student outcomes across all domains.

### Improvement measures

#### Improvements as measured by the School Excellence Framework

Achieve by year: 2026

#### Leading Domain

Educational Leadership - from Sustaining and Growing to Excelling

#### Teaching Domain

Learning and Development - from Sustaining and Growing to Excelling

#### Capacity building of staff

Achieve by year: 2026

Through specific, targeted school surveys 100% of staff identify they have received effective training and development opportunities as identified through the PDP process and in the SIP

### Initiatives

#### Partnerships in Learning

Establishing strong, respectful partnerships with all stakeholders within our wider school community will support opportunities for collaborative decision making to connect and support students to succeed at school and beyond.

- maintain and sustain up-to-date knowledge of department policies, curriculum requirements and educational context to inform and optimise school experiences for all students
- establish and maintain professional relationships with local schools and external agencies to enhance and support opportunities for all students

#### Capacity building of staff

Enhance staff growth through high impact professional learning.

- effective implementation and ongoing development of curriculum reform
- continue to develop and enhance the instructional leadership capacity of executive and aspiring leaders
- establish and embed school wide expectations for coaching, mentoring and collaboration

### Success criteria for this strategic direction

The whole school will maintain a strong focus on partnerships, distributive leadership and collaboration to build capacity which results in improvements in outcomes for all students.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose in Collective Efficacy?

What has been the impact of Collective Efficacy on improving student outcomes?

#### Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction:

- Check in data
- Tell them from Me surveys
- PLPs
- Teacher Accreditation records
- Mentoring sessions with APC&I
- minutes from professional learning communities meetings

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures such as:

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

## Strategic Direction 3: Collective efficacy

### Evaluation plan for this strategic direction

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Regular professional discussion sound the School Excellence Framework elements and themes.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

#### **Implications:**

The findings of hey analysis will inform:

- Future actions and activities identified.
- Annual reporting on school progress measures through the Annual Report