## School background 2018–2020

### School vision statement

We believe that Toongabbie East Public School should be a safe and engaging learning environment which supports and challenges all students. A school where every child is known, valued and cared for.

### 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 2014, the school has steadily grown from 55 students to 80 in 2018. There are a diverse student cohort with 25% from an Aboriginal or Torres Strait Islander background and 49% are from a background where English is an additional dialect. The most prominent languages are Arabic, Tamil, Cantonese and Vietnamese. Our school is expected to grow as boundaries are re–established and the broader community experiences growth in the development of high and medium density housing.

There is a commitment to providing quality educational programs from a dedicated school staff. Toongabbie East Public School is a proud member of the Toongabbie Learning Community which is comprised of six public schools and one state high school.

Our school is focussed on the continued improvement of learning and teaching. Several strategic areas have been identified in the school plan 2018–2020 to improve the quality of outcomes for our students from Kindergarten to Year Six; in literacy, numeracy and the skills, knowledge and values necessary for success in education and in life.

### School planning process

The development of the Toongabbie East School Plan was a collaborative process involving staff, students and parents.

A number of strategies were undertaken with the purpose of gaining information from students, parents and staff to determine the vision, directions and priorities in the domains of learning, teaching and leading.

The strategies included:

- Parent and staff interviews;
- Student focus groups;
- Staff professional learning of school plan model;
- Analysis of School Excellence Framework v2;
- Analysis of NAPLAN and school benchmarking information; and
- Determining state areas of focus.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**  
Promote and Support Wellbeing and Citizenship

**Purpose:**  
To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to connect, succeed, thrive and learn to be successful emotionally, physically, socially and academically, contributing to a strong community and living well.

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**STRATEGIC DIRECTION 2**  
High Quality Teaching, Engaged Learners

**Purpose:**  
To ensure through an inclusive learning culture, students will develop foundation skills in literacy and numeracy, strong content knowledge and will be empowered for continuous growth. High quality teaching will be underpinned by high expectations and innovative teaching and learning programs.

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**STRATEGIC DIRECTION 3**  
Productive Partnerships

**Purpose:**  
To increase community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient citizens. Partnerships will also be developed with communities of schools.
**Strategic Direction 1: Promote and Support Wellbeing and Citizenship**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
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</table>
| To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to connect, succeed, thrive and learn to be successful emotionally, physically, socially and academically, contributing to a strong community and living well. | **Students**  
*Every student is known, valued and cared for in our school.*  
*Students are engaged through quality teaching programs that integrate social emotional development.*  
*Students develop and strengthen their interpersonal skills through participation in wellbeing programs.*  
*Students understand that their learning growth is achieved by working towards a personalised goal.*  
*Every student has confidence in their ability to be a responsible citizen.* | **Processes**  
*Implementation of PBL student wellbeing system which is comprehensive and has an inclusive framework to support the emotional wellbeing of all students.*  
*Implementation of K–6 social skills and other identified wellbeing programs across the school e.g. Bounce Back using strategies such as circle time.*  
*Embedding active and responsible citizenship programs across the school e.g. Peer Support, SRC, student leadership.* | **Practices**  
*School consistently implements a whole school approach to wellbeing and citizenship that has clearly defined behavioural expectations and creates a positive learning and teaching environment.*  
*Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.*  
*All staff monitor and evaluate student wellbeing and citizenship programs and data to improve student progress and reflect on the effectiveness of these programs.* |
| **Improvement Measures** | **Staff**  
*Staff undertake professional learning of wellbeing programs/initiatives to enhance their understanding and implement these programs/initiatives into the classroom and across the school.* | **Evaluation Plan**  
*Analyse Tell Them from Me Surveys*  
*Monitoring and review of student learning programs*  
*Analyse PBL Surveys*  
*Monitoring Sentral data*  
*Ongoing review and school analysis of SEF by all key stakeholders* | **Products**  
*All members of the school community can articulate the school expectations.*  
*Positive, respectful relationships are evident and widespread among students, staff and parents.*  
*Updated wellbeing and citizenship programs and strategies are implemented.* |
| Increased percentage (70%) of students indicating:  
– a sense of belonging  
– a positive learning climate | **Parents/Carers**  
*Parents/Carers are provided with information and are involved in discussions in regards to the wellbeing programs/initiatives undertaken, enhancing the home/school link.* |  |  |
| Reduced number of major incidents as defined by PBL program from 15 to under 5 per week. | **Practices**  
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*Students develop and strengthen their interpersonal skills through participation in wellbeing programs.*  
*Students understand that their learning growth is achieved by working towards a personalised goal.*  
*Every student has confidence in their ability to be a responsible citizen.* |  |  |
| Increased demonstration of student leadership. |  |  |  |
**Strategic Direction 2: High Quality Teaching, Engaged Learners**

### Purpose

To ensure through an inclusive learning culture, students will develop foundation skills in literacy and numeracy, strong content knowledge and will be empowered for continuous growth. High quality teaching will be underpinned by high expectations and innovative teaching and learning programs.

### Improvement Measures

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<td><strong>Students</strong></td>
<td><em>Development of the teaching of differentiated literacy and numeracy via professional learning, learning walks and lesson study on EAfS, L3 and TEN.</em></td>
<td><em>Every teacher uses annotated data to inform and differentiate their teaching by tracking student progress on the learning progressions and can identify individualised learning goals for their students.</em></td>
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<tr>
<td><em>Every student is known, valued and cared for in our school.</em></td>
<td><em>School wide practices for assessment, including learning progressions and scope and sequences, are used to monitor, plan and report on student learning and provide support for further progress.</em></td>
<td><em>Staff engaged in regular self–reflection regarding the effectiveness of their teaching and understand its importance to ensuring improved student outcomes.</em></td>
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<td><em>Students are equipped with the necessary academic skills to improve every year by having a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn.</em></td>
<td><em>Development of the teaching of differentiated literacy and numeracy.</em></td>
<td><em>Strengthened teacher capacity to recognise when adjustments to student learning is required and to devise and implement appropriate accommodations.</em></td>
</tr>
<tr>
<td><em>Academic development of all students through delivery of a differentiated curriculum which engages and challenges every student to continue to learn.</em></td>
<td><em>School wide practices for assessment, including learning progressions and scope and sequences, are used to monitor, plan and report on student learning and provide support for further progress.</em></td>
<td><em>All staff monitor and evaluate intervention programs and strategies (EAfS, PLPs, LaST) to improve student progress and achievement and reflect on teaching effectiveness.</em></td>
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### Evaluation Plan

- *Review and analysis of NAPLAN and school benchmarking*
- *Monitor students' level of achievement through Learning Progressions and PLAN2*
- *Monitor classroom programs*
- *Review of teacher PDPs*
- *Curriculum evaluation– Literacy/ Numeracy*
- *Ongoing review and school analysis of SEF by all key stakeholders*

### People

**Students**

- 70% of students achieve the following L3 reading targets:
  - Kindergarten: Level 9
  - Year 1: Level 18
  - Year 2: Level 21

**Staff**

- Staff knowledge, teaching skills and commitment (AITSL standards) are enhanced through relevant professional learning designed to support the delivery of a differentiated curriculum using collaborative practices.
- Staff engage consistently in self–reflection regarding the effectiveness of their teaching and use evidence–based data to plan future learning for students to improve every year.

**Parents/Carers**

- Parents/Carers demonstrate engagement in their child's learning through aspects such as assisting with homework, attending school functions and regular contact with the teacher.
- Parents are welcomed as educational partners and gain a greater understanding of their child's learning.

### Practices and Products

**Practices**

- Every teacher uses annotated data to inform and differentiate their teaching by tracking student progress on the learning progressions and can identify individualised learning goals for their students.
- Staff engaged in regular self–reflection regarding the effectiveness of their teaching and understand its importance to ensuring improved student outcomes.
- Strengthened teacher capacity to recognise when adjustments to student learning is required and to devise and implement appropriate accommodations.

**Products**

- 100% of teaching and learning programs demonstrate the implementation of evidence–based teaching practice with differentiation for individual student learning needs.
- Every student demonstrates at least a year's literacy and numeracy growth every year.
- Updated intervention programs and strategies implemented.
**Strategic Direction 3: Productive Partnerships**

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<td>To increase community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient citizens. Partnerships will also be developed with communities of schools.</td>
<td><strong>Improvement Measures</strong></td>
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<td><strong>Purpose</strong></td>
<td></td>
<td><strong>Increased effective joint collaboration in school/community/agency events including P&amp;C meetings.</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td><strong>Evidence of strong, positive school/home communication.</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td><strong>Teacher PDPs goals 100% accomplished by all staff.</strong></td>
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<td><strong>Processes</strong></td>
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<tr>
<td><strong>People</strong></td>
<td><em>Every student is known, valued and cared for in our school.</em></td>
<td><em>Establishment and development of forums for community involvement e.g. P&amp;C, school activities and enhanced communication procedures.</em></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><em>Students develop an understanding of the importance of strong school and home collaboration.</em></td>
<td><em>Active participation of outside agencies e.g. ACLO, Community Hub, Chaplain; to implement community and student programs.</em></td>
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<td><strong>People</strong></td>
<td><em>Student leadership skills and understanding are developed by facilitating the implementation of programs/initiatives.</em></td>
<td><em>Establishment of links with communities of practice for professional learning and other activities e.g. sport.</em></td>
</tr>
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<td><strong>People</strong></td>
<td><strong>Staff</strong></td>
<td><strong>Evaluation Plan</strong></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><em>Staff and parents collaborate, forming respectful relationships focused on student learning.</em></td>
<td><em>Evaluation of existing and newly established learning partnerships.</em></td>
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<td><strong>People</strong></td>
<td><em>Teacher leadership skills and understanding are developed by facilitating the implementation of programs/initiatives.</em></td>
<td><em>Analysis of parent surveys such as Tell Them from Me.</em></td>
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<td><strong>People</strong></td>
<td><em>Toongabbie East P.S. is unanimously agreed to be a great place to work and our workforce is of the highest calibre.</em></td>
<td><em>Evaluation of P&amp;C Meetings and other school activities using exit slips.</em></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><strong>Parents/Carers</strong></td>
<td><em>Teacher PDPs including AITSL self reflection tool.</em></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><em>Parents/Carers develop a deep sense of pride and ownership in the school, resulting in a high level of confidence in public education.</em></td>
<td><em>Ongoing review and school analysis of SEF by all key stakeholders.</em></td>
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<td><strong>People</strong></td>
<td><strong>Practices</strong></td>
<td><em>Staff develop, implement and review PDPs.</em></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><em>A professional learning community which is focused on continuous improvement is established.</em></td>
<td><em>Parents have an enhanced understanding of what their child is learning and receive regular information regarding their child's progress.</em></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><em>Parents surveyed using Tell Them from Me, exit slips and other mediums to elicit feedback on a range of matters that are actioned as required.</em></td>
<td><em>Communication mediums are updated with current and relevant information.</em></td>
</tr>
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<td><strong>People</strong></td>
<td><em>Communication from all stakeholders aligns with whole school procedures and communication procedures which are reviewed and adapted as required.</em></td>
<td><strong>Products</strong></td>
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**Note:**
- Toongabbie East Public School 4366 (2018-2020)
- Printed on: 5 July, 2018