

Strategic Improvement Plan 2021-2024

Timbumburi Public School 1016



School vision and context

School vision statement

"Where everyone has a chance to shine"

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life for yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn;
- Know syllabus content and how to teach it;
- Create and maintain supportive and safe learning environments;
- Plan for and implement effective teaching and learning;
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents;
- Are always learning, outward looking and progressive, and
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school has a 2021 student population of 142. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. There are no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 being members of the Timbumburi Pupils' Association (TPA).

The school is supported by ten teachers (both full-time and part-time) including a principal and an assistant principal. Our teachers are supported by one full time school learning support officer (SLSO) and one part time SLSO four days a week. In addition there is a full time school administrative manager and one part time school administrative officer. Our general assistant is at school for one day and three hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a Parents and Citizens association (P&C) and a School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities.

The school has completed a situational analysis that has identified the school needs to improve its understanding and use of data to drive practices that improve student achievement. The school will be working to use data to better identify students requiring additional assistance, and the form that assistance will take. As a result, strategic directions 2 and 3 will target collaboration, wellbeing and attendance.

The school will work on developing a consistent set of assessment and data collection practices K-6 that will help provide consistency of judgement within this school and across other schools we may work with.

Through our National Assessment Program Literacy and Numeracy (NAPLAN) analysis the school has identified system negotiated targets in Reading and Numeracy. The school will be working on monitoring student performance in the attainment of those goals, developing and maintaining whole school processes for collecting and analysing student data. This will embed evidence-informed teaching strategies across the school.

A number of surveys have identified the need for further collaboration at a school level among teaching staff. Staff have appreciated the opportunities that arise for informal collaboration but felt the need for a formalised process that allowed time to reflect, plan,

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develop shared assessment tasks and analyse the information gained through these processes. This collaborative practice will be expanded to develop and maintain links with schools in our immediate area.

Strategic Direction 1: Student growth and attainment

Purpose

Our aim is to maximise student learning outcomes for every student in Reading and Numeracy and build a foundation of academic success across curriculum areas.

Improvement measures

Target year: 2022

NUMERACY: Improvement in the percentage of students achieving in the top two NAPLAN bands in Numeracy to be at the school's lower bound system negotiated target of 37.9%.

Target year: 2022

READING: Improvement in the percentage of students achieving in the top two NAPLAN bands in Reading to be at the school's lower bound system negotiated target of 45.5%.

Target year: 2023

NUMERACY: All students in Years 3 and 5 will meet our lower bound system negotiated target of 65% in expected growth of NAPLAN Numeracy.

Target year: 2023

READING: All students in Years 3 and 5 will meet our lower bound system negotiated target of 73.4% in expected growth for NAPLAN Reading.

Initiatives

A Focus on Reading

We share a collective responsibility for student achievement. We will be working to improve reading results for all students by implementing high-impact, effective learning practices, supported by thorough data collection and analysis.

- In Reading we will ensure progress on targets by having a consistent focus on improving reading skills and comprehension throughout the school.
- The school will use a range of evidence-based explicit teaching practices, underpinned by collaborative examination of data to inform teaching practice.
- Teachers will embed sustainable whole school processes for collecting and analysing data K-6. This data will be evaluated regularly to inform the selection of teaching strategies in relation to student learning needs, the impact of chosen strategies on student learning and teacher professional learning and school resourcing.
- The school will invest in high impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and the use of student assessment data to inform teaching.

High Achievement in Numeracy

Numeracy achievement will be underpinned by a whole school approach to evidence-based teaching methods backed by teacher understanding of data collection and analysis. Student assessment data will be used regularly to identify achievement and progress, to reflect on teaching effectiveness and inform future directions. Students will be supported to develop a strong understanding of number sense, seeing mathematics as an activity that enables us to solve problems.

Success criteria for this strategic direction

- The school supports high expectations for student learning.
- Staff ensure continuous tracking of student achievement and progress.
- Teaching and learning programs are adjusted to address individual student needs.
- Teachers use explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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:

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. The data sources will guide future directions and include:

- PAT Reading

Strategic Direction 1: Student growth and attainment

Initiatives

- In Numeracy teachers will use data analysis to inform planning, identify interventions and modify teaching practice.
- Teachers will embed sustainable whole school processes for collecting and analysing data K-6. This data will be evaluated regularly to inform the selection of teaching strategies in relation to student learning needs, the impact of chosen strategies on student learning and teacher professional learning and school resourcing.

Evaluation plan for this strategic direction

- PAT Maths
- InitialIt Data
- WARP & WARL testing
- NAPLAN Data
- Check-In Assessment Data
- Tell Them From Me data
- SCOUT Data
- Observations
- Student work samples
- Student Personalised Learning Plans

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring to provide clarity around whether we are on track for achieving the intended improvement measures. An evaluation plan will include:

- Regular professional discussion around the School Excellence Framework and What Works Best themes;
- Regular meetings to analyse data and track students' achievements towards the performance measures.
- Whole school reflection;
- Term by term review and triangulation of data.

Implications:

- The finding of the analysis will inform future actions.

Strategic Direction 2: Collaboration

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes that ensure that all staff are collaborating effectively to embed data-driven evidence-based teaching practices.

Improvement measures

Target year: 2024

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 between teachers.

Target year: 2024

Improved three year average Tell Them From Me (TTFM) survey data in the Collaboration driver of student learning to 8.

Initiatives

Working Together To Drive Student Learning

Teachers will work as part of a team to drive student achievement and to ensure students reach their potential. A range of initiatives will be in place to help our school to reach our goals:

- We will continue to develop our school culture with a focus on high expectations and collaboration which allows us to further meet the needs of our students.
- Teachers are given time to assess together in order to develop consistent teacher judgment.
- Teachers work collaboratively to plan and program to ensure their teaching programs target student needs and to ensure their pedagogy aligns with quality teaching practices that are shown through research to improve student outcomes.
- Teachers collaborate with the learning support team to identify students most at need and track their progress.
- Student assessment data is effectively used to reflect on teaching and provide individualised, explicit differentiated and responsive learning opportunities.

Data to Analyse Success

Data will be used strategically to analyse the success of teaching programs. It will be used as assessment both for and of learning. The following strategies will be used:

- Strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Professional learning in data literacy, data analysis and data use in teaching for all staff so teachers use data to monitor and assess student progress and design future learning on a whole class, group and individual level as effectively as possible.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are

Success criteria for this strategic direction

- The school develops an embedded system for collaboration that facilitates professional dialogue, observations, planning and programming and consistent teacher judgment.
- Teachers ensure the most effective evidence-based teaching methods optimise learning for all students.
- The school functions at a high level with a strong focus on continuous improvement of teaching and learning.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning.
- Learning and Support Teams (LST) are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation plan for this strategic direction

Question

- To what extent has the quality of teaching improved as a result of allocated time towards collaboration?
- To what extent has collaborative culture across the

Strategic Direction 2: Collaboration

Initiatives

- used to analyse student progress, evaluate growth over time and report student achievement.
 - Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
 - Refine our school assessment schedule that will continue to be used across the school with opportunities for evaluation of data embedded in the schedule.
 - Develop a collaborative schedule in which teachers are able to collectively gather and analyse data.
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Evaluation plan for this strategic direction

school improved student learning?

- To what extent has collaboration increased our capacity to use and analyse data more effectively?

Data

- NAPLAN
- Student Work Samples
- Student Focus Groups
- Teacher professional development plans
- SCOUT data
- Tell Them From Me Data

Analysis

- Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluation.
- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Implications

- The findings of the analysis will inform future directions.

Strategic Direction 3: Student Wellbeing

Purpose

To ensure that all of our students are able to connect with and succeed at school there will be a planned approach to developing whole school processes that supports high levels of wellbeing and engagement for all members of the school community.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target 89%.

Target year: 2024

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

Initiatives

Supporting Students to Reach their Potential

We will embed a whole-school approach to student wellbeing and engagement, where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the the School Excellence Framework and What Works Best documents.
- Updating our whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation takes place.
- Putting in place trauma-informed training and teaching systems to better support students.
- Implementation of mentoring initiatives to ensure students are able to identify staff to whom they can turn to when in need.
- Staff professional learning in Growing Strong Minds, embedding the Growing Stronger Minds program across the school.
- Developing a culture of high expectations for all students and teachers.

Being at School Matters

We will embed a whole-school approach to student attendance, building and sharing the responsibility between all members to ensure the improvement of attendance rates for all students. This will be achieved by:

- Taking part in the Pioneering Attendance trial in the later half of 2021, linking increased attendance with positive wellbeing.
- Promotion of attendance in the school newsletter and on social media.
- Regular discussions with students and parents about attendance.
- Reviewing systems to acknowledge regular attendance.

Success criteria for this strategic direction

Wellbeing

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- High functioning learning and support processes guide and assist teachers and parents in actively supporting students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Attendance

- The whole school community working together to support processes that ensure student absences do not impact on learning.

Evaluation plan for this strategic direction

Question

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data

- Professional Development Plans.
- Personal Attendance Plans.
- Incident reports.
- Suspension data.
- Extra-curricular group data.

Strategic Direction 3: Student Wellbeing

Initiatives

- Setting attendance goals with individual students and families.
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Evaluation plan for this strategic direction

- Tell Them From Me survey data - Student wellbeing, family satisfaction.

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

What are the implications for our work? Future directions and next steps.