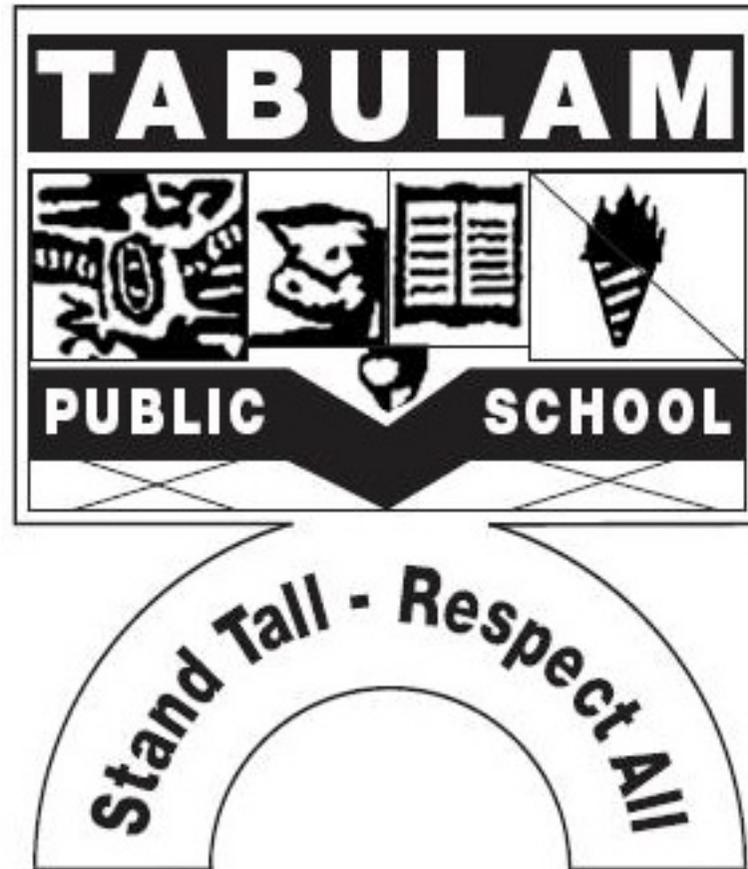


Strategic Improvement Plan 2021-2024

Tabulam Public School 3145



School vision and context

School vision statement

The Tabulam Public School vision is to foster excellence in learning and build positive relationships which create the foundations for life success. We aim to prepare students as global citizens for a rapidly changing, future focused world in which creativity, cooperative work, connectedness to the wider world and adaptability are key features. A strong emphasis on a culture of personalised learning and data driven practices drive our pedagogical philosophy to enhance student outcomes. Tabulam Public School creates a warm, harmonious and caring learning environment where students feel secure and happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident in spirit and culture; having high self-esteem and high standards for peer and personal achievement.

School context

Tabulam Public School (enrolment 46) has a diverse school community characterised by a (85%) Aboriginal enrolment, isolation and socio-economic disadvantage. The school is located 60km from the closest regional centre and Jubullum Village is located approximately 5km from the school.

In 2021, the school will consist of 3 classes to support learning across K-6. Learning Support is a significant focus supported by a school counsellor one day per fortnight, a visiting Paediatrician once per term and an Instructional Leader 4 days per week. NDIS services provide individual support within the school environment as well as Allied Health Services, such as Speech and Occupational Therapists.

The school has a strong partnership with the local community and is focussed on high expectations, student achievement and cultural engagement.

NAPLAN data indicates that while many students have succeeded and growth is strong, there is a need to continue to address the learning, literacy and numeracy outcomes of students to prepare them for success.

Positive Behaviour for Learning supports a connected approach to wellbeing with a working community of schools assisting high school transition. Evidenced and reflective based practice is prioritised with individual needs being at the centre of our teaching philosophy.

As the result of a rigorous self assessment process and extensive consultation with our P&C, LAECG and school families, student growth and attainment along with essential wellbeing elements, were highlighted to drive and support a new school plan.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Target year: 2022

* The proportion of year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading uplifts by a minimum of 7.3% to lower bound network system negotiated target.

* The proportion of year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy uplifts by a minimum of 4.2% to lower bound network system negotiated target.

Target year: 2023

* Increase the percentage of students achieving expected growth in NAPLAN Reading to an uplift of or above 40% (lower bound system negotiated target)

* Increase the percentage of students achieving expected growth in NAPLAN Numeracy to an uplift of or above 40% (lower bound system negotiated target)

Target year: 2024

Improvement as measured by the School Excellence Framework:

In the element of Data Skills and Use the school will move from Sustaining and Growing to Excelling.

Teaching

Element: Data Skills and Use

Focus themes: All

Excelling

Improvement as measured by the School Excellence Framework:

Initiatives

Embed a learning culture that is researched informed and enables a pedagogical base for whole school teaching and learning:

- Enhance the use of Learning Conversations and other professional learning models to target explicit teaching, build teacher capabilities and collective pedagogical practice.
- Expertly use a range of assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Families engaged in partnership with the school to support learning with access to student goals and progress (QR codes)

Build teacher capabilities to ensure data collection is used to differentiate curriculum and inform teaching so that learning is maximised for all students.

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Use Instructional Leader to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement. (SEF- Effective Classroom Practice)

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

All students articulate, understand and in partnership, set achievable learning goals in Literacy and Numeracy.

Student assessment data is regularly used to identify student progress, evaluate teaching strategies and inform future school directions and programs. (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

- Student progress checked and monitored against progressions and syllabus standards using PLAN2.
- SSSG NAPLAN data.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Observations and anecdotal records of student learning.
- PLP/IEP's give evidence that student learning goals are achievable and updated regularly.
- Student and family voice evidenced in goal setting (PLPs).
- Professional Development Plans
- PAT assessment data

Strategic Direction 1: Student growth and attainment

Improvement measures

In the element of Effective Classroom Practice and theme Explicit Teaching, the school will move from Sustaining and Growing to Excelling.

Teaching

Element: Effective Classroom Practice

Focus theme: Explicit Teaching

Excelling

*At least 80% of students Years 2-6 will demonstrate positive growth when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy and reading.

Evaluation plan for this strategic direction

- SEF Effective Classroom Practice - explicit teaching
- SEF Data Skills and Use - all

Analysis

Analyse the data to determine the extent to which the purpose has been achieved with the triangulation of data evident to support implications

Implications

After data analysis, evidenced based determinations will be made to support future directions.

Strategic Direction 2: Wellbeing at it's best

Purpose

For students to be at their individual best, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing, community partnerships and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending more than 90% of the time to be above system negotiated lower bound target of 70%.

Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) uplifts to be at or above lower bound negotiated target of 89%.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning

Element: Wellbeing

Focus themes: All

Achieve Excelling

Improvement as measured by the School Excellence Framework:

Learning

Element: Learning Culture

Focus theme: Attendance

Achieve Excelling

Initiatives

Enhance student engagement through a collective responsibility for student learning and success. This will be achieved through:

- Implementation of language, culture and community initiative.
- Create a positive and enjoyable culture of learning that enhances learning experiences, incorporates extra-curricular activities, which in turn, promotes student engagement and wellbeing.

Embed whole school approach to student wellbeing. This will be achieved through:

- Review current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around the school wellbeing reforms.
- Embed differentiated and targeted support for wellbeing and engagement into practice ensuring strategies are regularly reviewed and plans updated.
- Embed the Wellbeing Framework into school culture through ongoing professional learning and interagency collaboration whilst undertaking Learning Conversations to adjust and improve practice.

Success criteria for this strategic direction

Respectful and positive relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning. (SEF - Wellbeing)

There is a school-wide, collective responsibility for student learning and success. Planning for learning is informed by sound holistic information about each student's wellbeing and learning need, in consultation with families. (SEF - Wellbeing)

The school has implemented ongoing planning, monitoring and evaluation to refine a whole school approach to wellbeing and engagement to support learning. (SEF - Wellbeing)

Whole of school and personalised attendance approaches are improving regular attendance rates for all students. (SEF - Learning Culture)

Evaluation plan for this strategic direction

Question

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

Data

- Wellbeing Framework Self-assessment pre and post data.
- Personal Attendance Plans and Attendance rates (Scout).
- Incident and Behaviour Reports (Sentral).
- Suspension data (Scout).
- TTFM and other surveys- student wellbeing, family and staff satisfaction.
- Individual student plans and growth towards reaching learning goals eg IEP, PLP, BMP
- SEF Wellbeing element - all 4 themes
- SEF Learning Culture element - attendance theme

Evaluation plan for this strategic direction

- Professional Development Plans

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.

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
