

# Strategic Improvement Plan 2021-2025

## Tallong Public School 3154



# School vision and context

## School vision statement

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At Tallong Public School we are committed to developing confident, resilient, self-directed learners who strongly value education. We work in partnership with parents/carers to engage students through high quality teaching and learning programs and practices in a nurturing, innovative and future focused environment, underpinned by a culture of high expectations.

## School context

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Tallong Public School is a small rural school, situated within the Goulburn network of schools. Tallong is a small rural community with a rich history and a current population of approximately 800 residents. The school's Family Occupation and Education Index (FOEI) sits at 109 in 2023. We have a current enrolment of 54 students, with 7% identifying as Aboriginal and/or Torres Strait Islander. Our school prides itself on our motto 'Desire To Do Well' and students exhibit our core values of being respectful, responsible and safe.

The special interests and needs of students are met through a differentiated curriculum, student wellbeing initiatives, performing and creative arts programs, a wide range of sporting opportunities and strong learning and support processes.

Tallong Public School has a collaborative, consultative and productive relationship with our community whereby all stakeholders are valued as key contributors to our school plans and priorities. Tallong Public School has an active school community and our parents/carers value education. The school has a strong partnership with the Parents & Citizens Association who contribute significant time and funds towards the school's activities and resources and are very supportive of the school and its programs.

The school has completed a situational analysis and has identified two key areas of focus for the Strategic Improvement Plan. We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy as well as strengthen engagement and collaboration across the school.

### 1. Student growth and attainment

Through our situational analysis, we have identified the need for continued engagement in high impact professional learning to ensure that all students are accessing evidence-based, high quality, differentiated programs. We will streamline processes to ensure that quality data will support evidence-based decisions on individualised learning and staff will continually monitor and track student performance to determine areas of need. The school has identified system-negotiated targets in reading and numeracy.

### 2. Collaboration and engagement

The collaboration, engagement and wellbeing of our staff, students and community remains a high priority. Through our genuine collaboration with all stakeholders we will continue to seek feedback from our community and evaluate survey data to provide future directions. We will have streamlined PBL systems to foster a positive and inclusive environment for all students so they are highly engaged in their education. We will collaborate with our network of schools to heighten the collaboration and engagement with staff and continually strive to attain excellence.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy, all staff will engage in high impact professional learning and evaluative processes to ensure the ongoing reflection of curriculum provision. Staff will develop consistent, whole school practices to ensure that appropriate data informs evidenced-based decisions about the individual learning needs of students.

## Improvement measures

Achieve by year: 2025

Value added data increase

- K-3 from Delivering to Excelling.
- 3-5 from Delivering to Excelling.
- 5-7 from Sustaining and Growing to Excelling.

Achieve by year: 2025

The School Excellence Framework Self-assessment Survey will move from Delivering to Excelling in both Effective Classroom Practice and Data Skills and Use.

Achieve by year: 2025

Check-in assessment data shows that students are performing at or above SSSG and state in reading and numeracy.

### Reading growth

Achieve by year: 2023

All students in Years 3-6 demonstrate growth in Reading scores, using Check-in assessments as a key data point.

### Numeracy growth

Achieve by year: 2023

All students in Years 3-6 demonstrate growth in Numeracy scores, using Check-in assessments as a key data point.

## Initiatives

### Data and assessment practices

Strengthen strategies and processes for data collation and analysis. Ensure reflective strategies are embedded for responsive teacher programming and delivery.

- Sustainable whole school processes for the collation and evaluation of student data are in place as well as professional learning in how to manage the systems for collection (inclusive of Aboriginal and Torres Strait Islander students and low-socioeconomic status)
- Strong instructional leadership (IL) model embedded into weekly timetables to strengthen uptake of best practice and foster our collaborative culture. IL to work alongside staff to analyze assessment data, monitor and reflect on student progress, design future programming and individual learning goals.

### Focusing on literacy and numeracy instruction

Engage in high impact professional learning for staff to observe best practice and collaborate to ensure programs are of high quality and are adaptive to meet the needs of students.

- Staff engage in high impact professional learning such as Quality Teaching Rounds, the Challenging Learning Project and the NSW Maths Strategy.
- Staff incorporate best practice into their classroom for literacy and numeracy programming and teaching.

## Success criteria for this strategic direction

- Staff evaluate professional learning activities to identify and systematically implement the most effective strategies to improve teaching and learning.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled. Students' learning improvement is monitored, demonstrating growth.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.
- Systematic and reliable data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform decisions. Assessment will be centrally stored on 'Impromation' in line with our whole school assessment schedule to ensure accountability and consistency.
- Instructional leadership model sustains a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

Tallong Public School will evaluate to what extent we improved levels of growth and attainment for our students in literacy and numeracy and how we can demonstrate impact on student outcomes.

We will use a combination of data sources.

These will include:

- \* Internal assessment eg. PLAN2, reading levels.
- \* External assessment eg. NAPLAN, Check-in assessment.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- \* Student and community voice through survey data eg. TTFM.

- \* Observation checklists and feedback.

- \* Data analysis, reflection and evaluation.

Analysis will be embedded within the initiatives through progress and implementation monitoring. We will review progress towards the improvement measures each term through data review and regular reflection on the School Excellence Framework.

The findings of the analysis will inform:

- \* Future actions and directions.

- \* Annual reporting on school progress measures published in the Annual Report each year, in the newsletter and on the School Website throughout the year.

# Strategic Direction 2: Collaboration and engagement

## Purpose

Through our collaboration with all stakeholders at Tallong Public School, we will develop our processes to refine our wellbeing practices to have a planned and consistent approach across the school. We will strengthen the engagement of staff, students and the community through genuine partnerships to prepare our students for future success and wellbeing.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Achieve an uplift of 7.5% of the number of students attending more than 90% (lower bound system-negotiated target).

### Wellbeing

Achieve by year: 2023

Tell Them From Me (TTFM) wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 90.2% of students reporting expectations for success, advocacy and sense of belonging at school.

Achieve by year: 2025

Through the School Assessment, the domains of Learning Culture and Wellbeing elements of the School Excellence Framework will move from Delivering to Excelling.

Achieve by year: 2025

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations to solicit and respond to feedback.

Achieve by year: 2025

The Challenging Learning Project strategies are successfully embedded within classroom practice and

## Initiatives

### A collaborative, planned and consistent approach to wellbeing

Embed a whole-school approach to student wellbeing where there is a collective responsibility for student learning and success.

- Review current wellbeing processes to establish focus areas around whole-school wellbeing reform to ensure optimum conditions for student learning across the school.
- Ensure behaviour, attendance, academic and wellbeing data is monitored, analysed and evaluated to provide clear pathways for students.
- Develop a school-wide, collective responsibility for student learning and success, developed in consultation with parents/carers.

### Strengthening engagement

High levels of school connectedness, engagement and collaborative partnerships are evident for students, staff and the community.

- Develop a communication and engagement plan to ensure that two-way communication between school and families is effective, responsive to change, provides opportunities for families to engage and overcomes barriers to parental engagement.
- Students are highly engaged in all aspects of their schooling so that they are confident, resilient, self-directed learners as a result of the Challenging Learning project.
- Staff collaborate with colleagues in our network of schools to draw on internal and external expertise and heighten engagement and uptake of best practice.

## Success criteria for this strategic direction

- The school has implemented evidence-based, whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations.
- Students wellbeing data (advocacy, belonging and expectations) are above 90% in TTFM.
- Teachers collaboratively evaluate, share and discuss learning from PL to implement effective strategies to improve whole school practice.

## Evaluation plan for this strategic direction

How will Tallong Public School review, collect and analyse a range of data that focusses on belonging, learning, engagement and behaviour to embed a planned approach to wellbeing and heighten engagement for all?

We will use a combination of data sources.

These will include:

- \* Internal assessment eg. PBL data, surveys.
- \* Student, staff and community voice through survey data eg. TTFM.
- \* Observation checklists and feedback.
- \* Data analysis, reflection and evaluation.

## Strategic Direction 2: Collaboration and engagement

### Improvement measures

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there is an increase in students' critical/creative thinking and heightened engagement.

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### Evaluation plan for this strategic direction

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Analysis will be embedded within the initiatives through progress and implementation monitoring. We will review progress towards the improvement measures each term through data review.

The findings of the analysis will inform:

\* Future actions and directions.

\* Annual reporting on school progress measures published in the Annual Report each year, in the newsletter and on the School Website throughout the year.