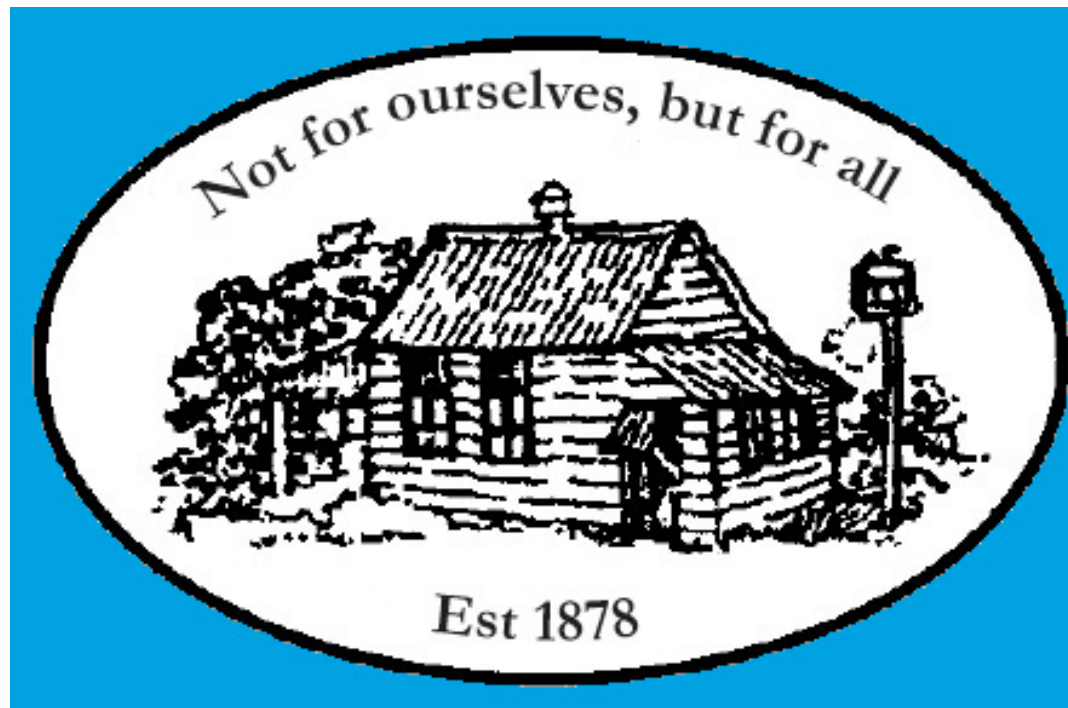


Strategic Improvement Plan 2021-2025

Tanja Public School 3159



School vision and context

School vision statement

Tanja Public School's vision is to provide inclusion, diversity and excellence in education, where students become not only conscious of their own power to learn but enact their own learning with a sense of purpose.

School context

Tanja Public School has a small enrolment and is located 10 kilometres north of Tathra on the Far South Coast of New South Wales. School numbers have fluctuated over the last 10 years, with student numbers ranging from 7 to 25. We anticipate that this trend will continue in the future although with the introduction of a school bus in 2022 we hope to build our student enrolment and stabilise numbers between 15-35.

Through our situational analysis, we have identified the need to focus on a whole school approach to ensuring teaching and learning is explicit and engaging. Achieving our vision for students will be accomplished by building a foundation of knowledge and creating plans for success, continuing to learn to collect and evaluate data to inform decision making, and systematically embedding high-effect strategies to ensure sustainability.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Our school motto, 'Not for ourselves but for all', underpins all that we do.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise outcomes for every student, all staff will teach explicitly, with high expectations, giving frequent and planned feedback. Students are on a journey to become self-directed learners who know their own progress and are confident in learning independently, with peers and/or with their teachers to navigate future learning.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase in the number of students achieving growth in reading, using internal and check-in assessment data.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase in the number of students achieving growth in numeracy, using internal and check-in assessment data.

Achieve by year: 2025

Progressions

All students achieve or exceed expected growth in Creating Texts using the Literacy progressions, PLAN 2 data and syllabus outcomes. Expected progression for stages are: K (CrT5), stage 1 (CrT7), stage 2 (CrT9), and stage 3 (CrT11).

Achieve by year: 2025

School Excellence Framework

Improve in the following SEF-SaS themes from baseline data taken in the Situational Analysis:

- Individual Learning Needs (Wellbeing) - Excelling
- Differentiating (Curriculum) - Excelling
- Student Reports (Reporting) - Excelling
- Explicit Teaching (Effective Classroom Practice) - Excelling

Initiatives

Explicit teaching supported by research

At Tanja Public School all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Build teacher capabilities to ensure teaching follows researched strategies that work best.
- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-6 (instructional rounds) with other schools.

Every student learning, not by chance, but by design

Personalised self-directed learning reflects an integrated approach to quality teaching, curriculum planning and delivery, and assessment promoting learning excellence and responsiveness in meeting the needs of all students.

- Develop visible learners through the understanding and implementation of student collaborated learning dispositions.
- Make learning visible through the use of learning intentions and success Criteria.
- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

Success criteria for this strategic direction

Explicit teaching supported by research

- A whole school approach ensuring the most effective evidence-based teaching methods optimise learning progress for all students.

- Effective methods of explicit teaching are identified, promoted and modelled.

- Teachers engaging in lesson observation and embedding effective feedback practices.

- Students' learning improvement is monitored, demonstrating growth.

- Teachers clearly understand, develop and apply a full range of assessment strategies (for, as and of learning).

Every student learning, not by chance, but by design

- Teaching programs demonstrate adjustments for student needs.

- Collaboration with teacher/student/parent in planning to support learning.

- Teachers monitor and review lessons and assessment data to meet changing requirements of students.

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

- Feedback from students on their learning derived from assessments informs further teaching.

- Feedback on student learning is personalised and comprehensive, indicating growth, next steps and improvement measures.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly

Strategic Direction 1: Student growth and attainment

Improvement measures

- Data Use in Teaching (Data Skills & Use) - Excelling

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Visible Learning Data (including student voice)
- Student progress checked and monitored against progressions and syllabus standards using PLAN2
- Phonics Screening
- Phonological Awareness Diagnostic Assessment
- NAPLAN and Check-in Data
- School Excellence Framework Self-Assessment Survey
- Rubrics, criteria and student work samples

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?', in addition to resource allocation.

Strategic Direction 2: Wellbeing and Community Engagement

Purpose

To ensure that every student is able to connect, succeed, thrive and learn, there will be a planned approach to a whole school wellbeing process that supports high levels of wellbeing and engagement. Community partnerships are visible and strong, giving students a deep sense of belonging and confidence through a broad connection to community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase to 70% or above of students attending > 90% of the time.

Achieve by year: 2025

Increase in positive responses to the school developed Parent and Student Wellbeing and Engagement Survey.

Wellbeing and Engagement

Achieve by year: 2023

Increase in student engagement and achievement as measured in the Visible Learner survey.

Community Partnerships

Achieve by year: 2023

School Excellence Framework

Improve in the following SEF-SaS themes from baseline data taken in the Situational Analysis:

- Community Engagement (Educational Leadership) - Excelling
- Community Satisfaction (Management Practices and Processes) - Excelling

Initiatives

Wellbeing and Engagement

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

- confidence to achieve personal best
- persistence and self-motivation through learning
- organisation to effectively manage personal goals
- getting along and learning collaboratively
- resilience skills and positive self-talk.

Keys to success that will ensure students are able to connect, succeed, thrive and learn for life.

Community Partnerships

Community partnerships are visible and strong, giving students a deep sense of belonging and confidence through a broad connection to community which include:

- connection to Country
- creative and performing arts
- kitchen and garden knowledge and skills

Holistic whole-child approach that arms students with skills that enable them to deal with the demands of growing up, entering the workplace and achieving long-term success.

Success criteria for this strategic direction

Wellbeing and Engagement

- Aspirational expectations of learning progress and achievement for all students, and a commitment to the pursuit of excellence across the whole school community.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Students taking responsibility for their learning.
- Students will demonstrate developing skills in self-regulation.

Community Partnerships

- The school is recognised by the community as embedding a culture of high expectations and effectively catering to all students.
- The school engages in strong collaborations between parents, students and the community that informs and supports learning.
- Staff and parents collaborate to support the social emotional and academic growth of every student.

Evaluation plan for this strategic direction

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. This analysis will guide the school's future directions:

- Visible Learning Data (including student voice)
- School developed Parent and Student Wellbeing and Engagement Surveys.
- Attendance Data
- School Excellence Framework Self-Assessment Survey

Strategic Direction 2: Wellbeing and Community Engagement

Evaluation plan for this strategic direction

- Parent and Community meetings
- Three-way parent/teacher/student interviews

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?' , in addition to resourcing.