

# Strategic Improvement Plan 2021-2024

## Tarago Public School 3162



# School vision and context

## School vision statement

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Tarago Public School promotes and fosters a culture of care, respect and enrichment. We are committed to every student, staff member, leader and school improving every year. We strive to ensure this happens by promoting high expectations, personal growth and achievement for all of our students. We aim towards developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. Our school community works in partnership to prepare students who are positive, responsible, respectful and resilient global citizens.

## School context

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Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north-east of Canberra, within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn-Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas.

At Tarago Public School we provide an inclusive learning environment and empower students to take responsibility for their learning through our core values of being respectful, safe learners who 'Strive To Excel.' We deliver academic programs that challenge and provide our students with differentiated instruction and skills for future success. Students learn in comfortable and well-resourced classrooms. They use the latest technology which promotes engagement in their learning and every child has access to a device to assist in their learning.

Our staff are enthusiastic, dedicated and caring and provide a safe, supportive learning environment where every child is known, valued and cared for. Our school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead and improve learning in an innovative setting.

Our students enjoy participating in a variety of extra curricular activities including music, Japanese, public speaking and sport to develop their confidence and talents. We also collaborate with the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

# Strategic Direction 1: Student growth and attainment

## Purpose

At Tarago Public School we will continue to create an engaging student-centred learning environment, through evidenced based high impact teaching practices, that guide, challenge and motivate all students to become effective, skilled problem solvers who can confidently apply thinking skills, mathematical reasoning and reading comprehension across all key learning areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, reflective, evaluated by data informed practice and relevant to meet the needs of the students and community.

## Improvement measures

### Target year: 2022

Improvement in the % of students achieving in the top 2 bands to be above the Network's lower bound targets in reading of 47.3% and in numeracy 36.4%.

### Target year: 2023

Improvement in the % of students expected growth to be above the lower bound system-negotiated targets in reading and numeracy of 60%.

## Initiatives

### Personalised Learning

All literacy and numeracy teaching and learning experiences will be targeted, individualised and specific to the needs and abilities of our students. Evidenced-based, high impact programs will be embedded K-6.

- Professional learning in the use of Literacy and Numeracy Progressions to personalise learning and understanding.
- Teachers expertly use student assessment data to reflect on teaching effectiveness, provide targeted, individualised learning and allocate resources strategically.
- Build teacher capabilities by embedding and using targeted Professional Learning that explicitly uses the most effective evidence-based teaching strategies in literacy and numeracy to improve teacher practice and student outcomes.
- All teaching and learning programs and classroom practice show evidence of differentiation to address individual student needs.
- Implement the High Potential and Gifted Education Policy and ensure that high potential and gifted students optimise their growth and achievement through evidence based talent development.
- Provide Professional Learning to staff to provide optimal learning conditions for high potential and gifted students so that the students achieve personal excellence.

### Data Driven Practices

Ensure effective strategies for data analysis and reflection are used for responsive curriculum delivery.

- Professional learning and collegial discussions in data literacy, data analysis and data use in teaching, for all staff to inform and differentiate their teaching and learning.
- All staff will become competent in reading Scout Data.
- Staff track student progress with formal assessments

## Success criteria for this strategic direction

Value added trend is positive in Literacy and Numeracy with demonstrated targeted growth for all students. (Learning Student Performance Measures.)

Our school identifies expected growth for each student and our students will achieve higher than expected growth on our internal school progress and achievement data.

Evidence-based, high impact programs and targeted professional learning underpins effective classroom practice.

Regular meetings and scheduled planning days to collect and analyse data to identify student strengths and needs to inform programming using the Syllabus and Progressions.

## Evaluation plan for this strategic direction

### Questions:

To what extent has every student achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

To what extent has targeted, evidence based Professional Learning that explicitly aims to improve teacher practice and student outcomes made an impact?

### Data:

The school will utilise the new school Assessment Schedule to ensure the following data sources are regularly analysed and that initiatives in achieving the purpose and improvement measures of the strategic direction are met:

- NAPLAN
- SCOUT data
- Check in Assessments
- Best Start
- Phonological Test

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- and other internal tracking mechanisms. They review and analyse student progress, evaluate growth over time and report student achievement every 5 weeks. Student goals are set and are tracked through PLAN 2 and PLPs closely aligned to the school's Scope and Sequences.
- Students build the skills to self assess utilising tools such as success criteria and rubrics to focus on goal setting, competencies and resilience.

## Evaluation plan for this strategic direction

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- Literacy and numeracy PLAN 2 data
- Internal student data including bench marking reading levels, SENA testing.
- School Excellence Framework elements
- Lesson plans, teaching programs, classroom observations and teacher reflections.
- Student work samples and assessment tasks
- Personalised Learning Plans.

### Analysis

- Analysing the data regularly to determine the extent we are on track for achieving the intended improvement measures, by reviewing and triangulating data sources, including quantitative and qualitative internal and external data.

### Implications

After analysing the data we will determine what the implications are for our future directions.

# Strategic Direction 2: Connect, Succeed, Thrive and Learn

## Purpose

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At Tarago Public School we will continue to provide a safe, supportive and innovative environment where every child is known, valued and cared for and actively connects to their learning. To ensure that all of our students are able to connect, succeed, thrive and learn, quality school wellbeing policies, plans, programs and procedures will be planned effectively to meet the needs of all students, staff and community.

## Improvement measures

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### Target year: 2022

Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 70%.

### Target year: 2022

Improvement in percentage of students attending 90% of time to the lower bound of the system negotiated target (70%).

### Target year: 2024

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## Initiatives

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### Wellbeing Processes

- Implement a whole school integrated approach to wellbeing in which students and staff can connect, succeed and thrive at school. The school will implement practices that build greater support interventions for all students and their families.
  - Continue developing positive learning partnerships between home and school to increase community engagement.
  - Professional learning for staff to build teacher capabilities to effectively cater for the specific needs of students with disabilities.
  - Increase student success by promoting positive school attendance and access to quality differentiated and supportive learning environments.
  - Participate in research being conducted by Macquarie University to transform the management of mental (or emotional) health in young people by identifying youth who are struggling with emotional distress and getting them to appropriate help early.
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## Success criteria for this strategic direction

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- All staff consistently apply wellbeing policies, plans, programs and procedures to ensure a successful and consistent whole school approach to school wellbeing.
- Strengthened community engagement whereby an increase in learning partnerships between home and school is evident.
- All staff understand and implement practices to ensure student success by providing quality, differentiated and supportive learning environments, including the specific needs of students with disabilities.
- Students are self aware and regulate their own emotions and behaviours. Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of the school's values and expectations.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Student attendance increases every day.

## Evaluation plan for this strategic direction

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### Questions

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

### Data

\* Regular gathering of data for analysis, reflection and reporting on the impact of planned activities

\* Analysis of school based data

\* Wellbeing Framework self assessment. Pre and post data

\* Meeting minutes

### Evaluation plan for this strategic direction

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- \* Feedback from community members through focus groups and surveys
- \* Engage with staff from other schools to review the effectiveness of new initiatives
- \* Focus groups
- \* THFM Surveys of all stakeholders

#### Analysis

Regular analysis of data sources will be used to monitor progress towards the improvement measures.

#### Implications

What are the next steps? Future directions?

# Strategic Direction 3: Educational Leadership

## Purpose

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At Tarago Public School staff will demonstrate the capacity to lead a collaborative, consultative culture of continuous improvement, which is evidence - based and research informed, so that every student, every staff member, every leader and the school improves every year.

Staff will model instructional leadership and demonstrate high quality teaching practices and share responsibility for student improvement in literacy and numeracy across the school and create a culture of high expectations resulting in sustained and measurable improvement.

Staff will continue to improve their professional competence and keep up to date with the latest quality practices in teaching, assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centered to exceed the diverse needs of the students, staff and the community.

## Improvement measures

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### Target year: 2024

The PLC will move from commencing practice to expert practice in the key practices for instructional collaboration.

### Target year: 2024

The school will move from elementary descriptors to excelling descriptors in High Impact Professional Learning to deliver embedded ongoing school improvement in each school in teaching practice and student results aligned to the strategic improvement plan.

### Target year: 2024

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## Initiatives

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### High Performance Culture

The school will focus on developing high performing teachers whose capacities continually improve to ensure every student experiences high quality teaching.

The Professional Learning Community of schools will facilitate professional dialogue, collaboration, class room observation, the modelling of effective classroom practice and the provision of specific and timely feedback between teachers.

Teachers will enrich student learning through collaborative, teacher-driven analysis and refinement of practice through participating in Quality Teaching Rounds (QTR) with the PLC.

This will be achieved through targeted actions:

- High Expectation Culture
  - High impact professional Learning
  - Expertise Innovation and continuous improvement.
  - Performance management and development
  - Quality Teaching Rounds
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## Success criteria for this strategic direction

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A professional learning community which is focused on continuous improvement of teaching and learning across schools.

The PLC evaluates its' professional learning and its' impact on the improvement of teaching and learning, through collaboration to share and embed good practice.

The PLC trials innovative practices and has processes in place to evaluate, refine and scale success.

The PLC is recognised as leading best practice in small school collaboration.

All staff use the PDP and the Australian Professional Standards for Teachers and Leaders to evaluate their effectiveness, plan their own learning and contribute to a culture of continuous improvement across the PLC.

The PLC uses research, evidence informed strategies, innovative thinking and evaluative strategies to implement the SIP and impact on student progress and achievement.

## Evaluation plan for this strategic direction

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**Question:** To what extent have we modelled instructional leadership and supported a culture of high expectations and community engagement resulting in sustainable and measurable improvement?

### Data:

- Key practices for Instructional Collaboration Matrix.
- School Excellence Framework.
- School Community Satisfaction data.
- PDP goals, evidence and reflections.
- What works best toolkit.
- High Impact Professional Learning Matrix.
- QTR

**Analysis:** Analyse the data to the extent the purpose has

## Evaluation plan for this strategic direction

been achieved.

**Implications:** What are the implications for our work, future directions and next steps?