

Strategic Improvement Plan 2021-2024

Tarcutta Public School 3165



School vision and context

School vision statement

We are building the future. We strive for excellence in academic growth, physical development, social success and emotional regulation where we empower all students to become confident, resilient, self-directed and successful learners. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Tarcutta Public School is located just off the Hume Highway, 48km from Wagga Wagga, halfway between Sydney and Melbourne. We have a student enrolment of 17 students in 2021. Our students live in the village of Tarcutta or on properties surrounding the area. Students come from a range of socio-economic backgrounds with 5% of students identifying as Aboriginal and 15% with a multi-cultural background.

Our dedicated, experienced teachers provide excellent educational programs which are tailored to guide and support students to achieve their best. Innovative technology programs engage our students and prepare them for their future. We have a school setting that is the envy of many with wide open spaces, a beautiful playground with equipment and logs to play on, two tennis courts, an all-weather COLA play area and a wide array of sports equipment. Students have access to the latest technology where every student has access to their own laptop for academic and skill development.

All students strive to achieve the core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a talented, caring teaching staff, who are committed to an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school.

With a committed family spirit, the school works in close, highly professional and strategic partnership with the Community of Small Schools Network and Wagga Wagga High School, to deliver innovative as well as outstanding academic, sporting and social curricula for students across the learning community. Students engage with a variety of friends across the schools, who connect for extra-curricular activities, with specific programs for student leadership, sport, cultural development and public speaking.

The school is highly regarded within the community and students also enjoy performance opportunities for dance, choir and music. All school programs and initiatives are well supported by an active parent community and P&C. We feel a close connection with our local community groups including the CWA, Landcare, RSL, Memorial Hall and early childhood programs. While there is limited opportunity for community engagement, the school is working actively to build relationships with the local AECG. The school has been working with community groups to support cultural opportunity and engagement.

Staff, students and the parent community have worked collaboratively/ collegially to use the findings of the situational analysis and external validation to identify the significant school improvement focus in extending our academic achievement in literacy and numeracy through instructional leadership and effective classroom practice.

Consultation processes included: Community meetings at the park to discuss the results of the external validation which were then embedded in the situational analysis, P&C meetings, school vision development conversations and staff meetings.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the growth and attainment of literacy and numeracy for students we will embed whole school assessment practices to track student growth and achievement to inform teaching practice.

Improvement measures

Target year: 2023

Achievement of system negotiated target

- Uplift in percentage of students achieving expected growth in NAPLAN Reading.
- Uplift in percentage of students achieving expected growth in NAPLAN Numeracy.

Target year: 2024

SEF S-a-S

The school will be assessed as excelling in Data Skills and Use and Assessment in the SEF Sa-S.

Progressions

*All students will achieve within the expected end of year progression, or exceed expected growth, for: Understanding Texts, Creating Texts in Literacy; and Quantifying Numbers and Additive Strategies in Numeracy.

Self -Directed Learning

*Embedded Practice of Learning Intentions exhibited in all classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy goals.

Target year: 2022

Top 2 Bands (network target)

Improvement in the percentage of students in the

Initiatives

Assessment

Build a pedagogical base for whole school assessment.

- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom by collecting meaningful data.
- 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.

Data Driven Practices (Data Skills in Use)

Ensure effective strategies and processes for data analysis and reflection are used for monitoring student progress, using data informed practices and providing responsive curriculum delivery.

- High impact PL in data literacy, data analysis and data use in teaching for all staff. With a focus on gap analysis data.
- Embed data driven practices using data to monitor and assess student growth and attainment and report student achievement.

Success criteria for this strategic direction

1.a) Assessment

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessment.

1.b) Whole School Monitoring

The school uses systematic and reliable assessment information to track student growth and achievement over time.

2.a) Data Literacy

Analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

2.b) Data Use in Teaching

Teachers will clearly understand, develop and apply a range of assessment strategies in determining explicit teaching directions, monitoring and assessing, student progress and achievement and reflecting on teaching effectiveness.

2. c) Data Analysis

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

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.

- NAPLAN data.

Strategic Direction 1: Student growth and attainment

Improvement measures

Gundagai Principals' Network achieving in the top 2 bands in reading and numeracy.

Evaluation plan for this strategic direction

- SCOUT - Value added data.
- Learning Sprint data analysis.
- Student work samples.
- Literacy and Numeracy PLAN2 data.
- Student ILP's.
- EAfS data.
- Internal school data.
- Check-in Assessment.
- EAfS- Reading levels, HRSIW, Vocab.

The evaluation plan will involve:

- Five-weekly review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures;
- Regular termly professional discussion around the School Excellence Framework elements and themes;
- Whole staff reflective sessions termly; and
- 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 year's work and "Where to Next?"

Strategic Direction 2: Wellbeing

Purpose

Our students will be part of a strong positive school culture which significantly influences student wellbeing. They will have positive and respectful relationships and experience a sense of belonging to their school and community.

Improvement measures

Target year: 2024

- The school will be excelling in the element of Wellbeing in the Learning Domain

Target year: 2022

- An increase in the percentage of students attending 90% or more to be at or above 85%.

Target year: 2024

- Uplift in the proportion of students' positive reporting of Expectation for Success, Advocacy and Sense of Belonging at school from external and internal data sources.
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Initiatives

Wellbeing

Establish clear and consistent high expectations for learning and behaviour, through targeted support and strategies that build a positive learning environment.

- Reviewing current wellbeing processes, using the Wellbeing Framework, to establish focus areas around whole-school wellbeing reform.
 - Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.
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Success criteria for this strategic direction

Wellbeing - A planned approach to Wellbeing

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

Wellbeing - Caring for Students

The school is organised so that the wellbeing of students is explicitly supported and all students have regular opportunities to meet with an identified staff member who can provide them with advice, support and assistance.

Wellbeing - Behaviour

Positive, respectful relationships are evident among students, staff and parents to promote student wellbeing to ensure optimum conditions for student learning.

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.

- Tell Them From Me (TTFM) survey results.
- School based data from student wellbeing surveys.
- Attendance data.
- Referral data.
- Learning and support team meeting records and the provision of individual learning and behaviour programs.
- Student ILP's.
- EAfS data.

The evaluation plan will involve:

- Regular review of these data sources to provide

Evaluation plan for this strategic direction

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; and
- 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 year's work and "Where to Next?"

Strategic Direction 3: Educational Leadership through Effective Classroom Practice

Purpose

To promote instructional leadership through effective classroom practice in literacy and numeracy with a focus on best practice pedagogy, curriculum planning and feedback.

Improvement measures

Target year: 2024

Improvement Measures

- The school identifies as excelling on the SEF SaS in Explicit teaching and Feedback.
- The school identifies as excelling on the SEF SaS in Instructional Leadership.
- All staff use the ATSIL Self Reflection tool to align their self identified goals within the PDP process.
- The Teaching and Learning cycle is embedded with formative assessment, reviewing prior learning, learning intentions, success criteria, explicit teaching, modelled and guided learning opportunities, reflection, summative assessment and feedback.

Target year: 2024

Initiatives

Explicit Teaching and Feedback

Embed a learning culture where teachers prepare for explicit teaching, using evidence-based best practices, monitor student progress and provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.

- High impact professional learning on the use of the teaching and learning cycle and the literacy and numeracy progressions to personalise learning by building teacher capabilities and collective pedagogical practice.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Teachers routinely review learning with each student ensuring all students have a clear understanding on how to improve.

Educational Leadership

Collaborate with colleagues to plan, develop and revise teaching and learning programs.

- Build a strong professional learning community which is focused on seeking professional learning opportunities to share and gain expertise in evidence-based teaching practice and the continuous improvement of teaching and learning.
- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- Dedicated time for working with colleagues to plan, develop and refine teaching and learning programs based on the teaching and learning cycle.

Success criteria for this strategic direction

1.a) Effective Classroom Practice

All lessons will be systematically planned as part of a coherent teaching and learning cycle. Lesson planning will reference student progress and achievement data, curriculum, explicit teaching, differentiation, student feedback; and provide continuous improvements for all students, across the full range of abilities.

2.a) Formative Assessment

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

2.b) Student Engagement

Formative and summative assessments create opportunities for students to receive feedback on their learning.

3. Feedback

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

4. Educational Leadership

The school uses best practice to embed a culture of high expectations with a professional learning community which is focused on continuous improvement of teaching, learning and wellbeing.

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.

- Teaching and Learning Programs and plans.
- Lesson observations notes.

Strategic Direction 3: Educational Leadership through Effective Classroom Practice

Evaluation plan for this strategic direction

- Staff PDP process.
- NAPLAN data.
- Check-in Assessment data.
- Student work samples Literacy and Numeracy data on PLAN2.
- SEF SaS.
- SCOUT - Value added data.
- Learning Sprint data analysis.
- Student work samples.
- Literacy and Numeracy PLAN2 data.
- Student ILP's.
- EAFS data.
- Internal school data.
- Check-in Assessment.
- MyPL and NESAs e-TAMS records.

The evaluation plan will involve:

- Five-weekly review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures;
- Regular termly professional discussion around the School Excellence Framework elements and themes;
- Whole staff reflective sessions termly; and
- 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 year's work and "Where to Next?"