

Strategic Improvement Plan 2021-2025

Temora Public School 3178



School vision and context

School vision statement

Committed to the pursuit of excellence through the development of a whole school culture of high expectations and continuous improvement. Fostering Respectful, Responsible and Resilient citizens who are known, valued and cared for.

"Every Student, Every Day

School context

Temora Public School is located in the Riverina, (Temora Network) on Wiradjuri country and has a student enrolment of 230. Traditionally the proportion of males to females is greater, with 60% males to 40% female students. Five percent of students identify as Aboriginal and/or Torres Strait Islander. Four percent of students speak a second language other than English at home. Currently, there are 10 mainstream classes. The school will utilise staffing entitlements and flexible equity resourcing to ensure the additional employment of both teaching and support staff to ensure that we are meeting the individual learning needs of students through a range of tiered support and an evidence-based professional learning model.

Temora Public School students experience a wide range of extra-curricular opportunities including creative arts opportunities with The Young School of Music delivering band and guitar lessons each week as well as a selected dance team which perform at regional events. Academic teams are also a focus with Maths Olympiad occurring each week as well as Maths Games teams. Students in primary all participate in the public speaking competition and multicultural public speaking competitions and are given the opportunity to participate in ICAS Assessments. Temora Public School partners with Aurora College to support gifted learners through selection and participation in the virtual opportunity class and the virtual selective Year 7 class. Students participate in many Primary Schools Sport Association (PSSA) sporting competitions with many students enjoying success at the highest levels both individually and in teams at State level.

Through our Situational Analysis we have developed three Strategic Directions:

1. Student growth and attainment: This will be achieved through the collaborative development of a systematic literacy and numeracy block which will include explicit teaching and feedback in order to develop student understanding and mastery of concepts. Feedback will be used to communicate assessment and understanding, to stimulate students reflections on their learning and inform future learning. There will be a focus on explicit teaching, assessment and effective feedback within the What Works Best Document.
2. High expectations and a continuous improvement culture: Teachers at Temora Public will focus on data analysis to inform teaching and learning programs, which will be collaboratively planned within stage groups. All students will be challenged and engaged in order to develop their full potential, through appropriate curriculum differentiation. The High Impact Professional Learning cycle will be at the forefront; with stages participating in Professional Learning to target student needs. There will be a focus on high expectations, use of data to inform practice and collaboration within the What Works Best Document.
3. Fostering a positive school culture for staff, students and families: Temora Public school staff will develop a whole school culture, aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches. There will be a focus on wellbeing and classroom practice within the What Works Best Document. Staff will use collaborative strategies and share with staff across the school, the school community and other agencies as required, to

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support the wellbeing of students and establish partnerships built on trust and respect.

Strategic Direction 1: Student growth and attainment

Purpose

Maximising student learning outcomes in Literacy and Numeracy, by targeting individual learning needs through the use of explicit teaching practices and evidence based high impact strategies for all students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Literacy

In literacy, we will embed sustainable whole school systems and processes, using evidence based practices to improve student outcomes.

We will achieve this through;

- ***developing a literacy Team:***

Utilising the expertise of staff to lead the implementation of highly effective literacy practices, strategies and processes to set high expectations for all students.

- ***prioritising high impact professional learning :***

Utilising outside agencies and staff expertise, to improve evidence based teaching practices in literacy. To enhance student progress and achievement, for all students, across the full range of abilities.

- ***whole school practices:***

Developing a K-6 assessment schedule where formative and summative assessments clearly link to the scope & sequence. Building staff capacity to analyse and track data to inform robust teaching and learning programs, which are collaboratively planned, as well as differentiating the curriculum to suit individual learning needs.

- ***explicit teaching of the literacy block:***

Developing and implementing a shared vision where success criteria, learning intentions and feedback are explicitly delivered. The key components of the literacy block; modelled, guided and independent are evident throughout all programs, that are created to maximise individual student learning needs.

Numeracy

In numeracy, we will embed sustainable whole school systems and processes using evidence based practices to improve student outcomes.

Success criteria for this strategic direction

- Whole school literacy and numeracy processes and systems, developed collaboratively, will be evident in every classroom (SEF - Effective Classroom Practice, Explicit Teaching)
- Individual learning needs will be catered for in stage teams to maximise quality teaching, curriculum planning, delivery and assessment and promote learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)
- A whole school scope and sequence for literacy and numeracy will be embedded into every teaching and learning program; with a focus on literacy throughout all key learning areas. (SEF - Professional Standards, Literacy and Numeracy Focus)
- All teachers have a shared vision and understanding of how literacy and numeracy is taught through collaborative practice. Teachers will attend professional learning opportunities in order to upskill staff, ensuring consistency.
- 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. (SEF - Effective classroom practice)
- The principal and leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

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 literacy and numeracy?

Data:

We will use a combination of data sources. These will include:

Strategic Direction 1: Student growth and attainment

Initiatives

We will achieve this through:

- ***developing a numeracy Team:***

Utilising the expertise of staff to lead the implementation of highly effective numeracy practices, strategies and processes to set high expectations for all students.

- ***prioritising high impact professional learning:***

Utilising outside agencies and staff expertise, to improve evidence based teaching practices in numeracy. To enhance student progress and achievement, for all students, across the full range of abilities.

- ***whole school practices:***

Developing a K-6 assessment schedule where formative and summative assessments clearly link to the scope & sequence. Building staff capacity to analyse and track data to inform robust teaching and learning programs, which are collaboratively planned, as well as differentiating the curriculum to suit individual learning needs.

- ***explicit teaching of the numeracy block:***

Developing and implementing a shared vision where success criteria, learning intentions and feedback are explicitly delivered. All staff create learning tasks that focus on a mix of working mathematically investigations and opportunities to develop mathematical vocabulary in order to maximise student learning outcomes.

Evaluation plan for this strategic direction

- Internal assessment - data schedule which clearly outlines expectations for data collection and analysis eg. PLAN2, Essential Assessment Common Grade, Accelerated Reader, PM Benchmarking
- External assessment, eg. NAPLAN, ICAS
- Surveys - staff, students and parents
- Peer observations
- Student voice through personal learning goals
- 3 way conferences
- SCOUT data
- Value Add and top 2 bands

Analysis:

- Teaching and learning programs will be developed and assessed every four weeks within stage planning time.
- The LaST will analyse stage data weekly in collaboration with stage teams, with a focus on the TPS negotiated targets. Data will be systematically tracked to monitor whole school progress.
- Fortnightly SWBLS meetings to discuss students at risk and appropriate interventions
- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: High expectations and a continuous improvement culture

Purpose

Maximising individualised student learning outcomes, through building a culture of high expectations and continuous improvement. Teachers will engage in High Impact Professional Learning, collaborative practice and peer observations.

Initiatives

Data Informed Practice

We will achieve effective data informed practice by:

- **Data Literacy:**

developing staff understanding of student assessment and data concepts. Staff will effectively analyse, interpret and extrapolate data and collaboratively use this to inform their planning of teaching and learning programs, identifying interventions and modifying teaching practice.

- **Data Analysis:**

developing staff capacity to effectively use learning goals for students, informed by internal and external progress and achievement data. Embedding a learning culture that enables students to create and receive feedback and aim to achieve their learning goals.

- **Data use in Teaching:**

Developing and applying a clear understanding of assessment strategies - assessment for learning, assessment as learning and assessment of learning to inform teaching directions, monitoring and assessing student progress and reflecting on teaching effectiveness.

- **Data use in Planning:**

Regular collaborative analysis of data with colleagues to inform teaching and learning programs. Connections will be made between different data sets to build a rounded picture of each student and student data across year or classes to analyse wider trends.

High Impact Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. High Impact Professional Learning will be developed by:

- **Collaborative Practice and Feedback:**

Cyclical systems supported by the additional QTSS staff

Success criteria for this strategic direction

- Systematic and reliable assessment information is used to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. (SEF- Assessment)
- Student assessment data is regularly collated school-wide and in stage teams to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)
- High impact professional learning is differentiated to suit stage needs and its impact on the quality of teaching and student learning outcomes is evaluated. Explicit systems for collaboration and feedback are used to sustain quality teaching practice, through the implementation of the teaching and learning cycle within QTSS time. (SEF - Learning and Development)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results (SEF - Learning and Development)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of collaborative practice through the analysis of data to inform personalised learning for staff and students?

Data:

- Student learning goals
- Student Individual Learning Plans (ILP's)
- Student Growth based on internal & external data sources
- Data informed learning and support SMART goals
- Staff PDP's
- Assessment & reporting schedule

Strategic Direction 2: High expectations and a continuous improvement culture

Initiatives

allocation, to facilitate collaborative meetings, professional dialogue, classroom observation, modelling of effective practice and the provision of specific and timely feedback between staff.

- **Coaching and Mentoring:**

Whole school and/or inter-school relationships will be utilised, providing mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by experts on the teaching staff, Literacy and Numeracy team leaders and stage team leaders.

- **Professional Learning:**

The *High Impact Professional Learning (HIPL)* model will underpin staff professional learning, aimed at improved student progress and achievement. Professional learning will be differentiated to suit the individual needs of staff Professional Development Plans (PDPs). Stage teams will collaboratively analyse data and undertake Professional Learning based on the needs of their students. Teachers and school leaders will be collectively responsible for the impact of professional learning on student progress and achievement.

- **Expertise and Innovation:**

Teaching staff are provided opportunities to demonstrate and share their expertise through team collaborations and professional learning sessions. All teachers will have expert contemporary content knowledge and implement effective teaching strategies.

Evaluation plan for this strategic direction

- High Impact Professional Learning and stage planning overview
- QTSS stage tracking sheet

Analysis:

- Stage professional learning focuses will be determined at the beginning of each term based on data analysis. Teaching and learning cycles will be planned accordingly.
- The LaST will analyse stage data weekly in collaboration with stage teams, with a focus on the TPS negotiated targets. Data will be systematically tracked to monitor whole school progress and develop teaching and learning programs.
- Student learning goals will be communicated to parents at the beginning of each term and reflect upon at the end of the term.
- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 3: Fostering a positive school culture for staff, students and families

Purpose

Implementing a proactive and planned approach to wellbeing through developing whole school processes that support the needs of all students, staff and families so they can connect, succeed, thrive and learn.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 88.95% in 2023 to 90.05% by 2027.

Initiatives

Connect, Succeed, Thrive and Learn

- ***Inclusive, proactive, prevention-focused approach:***

Teaching and behaviour management approaches and practices aimed at building positive behaviours and learning environments while reducing the occurrence of challenging and unsafe behaviours through proactive and preventative approaches. Collaborative partnerships will be built with students, staff, families, communities and other organisations to support and develop, students and school communities.

- ***Sense of belonging:***

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. Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

- ***Developing Staff Leadership Capacity:***

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teacher leadership development contributes to the building of collaborative classrooms and positive school cultures, taking on roles within and beyond the classroom, improving the educational climate, design their own and others' professional learning and create a positive atmosphere in which students can thrive.

- ***Developing Student Leadership Capacity:***

Establishing student voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Collaborative Partnerships

- ***Family engagement:***

Success criteria for this strategic direction

- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students. There is a collective responsibility of staff to implement the wellbeing policy consistently. (SEF- Wellbeing)
- All students have regular opportunities to meet with an identified staff member and/or outside agency who can provide advice, support and assistance to help students fulfil their potential. (SEF- Wellbeing)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Students are able to reflect on their learning and communicate this to their parents. (SEF - Reporting)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. (SEF- Instructional Leadership)
- The leadership team measures school community (parent and student) satisfaction, and as a result, decisions are made in response to school community feedback. (SEF- Management Practices and Processes)

Evaluation plan for this strategic direction

Question: To what extent have we fostered a positive school culture for staff, students and families?

Data:

- Tell them From Me Survey -parents and students
- Sentral - PBL Data
- % of students/families accessing external agencies
- Australian Early Development Census
- SCOUT data
- Parental engagement in communication platforms; School Dojo & Facebook

Initiatives

Parents and the broader school community actively participate in the school and in helping students to develop positive connections. Strengthening the partnership between staff and families through whole school events and celebrations.

- ***Increase communication:***

There is a school wide collective responsibility for student learning and success which is shared by parents and students. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

- ***Parents as experts:***

Utilising the knowledge base and expertise of parents to upskill both students and staff. Undertaking coaching and mentoring lead roles within extra-curricular activities. Collaborative partnerships will be built with students, staff, families, communities and other organisations to support and develop students and school communities.

- ***Local School Connections:***

Collaborative practice among public schools within our area; strengthening the links between consistent teaching and learning delivery, professional learning opportunities, data analysis, mentoring between students and sharing the expertise and knowledge base of staff.

Evaluation plan for this strategic direction

- Attendance data: SCOUT enrolment & attendance report

Analysis:

- Semester reviews of the Tell Them From Me survey (parents & students) will be undertaken by the executive team and communicated to staff
- Whole school professional learning meetings will occur each fortnight where staff leadership/expertise is shared
- PBL/Sentral data will be analysed each term by the wellbeing leadership team and discussed at SWBLS meetings
- Executive staff will attend P&C meetings each month and communicate back to staff
- Communication platforms will be used regularly to celebrate student success and achievement
- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures