

Strategic Improvement Plan 2021-2025

Tirranna Public School 3222



School vision and context

School vision statement

At Tirranna Public School our students, staff and families work in partnership to inspire students to become confident and engaged life-long learners with the skills needed to thrive and flourish in an increasingly complex world.

Our teachers are committed learners who engage in ongoing robust, high impact professional learning that ensures the delivery of highly effective, evidence-based teaching and learning programs so that every student improves every year.

School context

Tirranna Public School is a small rural school located seven minutes outside Goulburn. The school site overlooks surrounding rural farming land, providing our students with a picturesque and natural environment in which to grow and learn. The school receives strong support from the local community, maintaining strong partnerships with the Gundry Rural Fire Service and Wakefield Park.

Our current enrolment of 11 students, includes approximately 18% from diverse multicultural backgrounds and 27% identifying as Aboriginal and Torres Strait Islander. Our school has a Family Occupation and Educational Index (FOEI) of 85. Our school works closely with families to provide ongoing support to ensure equitable and inclusive access to a broad range of learning opportunities.

Our school is part of three professional collaborations including the Goulburn Community of Public Schools (GCoPS), Tablelands Rural Education Community (TREC) and the Goulburn Small Schools Network. Through these collaborations, students are offered a range of curricular and co-curricular opportunities. The school has a strong culture of involvement in sporting pursuits, student leadership and excellence in the performing and creative arts. Technology is integrated across the curriculum, with commitment to ensuring that students develop the digital literacy skills required to actively contribute to and engage with a highly digitalised society.

The school's wellbeing initiatives include promoting living a healthy and active lifestyle and using the Positive Behaviour for Learning (PBL) model with a focus on being Integrity, Leadership and Aspiration.

Our teachers are university trained educators who expertly deliver a highly differentiated curriculum to our K-6 cohort through a culture of establishing individual learning goals, ensuring that the individual learning needs of all students are met each day.

Through our situational analysis we identified the need to ensure that the most effective, evidence-based teaching practices are used by all staff and that monitoring of learning is strengthened to ensure that all students demonstrate growth.

High expectations and aspirations will underpin a strategic and planned approach to wellbeing supporting students to connect, succeed, thrive and learn.

Strategic Direction 1: Student growth and attainment

Purpose

A whole school approach will ensure that the most effective, evidence-based teaching methods are identified, promoted, modelled and are used by all staff. Student learning will be monitored through ongoing data analysis to ensure that all students demonstrate growth.

Improvement measures

Achieve by year: 2025

Expected Growth - Numeracy

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

School Excellence Framework School Self Assessment (SEF-SAS)

In the SEF-SAS domain of Teaching in the areas of Data-skills and Use and Effective Classroom Teaching school evaluation will move from Sustaining and Growing to Excelling

Achieve by year: 2025

Expected Growth - Reading

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Data skills and use

Teachers will collect and use quality student performance data in literacy and numeracy so that all teaching and learning is data driven and responsive to the learning needs of students.

- Teachers will systematically analyse student performance data and track this against the Literacy and Numeracy Progressions indicators so that teaching and learning is differentiated at the point of need for all students.
- Assessment data supports teachers, students and families to collaborate to track and monitor progress against student learning goals so that students continue to improve each year.

Effective classroom practice

Teaching and learning programs in literacy and numeracy have a narrow and deep focus on developing mastery of explicit skills, strategies and deep content knowledge that students can transfer to new situations.

- Teachers will undertake Lesson Study to strengthen knowledge and effectiveness in the What Works Best areas of best practice.
- Teachers participate in high-impact mathematics professional learning in collaboration with Cluster Learning Communities so that all teachers can identify, understand and implement highly explicit evidence-based teaching.
- Teachers participate in high-impact professional learning in the KLA reading so that they can identify, understand and implement highly explicit evidence-based teaching in the six key aspects of reading.
- Our school will develop evidence-based literacy and numeracy initiatives at year, stage and whole school levels in response to identified learning priorities, including catering to the learning needs of students requiring intervention and extension.

Success criteria for this strategic direction

Initiative 1: Data skills and use

- 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.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- School staff collaborate with the school community to use student progress and achievement data to identify teaching and learning priorities. Teachers develop and implement research-informed teaching strategies and plans that support continuous improvement and ongoing monitoring of success.

Initiative 2: Effective classroom practice

- A whole school approach to teaching and learning ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored..
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback, and provides continuous

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- improvement for all students across the full range of abilities.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- The leadership team establishes professional learning communities that focus on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question: What has been the impact of using a whole school approach for effective, evidence-based teaching and data handling practices?

Data: Data sources will be collected and analysed by relevant teachers, leaders and teams, and will include: tracked student growth data, triangulated data from a variety of internal and external sources, observations of classroom practice, SEF-SaS evaluation data, professional learning minutes/reflections and teaching and learning programs.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: High expectations and engagement

Purpose

To maximise the learning outcomes for every student, our school will develop effective whole school community partnerships between students, staff and families to establish high aspirational expectations and collective responsibility for student learning and success. Students, staff and families will work together to motivate students to deliver their best and continually improve.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

System Negotiated Attendance Targets

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 91.1%.

Achieve by year: 2025

SEF-SaS

In the SEF-SaS in the areas of Wellbeing, Learning Culture and Educational Leadership school evaluation will move from Sustaining and Growing to Excelling.

Initiatives

Aspirational learning community

A strategic and planned approach to growing whole school community aspirational educational values supports students to value success and to continuously improve.

- Grow effective partnerships in learning with parents and students so that the whole school community engage in establishing and monitoring student improvement, including through engagement with Individual Educational Plans.
- Effective school systems grow a culture of whole school engagement in school initiatives that support understanding of student learning progress so that all students, families and teachers support students to achieve.

A planned approach to wellbeing

A strategic and planned approach to wellbeing processes and practices supports students to connect, succeed, thrive and learn.

- Review current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole school reform that effectively grows whole community engagement in school-wide learning initiatives.
- Engage in whole school reform that supports a growth mindset culture so that all learners are supported to develop life-long learner skills and values.
- Teachers undertake and implement evidence-based wellbeing practices, with a focus on implementing trauma-informed practice

Success criteria for this strategic direction

Initiative 1: Aspirational learning community

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- 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 all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Initiative 2: A planned approach to wellbeing

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.

Evaluation plan for this strategic direction

Question: What has been the level of engagement resulting from school initiatives to grow effective partnerships between students, staff and families?

Data: Data sources will be collected and analysed by relevant teachers, leaders and teams, and will include:

Strategic Direction 2: High expectations and engagement

Evaluation plan for this strategic direction

welfare and wellbeing system data, attendance data, SEF-SaS evaluation data, Individual Educational Plans engagement and monitoring data, TTFM and student survey data.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.