

Strategic Improvement Plan 2021-2025

Tooleybuc Central School 3235



School vision and context

School vision statement

Tooleybuc Central School's vision is that every student is supported to achieve their personal best. To achieve this the school is focused on every student, every teacher and every leader improving every year. The entire staff work collaboratively to ensure every student is known, valued and cared for. The combination of these two ethos and the implementation of structured high impact professional learning, focused on the improvement of literacy and numeracy skills, will be delivered across the school to support student achievement.

School context

Tooleybuc Central School is a small rural school located on Wadi Wadi and Muthi Muthi Country along the banks of the Murray River, catering for students from Foundation to Year 12. Students are drawn from surrounding towns in both NSW and Victoria.

School enrolments have recently increased to 125 students with approximately 14% of the school student population identifying as Aboriginal and Torres Strait Islander. There are an increasing number of students with English as an additional language or dialect in the school.

The Tooleybuc Central School community are passionate supporters of our school.

The school has a fantastic mix of experienced and enthusiastic early career teachers, allowing for all teachers to be capably mentored and supported to develop their teaching skills.

After undertaking a thorough Situational Analysis, the school will be looking to build on its strong literacy and numeracy programs by focusing on comprehension, vocabulary and number and algebra. Achieving significant individual student growth for every student, will remain a priority for the school, this will be fostered by a focus on inclusive education and collaborative learning between students, teachers and the wider school community.

Tooleybuc Central School has a proud history of looking after the wellbeing of all members of the school community. This will be enhanced by the introduction of The Resilience Project and Smiling Minds. These programs will be well supported by a variety of evidence based academic learning programs. This combined with strong connections with SuniTAFE and Murray Mallee Local Learning Employment Network will assist Tooleybuc Central School to help all students to achieve their personal best.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, writing and numeracy and to build strong foundations for success, we will further develop and refine data driven practices that are responsive to the learning needs of individual students.

Improvement measures

Formative Assessment

Achieve by year: 2025

An improvement in the theme of Formative assessment, to excelling, as measured by the School Excellence Framework.

Data Use in Teaching

Achieve by year: 2025

An improvement in the theme of Data use in teaching, to sustaining and growing as measured by the School Excellence Framework.

Initiatives

Assessment Practices

Whole school structures will be implemented in both the primary and secondary department to develop the capacity of teachers to achieve quality assessment practises across the school. Leaders will work together to provide targeted professional learning to support the embedding of effective assessment and data collection.

Analysis of Data to Inform Planning and Teaching

Staff will be provided with high impact professional learning to support the analysis of both internal and external data to gain a deep understanding of their students. Regular, scheduled check ins with the data will ensure every student is truly known, valued and cared for.

Success criteria for this strategic direction

All staff have been trained and are highly skilled in the effective and efficient use of data. Effective systems are in place to record data that has been collected, ensuring that consistent methods are used over time so that comparisons of student progress are accurate. A variety of data is collected, including information about academic performance, progress and wellbeing.

All teachers actively engage in organised, structured collaborative analysis of data with colleagues. Teachers monitor and reflect on the progress of every student to identify strengths and gaps in learning. Regularly updating and reflecting on the clarity wall, personalised learning plans, individual learning plans and individual goal setting.

Internal and external data is routinely triangulated and used to evaluate individual learning programs, to inform new goals or adapt existing goals and ensure all students are challenged and successful. Wider trends are identified in the data and used to modify individual and collective teaching practice and planning.

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
- HSC Data
- Check in Assessment data
- Phonic and Phonemic Awareness
- Clarity walls demonstrating student achievement
- Student work samples - Including VCOP Cold Writes
- Literacy and numeracy PLAN2 data
- Student PLPs
- PAT Data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Individual Student Goals

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

Strategic Direction 2: Effective Systems for Collaboration and Feedback

Purpose

In order to effectively teach literacy and numeracy across all KLA's, collaboration structures will be implemented across the school to support teachers to effectively analyse, plan, develop and reflect on teaching practises.

Improvement measures

Reading growth Primary

Achieve by year: 2023

80% of Primary Students will show growth on PAT-R test by the end of 2023.

Numeracy growth Primary

Achieve by year: 2023

90% of Year 6 students will show growth on the Numeracy Progressions in the area of Additive Strategies as shown on the IfSR.

Reading growth Secondary

Achieve by year: 2023

80% of Secondary Students will show growth on PAT-R test by the end of 2023.

Numeracy growth Secondary

Achieve by year: 2023

80% of Secondary Students will show growth on the PAT-Maths test in 2023.

Initiatives

Collective Capacity for Instructional Improvement

A culture of structured collaboration will be embedded across the school, focused on implementing agreed practices in the delivery of quality teaching and on the improvement of all students' literacy and numeracy skills.

Systems for Effective Feedback

Effective systems for feedback will be implemented across the school and regularly reviewed. Teachers will participate in high impact professional learning to assist them to provide students and their colleagues with relevant, explicit, ongoing, constructive and actionable learning outcomes and feedback.

Success criteria for this strategic direction

Teaching staff demonstrate and share their expertise within the school, whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. All teachers use effective teaching strategies, innovative practices and have structured processes in place to evaluate, and refine these.

Students have well established opportunities to feel connected to their learning, they are asked for feedback on their learning and shown that their opinions and experiences are considered and are valuable and important. Feedback from students on their learning derived from their assessments informs further teaching.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

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
- Check in Assessment data
- Phonic and Phonemic Awareness data
- Scout - Value added data
- QTR - / Lesson observation feedback
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLP's and IEP's
- Student individual goal setting and reviews

Strategic Direction 2: Effective Systems for Collaboration and Feedback

Evaluation plan for this strategic direction

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

Strategic Direction 3: Inclusive Education

Purpose

In order to ensure all learning is targeted to the individual needs of students, staff will develop their understanding of students from culturally, economically and socially diverse backgrounds, including those students with a disability and work collaboratively with parents, caregivers and communities to develop high expectations for all.

Improvement measures

Wellbeing (Secondary)

Achieve by year: 2023

Increase the Tell Them From Me wellbeing data (advocacy, belonging, expectations) by 2%.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 20%

Attendance - Primary (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time by 4% in primary.

Attendance - Secondary (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time by 8% in secondary.

Initiatives

Targeted Training To Support Understanding and Delivery of Inclusive Education.

All staff will participate in targeted professional learning to increase teacher capacity to provide inclusive education, allowing for the development of high expectations and positive relationships for all members of the school community. This will include having a clear focus on providing adjustments, differentiated teaching, monitoring student progress and improving links between the school and the whole community to meet the needs of all students.

Celebrations of Culture and Identity

All students and staff are given the opportunity to share and celebrate their own heritage and identity and to learn about the culture and identity of others.

Success criteria for this strategic direction

Positive, respectful relationships are widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Parent and carer relationships with the school are built on trust and respect with open communication between the two ensuring that all student support services are working for the student's best interests.

Evidence-based change to whole school practices has resulted in measurable improvements in well being and engagement to support learning. Whole class and individual programs are established that identify strengths and success as well as build resilience and self-regulation in students.

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, parents and the community work together to support consistent and systematic processes that ensure students absences do not impact on learning outcomes.

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:

- TTFM data
- NAPLAN data
- HSC Data
- Check in Assessment data
- Phonic and Phonemic Awareness data
- Scout - Value added data
- Clarity walls demonstrating student achievement
- Lesson observation feedback

Evaluation plan for this strategic direction

- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLP and IEP

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