

Strategic Improvement Plan 2021-2024

Toomelah Public School 3239



School vision and context

School vision statement

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who achieve academic success.

Our school vision aligns with DoE priorities in NAPLAN and attendance.

School context

School context

Toomelah Public School is a Connected Communities primary school located in the far north west New South Wales and stands proudly on Gomerioi Country. We have a current enrolment of 45 students, all of whom are Aboriginal. School numbers have increased over the past four years which is a positive trend. Due to the transient nature of our school community numbers can fluctuate throughout a year. Our FOEI is 226 identifying us as a low socio-economic rural and remote school. We receive a high level of funding due to these combined circumstances. Toomelah has a high staff mobility.

Toomelah Public School is committed to excellence in education. There is a strong ethos of inclusion and commitment to education of the whole child through the provision of quality education and welfare practices. We value a culture of teamwork, with community involvement encouraged in all aspects of school life. The school works closely with the local AECG and its community reference group.

Toomelah is a Positive Behaviour for Learning school and also uses the Berry St model school wide. Language and Cultural teaching is a feature of the school and students have weekly lessons delivered by the Aboriginal Education Officer, Community Elders and local community members.

The Connected Communities (CC) strategy, positions Toomelah Public School as a community hub. It broadens the influence of our community and school leadership, to play a role in the delivery of key services and supporting, inspiring and motivating children from birth through to transition to school and transition to high school.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance all staff will use evidence-informed strategies and embed evaluative practice to meet the needs of individual students. Students will become resilient and confident lifelong learners who are aware of their own progress. There is a culture of high expectations from students, staff and community.

Improvement measures

Target year: 2023

Reading:

- An Increase of 20% of students in Year 3 and 5 achieve expected growth in Reading as measured in NAPLAN.

Target year: 2022

Reading

- At least a 20% increase of Year 3 & 5 Aboriginal students achieve in the top 3 bands in Reading as measured in NAPLAN.

Target year: 2023

Numeracy:

- An Increase of 25% of students in Year 3 and 5 achieve expected growth in Numeracy as measured in NAPLAN.

Target year: 2022

Numeracy

- At least a 15% increase of Year 3 & 5 Aboriginal students achieve in the top 3 bands in Numeracy as measured in NAPLAN.

Target year: 2022

Initiatives

Quality Literacy and Numeracy Sessions

- High expectations are evident across the school and community. Teachers, students and community set SMART differentiated (academic/ Literacy Numeracy) goals for each student.
- Students regularly receive specific feedback on their progress in Literacy and Numeracy and where to next in their learning.
- Interventions and tutoring programs are provided to support students to reach grade appropriate outcomes.

Attendance

Student attendance is regularly monitored and communicated to all stakeholders.

- Incentives are implemented for individuals, classes and the whole school to encourage and reward improved and excellent attendance.

Success criteria for this strategic direction

- Students are regularly receiving feedback on their learning and are achieving negotiated differentiated goals.
- Students have high self efficacy and are achieving academic success.
- Staff participate in professional learning and design differentiated engaging literacy and numeracy sessions.
- Community participate in students academic goals and are regularly informed of their progress.
- Students are attending school regularly and data is monitored and communicated to all stakeholders. Initiatives and rewards are in place.

Evaluation plan for this strategic direction

The school will use the following sources of data to regularly evaluate and analyse the effectiveness of the initiatives:

- Check in assessments.
- NAPLAN.
- Community participation numbers in goal settings (PLP).
- School data on student learning goals
- Attendance Data.

School staff and community will regularly reflect on data to analyse current practise and where to next. .

Strategic Direction 1: Student growth and attainment

Improvement measures

Attendance:

- A growth of 10% of students achieving 90% attendance or more.

Target year: 2022

Reading

- At least a 10% increase of Year 3 & 5 students achieve in the top 2 bands in Reading as measured in NAPLAN.

Numeracy

- At least a 10% increase of Year 3 & 5 students achieve in the top 2 bands in Numeracy as measured in NAPLAN.

Strategic Direction 2: Effective Teacher Practice

Purpose

Teachers participate in evidence based professional learning to build knowledge and understanding of best practice that ensures continuous improvement of all students. Students are highly engaged across all KLAs.

Improvement measures

Target year: 2022

Achieve *Delivering* in "Underpin professional learning with strong evidence-based research", as mentioned in High Impact Professional Learning (HIPL) school self-assessment tool.

Target year: 2022

Achieve *Sustaining and Growing* in "Professional Learning" in the domain of Teaching and Learning as measured in the School Excellence Framework.

Target year: 2022

Achieve *Sustaining and Growing* in "A Planned Approach to Wellbeing" in the domain of Learning as measured in the School Excellence Framework.

Initiatives

Continuous improvement through best practice

- Targeted evidenced based professional learning will support a culture of continuous improvement, quality teaching and student engagement.
- Professional Learning in Literacy and Numeracy from DoE in the areas of phonics, phonological awareness, comprehension and Oral Language, mathematical core facts, problem solving, Deadly Dialects and EALD progressions .

Students engaged through innovative practice.

- Teachers design and implement innovative and engaging units that are connected to syllabus outcomes, the real world and culture.
- External mentoring is provided to support teachers professional learning, collaborative design and implementation of innovative, integrated units of work.

Success criteria for this strategic direction

- Teachers routinely incorporate Professional Learning and relevant evidence-based research in teaching, in their classroom practice and collaboratively evaluate its' success.
- Students are highly engaged in innovative and differentiated lessons across all KLAs and are active participants in their learning.

Evaluation plan for this strategic direction

The school will use the following sources of data to regularly evaluate and analyse the effectiveness of the initiatives:

- Staff feedback and evaluations on Professional Learning.
- Student academic results. Check In, NAPLAN, school based assessments.
- 'Tell Them From Me' data on student engagement.
- Student work samples, projects and products from innovative teacher practice.

Strategic Direction 3: Community, Connection and Culture

Purpose

There is a school and community wide, collective responsibility for student wellbeing and learning. Parents and community are active participants and regularly engage in school events.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation and collaboration with parents and community. Community support the students and school to connect to their culture and engage in learning opportunities.

Improvement measures

Target year: 2022

Achieve Delivering in "Community Engagement" in the Leading domain as measured in the School Excellence Framework.

Target year: 2023

At least a 15% increase of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured in the Tell Them From Me survey.

Target year: 2022

Achieve Sustaining and Growing in "Behaviour" in the Learning Domain as measured in the School Excellence Framework.

Initiatives

Language and Culture

- The school and community work together to provide students with opportunities to connect with their language and culture and build self-efficacy.
- Staff regularly participate in connection to culture events.

Wellbeing

- Every students is known, valued and cared for and the school and community design and implement well-being practices that support students to achieve academic success.

Partners in Learning

- Develop a culture throughout the school community where learning is valued and high expectations are evident for all students at home and at school.
- Community are regularly provided with information about high expectations and student achievement. They are given opportunities to give feedback and contribute to whole school directions and programs.

Success criteria for this strategic direction

- Students participate in a range of opportunities and feel connected to the school and their culture.
- Positive and respectful relationships are evident and widespread among students and staff in all contexts of school life.
- Parents and community contribute to and have a clear understanding of wellbeing policies and procedures.
- Parents and community regularly provide feedback about school events, policy and direction.

Evaluation plan for this strategic direction

The school will use the following sources of data to regularly evaluate and analysis the effectiveness of the initiatives:

- Student Tell Them From Me Survey data on Wellbeing.
- Student Tell Them From Me Survey data on connection to culture.
- Student Behaviour data.
- PBL evaluation data.
- Parent surveys and feedback.
- Parent participation numbers in school events and programs.