

# Strategic Improvement Plan 2021-2025

**Towamba Public School 3252**

# **TOWAMBA PUBLIC SCHOOL**



# School vision and context

## School vision statement

Towamba Public School's vision is to provide high quality, inclusive educational experiences and a diverse range of opportunities for improving student learning and wellbeing. We strive for excellence in an inclusive environment where every student maximises their potential through strong school and community connections.

We believe that every student should be challenged to learn and continually improve in a respectful environment underpinned by high expectations. Our vision is to be partners in learning and collaboratively empower students to become confident, resilient, self-directed and successful learners.

## School context

Towamba Public School is located in the Towamba Valley, 30km west of Eden, in an environment of mixed farmland, forest and rural lifestyle. 2021 enrolment is 20 students from K-6 with a small proportion of students who identify as Aboriginal. The school is rural, remote and has a FOEI of 147. Student numbers have remained reasonably consistent over the last few years, however a slight drop is anticipated over the next four years, forgoing any new community members moving into the area.

Based on a review of our situational analysis, we have identified the need for a continued development of our data collection, analysis and reflection practices. We have identified the need to move towards deeper reflective practices based on quality analysis. This reflective process will involve deeper use of data to inform all processes and practices across the school.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

The wellbeing and engagement of our students remains a priority. Individualised Learning Plans (ILPs) will continue to be used for every student, to promote learning, wellbeing and growth along with self-directed learning. Clear processes will be put in place to support students with additional needs. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school process to support every student being known, valued and cared for in our learning community.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

## 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

Increase the percentage of students K-6 achieving or exceeding expected growth in the sub-element of "Understanding Texts - Comprehension" in line with the National Literacy Learning Progressions.

### 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

Increase the percentage of students K-6 achieving or exceeding expected growth in the sub-element "Number and Place Value" in line with the National Numeracy Learning Progressions.

## Initiatives

### Effective Classroom Practice

A whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

- Research and implement frameworks that employ evidence-based strategies to support explicit teaching, high expectations and effective feedback in teaching and learning.
- Build staff capacity through provision of sustained collaborative professional learning that develops skills and expertise in evidence-based high impact teaching strategies for improved classroom practice.
- Develop and implement consistent school-wide Literacy and Numeracy interventions that focus on regular data collection, collation and analysis through formative assessment to inform and impact teacher and student learning.

### Data skills and use to inform practice

Build teacher capabilities to collect and analyse relevant and meaningful data sources to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, along with tracking progress and growth.
- Develop a comprehensive and sustained staff professional learning program that builds teacher capacity in data collection, data collation, data analysis and data use to inform their teaching practice and improve student achievement.
- Develop and embed data driven formative assessment structures into daily practice to effectively inform the next steps in the teaching and learning cycle on a daily basis in every classroom.

## Success criteria for this strategic direction

Teaching and learning programs are responsive to the needs of all learners, showing evidence of revision based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Student assessment data is explicitly used school-wide to identify student achievement and progress and to inform teaching practice.

All staff have participated in sustained professional learning to ensure they are confident in the delivery of high quality, data directed lessons, formative and summative assessment practices and effective analysis of data to drive teaching and learning programs.

Formative assessment and feedback are undertaken both formally and informally and they are embedded as part of daily practice in every classroom. Students know where they are at and they know the next steps to take in their learning.

Every classroom demonstrates the consistent implementation of high impact, evidence-based teaching strategies aligned to the school priorities.

Every student has a Personalised Learning Support Plan developed in consultation with student, parent, teachers and key stakeholders, which is reviewed regularly.

Students are demonstrating growth in literacy and numeracy.

## 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
- PAT-m/r assessments

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Check in assessment data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student Individual Learning Support Plans
- School Excellence Framework evidence and analysis
- Best Start data
- IfSR
- Review of teaching and learning programs

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Reviewing staff professional learning requirements to ensure 100% of staff are trained in all necessary learning requirements.
- Regularly reviewing the practice of efficient and meaningful use of Learning Intentions and success criteria for the achievement of literacy and numeracy goals.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes and drive continuous improvement under the guidance of the School Excellence Framework.

## Strategic Direction 2: Quality systems and processes to support wellbeing and engagement

### Purpose

Engaging and maintaining strong, meaningful relationships with parents, carers and the wider community to enhance learning opportunities for students. To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of engagement.

### 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

Increase the proportion of students attending school by 0.8% from baseline data towards the system-negotiated improvement measure.

### Initiatives

#### Community Engagement

Foster strong, respectful partnerships to enhance connections with parents, students, staff, community and local schools to maximise student support and to improve student outcomes.

- Develop and implement frameworks to establish a school culture that embeds respectful relationships between students, parents and the wider school community to ensure all voices are heard and considered in school decisions.
- Opportunities for authentic engagement are established in partnership with our community to engage students in aspirational thinking through real-world opportunities and experiences.
- Foster relationships between the school and wider community, including local small schools, to enhance student wellbeing and learning outcomes through evidence based practices.

#### A planned approach to wellbeing

To develop and implement whole-school evidence-based processes and procedures for student wellbeing and engagement where students will connect, succeed, thrive and learn.

- Research and implement an evidence based, whole-school approach to support wellbeing and engagement which is aligned to the Wellbeing Framework and results in improved student wellbeing, engagement and attendance.
- Establish ongoing, authentic opportunities to collaborate with parents and students to inform planning for targeted wellbeing interventions that maximise support, increase connection to school and provide opportunity for continued attendance and continuity of learning.
- Build staff capacity and collective responsibility through provision of collaborative professional learning to develop skills and expertise in evidence

### Success criteria for this strategic direction

Implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties through directed professional learning activities.

Widespread positive and respectful relationships are evident throughout the school, promoting wellbeing and ensuring optimum learning conditions.

Wellbeing, behaviour and attendance support plans are embedded practice and achieved for all students.

Staff are aware of all students specific needs and interventions and participate regularly in learning and behaviour management plan reviews.

Planning and provision for learning is informed by holistic information about each student's individual needs (wellbeing and learning) in consultation with families.

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

Parents, carers and community members are regular contributors to our learning programs through authentic experiences

All students demonstrate positive wellbeing and connection to school. They value relationships with other students and all staff and demonstrate respectful and caring behaviors towards others.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives and programs in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school future directions:

## Strategic Direction 2: Quality systems and processes to support wellbeing and engagement

### Initiatives

based wellbeing programs. These will provide a proactive whole school approach to wellbeing and targeted intervention to support complex student needs.

### Evaluation plan for this strategic direction

- attendance data (SCOUT)
- student feedback and surveys
- parent feedback and surveys
- Individualised Behaviour/Wellbeing Support plans
- Individualised Learning Support plans
- Tell Them From Me data
- School Excellence Framework evidence and evaluation
- suspension data
- internal behaviour referral data
- EBS4 data

#### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Term by term review of data sources including both qualitative and quantitative, internal and external data to qualify conclusions.

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions for wellbeing and engagement.