

Strategic Improvement Plan 2021-2025

Trunkey Public School 3260



'The key to your child's success'

School vision and context

School vision statement

EXCELLENCE, WELLBEING, COLLABORATION

Our school promotes excellence and equity and commits to high expectations where every student is valued within a purposeful and respectful learning environment ensuring all students' needs are met, enabling them to achieve their highest potential.

Together, with our community, we achieve and celebrate our successes.

School context

Trunkey Public School is a TP1 school, serving the rural village of Trunkey Creek and surrounding properties. The school is located 57 kms from Bathurst and 39 kms from Blayney.

There are 11 students enrolled in 2022. Enrolments are stable. An enthusiastic parent body and active P&C continue to support the school and generously contribute substantial funds towards school programs and excursions.

Trunkey Public School is an active member of the Heritage Country Small Schools' Learning Community, which is committed to collaboratively lead, implement, monitor and report on shared professional learning and organise combined academic, creative, and sporting events and stage excursions.

Our school prides itself on educating the whole child, with emphasis placed on Literacy and Numeracy as well as the Creative and Performing Arts. We focus on the principles of an active lifestyle supported by healthy eating, through our highly successful implementation of the Stephanie Alexander Kitchen Garden Program and the Healthy School Canteen Strategy, supported by the ideals of living a sustainable, environmentally responsible lifestyle as supported by our many and varied environmental projects.

We value Social and Emotional Learning and the impact this has on student welfare. We currently have a major focus on student wellbeing, through the 'BeYou' Program, which is supported by the school's culture of high expectations, respect and care for one another. The addition of a School Chaplain to our staffing has greatly assisted the school to support the students and their families. Student leadership is another focal point of our school whereby students are active participants in the School's Improvement Plan.

School-based data over the past five years shows that the vast majority of students are performing well in both Literacy and Numeracy with matched students recording fabulous growth in NAPLAN from Yr 3 to Yr 5, far exceeding state expectations. We acknowledge that explicit, systematic core programs are integral to our students' ongoing success, in conjunction with a strategic allocation of funding and expertise to support students with additional needs.

Our three strategic directions for the 2021-2024 School Improvement Cycle are:

STUDENT GROWTH AND ATTAINMENT

WELLBEING FOR SUCCESSFUL LEARNING

AUTHENTIC COLLABORATION

These strategic directions have been formulated through a rigorous and meaningful consultation process, conducted throughout Term 1, 2021 which has included:

- Evaluation and review of the previous school plan,

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- An extensive review of both internal and external student data,
- Consultation with the Bathurst AECG,
- Consultation with the Trunkey PS P&C Association and Kids' Council,
- An in-depth analysis of school culture and current learning programs,
- Understanding of System negotiated targets,
- Discussion of Network negotiated targets,
- Review of Premier's Priorities, and
- A thorough and rigorous analysis of the Trunkey PS Situational Analysis.

Through this process, we have identified the following areas for school focus over the School Improvement Cycle:

- **Reading** - with an emphasis on Fluency and Comprehension,
- **Writing** - specifically Spelling and Vocabulary,
- **Wellbeing** - utilising a scientific, validated process for measuring multiple dimensions of student wellbeing in the areas of Attachment to School, Self-Regulation, Social Confidence and Positive Relationships, and
- **Collaboration** - Meaningful collaboration, sharing evidence-informed practices, resulting in sustained and measurable whole-school improvement and celebrating success.

We have committed our financial and human resources to support this plan. They will be used strategically to ensure the needs of individual students are met, negotiated targets for improvement are achieved and that all staff has the capacity to provide high-quality teaching and learning through targeted professional development. The funding process will be regularly monitored to ensure we are meeting our expectations and commitments.

We will continually monitor and assess our plan and our initiatives for improvement and communicate our successes regularly with our school community.

We will undertake the External Validation process in 2023 where an external panel will provide constructive feedback on our progress and provide suggestions for future planning.

Sharyn Cogdell

Principal

Trunkey Public School

'The key to your child's success'

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December, 2021

Strategic Direction 1: Student growth and attainment

Purpose

To ensure improved student learning outcomes and consistent growth for every student in both Reading and Numeracy, we will engage in evidence-informed explicit teaching, implement effective assessments of learning and use this data to inform best practice for further student progress. We will have teaching and learning programs showing evidence that they are adjusted to address individual student needs, ensuring all students are challenged and the adjustments made lead to improved learning outcomes for all. Teachers will involve parents in planning to support learning and to share expected outcomes and successes.

Improvement measures

Reading growth

Achieve by year: 2023

To increase the number of students showing growth in reading through Progressions data from 2022 baseline data.

Numeracy growth

Achieve by year: 2023

To increase the number of students showing growth in numeracy through Progressions data from 2022 baseline data.

Initiatives

Highly Effective Teaching

We will achieve highly effective teaching through a focus on explicit instruction, effective feedback, use of data to inform practice and appropriate assessment strategies.

EXPLICIT TEACHING - Teachers will:

- Review prior learning and task mastery before beginning more complex learning,
- Provide visual lesson outlines, including learning intentions and success criteria, and
- Use a range of data from different types of assessment for learning, to plan, modify and deliver lessons to ensure differentiation, to inform individual learning goals and to guide future directions.

ASSESSMENT AND EFFECTIVE FEEDBACK - Teachers will:

- Design and deliver high-quality assessment tasks as part of everyday practice so that students can improve their learning processes and enhance their understanding and performance on the task. Eg. rubrics, marking guidelines and exemplar work samples, and
- Provided specific and individualised feedback based on the success criteria, giving students time to reflect on and apply the feedback, so they can better understand and refine learning goals to improve their own learning.

DATA INFORMED BEST PRACTICE - Teachers will:

- Collect meaningful student data and use it to plan for students' next steps in the learning continuum.

Success criteria for this strategic direction

Use excelling statements from the SEF

Professional Standards - Literacy and Numeracy

Focus - All teachers explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas with success that can be measured by improved student progress and achievement data.

Curriculum - Teaching and Learning Programs -

Teaching and learning programs are dynamic, showing evidence of differentiation, revisions based on feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Data Skills and Use - Data Analysis - The learning goals for students are informed by analysis of internal and external progress and achievement data. Goal identification and progress are shared with the student and parents and seen as a shared responsibility. Ongoing constructive feedback and reporting on the achievement of student learning goals are based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

Student Performance Measures -

- The school achieves excellent value-added results, significantly above the state average and the local school group.
- Most students achieve in the top two bands for NAPLAN Reading, Writing and Numeracy.
- Students are achieving higher than expected growth on internal progress and external achievement data.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of our initiatives in achieving the selected improvement measures:

- Best Start
- Phonics and Phonological Screener
- Reading Benchmark
- SEF SaS
- NAPLAN
- Check-in Assessments
- COVID ILSP
- IEP results
- SCOUT
- PLAN2
- Student work samples
- Student Portfolios
- Semester 1 and Semester 2 assessments
- Teacher professional learning
- Essential Assessments
- Athletics
- Typing Tournament etc.

The evaluation plan will involve:

- Five-weekly review of data sources to provide evidence that we are on track for achieving intended improvement measures,
- Regular professional discussion around the School Excellence Framework, Quality Teaching Framework, What Works Best and 'The Science of Reading' at whole staff reflective sessions, held twice a term,
- Review and triangulation of data including quantitative and qualitative, internal and external data, to corroborate conclusions, and
- A deep analysis of the data to maximise learning for all students and to guide future school planning.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Strategic Direction 2: Wellbeing for Successful Learning

Purpose

To ensure an improved sense of wellbeing in both students and staff, we will build quality relationships with our students, their families and the community, manage positive classrooms that maximise effective learning time and positive learning behaviours, whilst supporting the social, emotional and intellectual wellbeing of all. A strategic approach to whole-school wellbeing will support all students and staff to connect, succeed, thrive and learn.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time to the upper-bound School target of 90% by the end of 2023.

Achieve by year: 2025

Initiatives

Wellbeing Within a Culture of High Expectations and Positive Classroom Management

- We will build quality relationships with each student and their family, differentiate instruction to support each students' strengths and areas of need, whilst encouraging and supporting high expectations and positive learning behaviours.

HIGH EXPECTATIONS - Teachers will:

- Consistently challenge all students to learn and to guide and support parents to hold high expectations for their children, and
- Establish clear and consistent expectations for learning and behaviour, challenge students to pursue continuous improvement and maintain high attendance rates.

CLASSROOM MANAGEMENT - Teachers will:

- Develop and foster high-quality relationships with students and their parents,
- Provide structure and opportunities for active participation and engagement by all students in the classroom, and
- Maintain a positive classroom environment that maximises effective learning time.

STUDENT WELLBEING - Teachers will:

- Support the cognitive, social, physical and spiritual wellbeing of all students by promoting social, emotional, behavioural and intellectual engagement at school.

Success criteria for this strategic direction

Learning Culture - High Expectations - 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.

Effective Classroom Practice - Classroom Management - Classrooms and other learning environments are well-managed where positive, respectful relationships are evident supported by a consistent, school-wide approach. Well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Wellbeing - A Planned Approach to Wellbeing - The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support student learning.

Evaluation plan for this strategic direction

Student Performance Measures -

- The school achieves excellent attendance rates and any students requiring support are identified quickly and supported in a respectful, caring manner, with their parents as partners in any
- A dedicated staff member is available to support any student requiring emotional/social and/or behavioural support at the point of need.
- The school has an effective 'Check-In' method for students to acknowledge and address their emotions on a daily basis, to identify triggers for certain behaviours and to suggest appropriate strategies to address these behaviours for continued personal growth.

Strategic Direction 2: Wellbeing for Successful Learning

Evaluation plan for this strategic direction

- School data shows that strong student progress and achievement is matched to strong student wellbeing data on both internal and external measures.
- Academic and emotional progress and achievement of equity groups within the school is equivalent to the academic and emotional progress and achievement of all students in the school.

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the selected improvement measures:

- Rumble's Quest RealWell data for Total Wellbeing (a combination of four areas including Attachment to School, Self-Regulations, Social Confidence and Positive Relationships and Supportive Home Relationships.)
- SEF SaS
- NAPLAN
- Learning and Support data
- PLAN2
- Student Portfolios
- Semester 1 and Semester 2 assessments
- Student and Parent surveys
- SCOUT and school attendance data
- IEP Results
- Behaviour Reports
- PBL reports
- School Chaplaincy Program
- Merit Award Records
- 'Flourish for Teachers' Program
- Whole-staff professional learning in the BeYou Program etc

The evaluation plan will involve:

- Five-weekly review of data sources to provide evidence that we are on track for achieving intended improvement measures,

Strategic Direction 2: Wellbeing for Successful Learning

Evaluation plan for this strategic direction

- Regular professional discussion around student wellbeing strategies, School Chaplaincy and 'RealWell' data at whole staff reflective sessions, held twice a term,
- Review and triangulation of data including quantitative and qualitative, internal and external data, to corroborate conclusions, and
- A deep analysis of the data to maximise effective learning for all students, increased wellbeing for all students and staff and to guide future school planning.

Strategic Direction 3: Authentic Collaboration

Purpose

To ensure a culture of collaboration, instructional leadership and genuine community engagement, we will work together as a staff with the Heritage Country Small Schools, other schools, Kids' Council, the Trunkey Public School P&C Association and specific organisations, sharing evidence-informed practices and expert knowledge for positive mutual benefit.

Improvement measures

Achieve by year: 2025

Achieve by year: 2025

Initiatives

Collaboration

We will share evidence-based practices, knowledge and strategies through effective collaboration with students, staff, parents, other schools and outside agencies and organisations, resulting in improved teacher practices and quality of student outcomes.

COLLABORATION - Teachers will:

- Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices,
- Regularly participate in structured lesson observations that focus on how different teaching approaches impact student learning,
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs, and
- Work in partnership with colleagues to achieve shared collaboration goals.

Success criteria for this strategic direction

Learning and Development - Collaborative Practices and Feedback - The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modeling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Learning and Development - Professional Learning - The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

Student Performance Measures -

- Teachers support one another's professional learning through participating in Quality Teaching Rounds, identifying individual strengths and challenges, in a supportive, respectful and caring manner.
- Coaching and mentoring is offered to teachers by a school colleague or an expert in another school at the point of need.
- The school has an effective 'Self-Assessment' process whereby teachers can self-evaluate their lessons against a rubric based on the Quality Teaching Framework, identifying elements requiring additional professional learning or practice, resulting in continued personal and professional growth.
- School data shows that strong teacher quality is linked to strong student progress and achievement, and is matched to both internal and external measures.

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the selected improvement measures:

Strategic Direction 3: Authentic Collaboration

Evaluation plan for this strategic direction

- SEF SaS
- NAPLAN
- Learning and Support data
- PLAN2
- Semester 1 and Semester 2 assessments
- Student and Staff surveys
- SCOUT data
- IEP Results
- Performance Development Plans
- Data Walls
- Quality Teaching Framework self-assessment
- Quality Teaching Rounds lesson observations
- High Impact Professional Learning Self-Assessment Toolkit

The evaluation plan will involve:

- Five-weekly review of data sources to provide evidence that we are on track for achieving intended improvement measures,
- Regular professional discussion around The Quality Teaching Framework, Quality Teaching Rounds and individual teacher self-reflection data at whole staff reflective sessions, held twice a term,
- Review and triangulation of data including quantitative and qualitative, internal and external data, to corroborate conclusions, and
- A deep analysis of the data will inform ongoing improvement measures to maximise learning and successful collaboration for all students and staff and to guide future school planning.