

Strategic Improvement Plan 2021-2025

Tucabia Public School 3263



School vision and context

School vision statement

Sustain an inclusive environment where all students LIVE happily and LEARN successfully.

Expect that all students become life long learners, positive members of the community and have healthy, fulfilling lives.

Know that the school community values our commitment to holistic education and wellbeing practices.

School context

Tucabia Public School is a small, rural school in the Clarence Valley, with current enrolment trends of twenty five students, which has gradually decreased for the past four years.

Aboriginal enrolments total 30% of the student population.

Tucabia has a significant number of students with high disability needs who require individualized, targeted interventions.

Tucabia Public attracts additional Low Socio-Economic funding to assist students learning.

Tucabia Public School offers a range of programs including leadership development, sustainability education, Inquiry based learning opportunities and the sustained embedding of technology into classroom practice. A high ratio of computers, laptops and iPads engage our students to think critically and creatively in acquisition of knowledge and the presentation of learning. Our students regularly participate in physical activities to develop life long healthy lifestyles.

Student centered decision making develop shared responsibility and a strong sense of belonging. Enthusiastic teachers who have a passion for education, utilize high impact, visible learning environments within flexible groupings and learning spaces.

Shared commitment to student success by all members of the school community ensures a genuine positive, caring culture for everyone.

Membership of the Clarence Valley Community of Small Schools enhances collaborative sharing, professional learning and student engagement.

Strategic Direction 1: Student growth and attainment

Purpose

- Continually improve visible, student centered teaching and learning practices that enable all students and all staff to make optimal progress and develop self regulatory processes to critically evaluate their own development.
- Have inclusive, holistic student wellbeing processes so every student can thrive and be successful.
- Utilize quality collegial partnerships with like schools to effectively improve Quality Teaching, use high quality collective efficacy, have consistency in planning and assessment and have an unwavering focus on increasing student engagement and attainment.

Improvement measures

SEF Effective Classroom Practice

Achieve by year: 2025

- Move from Delivering to Sustaining and Growing in Effective Classroom Practice through Quality Teaching practices and school based routines.

SEF Student Improvement Measures

Achieve by year: 2023

- Move Student Performance Measures from Delivering to Sustaining and Growing through student centered learning processes.

SEF Learning and Development

Achieve by year: 2025

- In Learning and Development move from Sustaining and Growing to Excelling through the establishment of collegial interschool networks.

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 70%.

Initiatives

Quality Teaching

- High Impact Professional Learning exemplified by Visible Learning initiatives, targeted Learning Sprints/Lesson Observation processes and open PDP processes.
- Increasing effectiveness of Vocabulary Action Plan.
- Develop and embed Inclusive Education processes and protocols.
- Inquiry Based teaching and learning

Student Centered Learning Processes

- Targeted student goal setting processes including analysis of data including expected growth, planning for success, evaluation of performance, celebration of success and Three Way Conference formats.
- Development of Student Self Regulation skill development and monitoring processes.

Interschool Partnerships

- As a group of Very Small Schools (Tucabia, Nymboida, Cowper & Baryulgil) coordinate shared goals, collective professional learning initiatives and common student aspirations.
- Develop consistent collegial practices in planning, teaching, assessing and evaluation teaching and learning.
- Develop resource management strategies for executive, staff and students in concrete and online ways.
- Establish student centered initiatives including online and face to face activities, student driven initiatives, showcases of learning and open discussion of learning/achievement and growth.

Attendance

- Develop processes for systematic monitoring, discussion and reporting on attendance trends and concerns.
- Develop Attendance Plan procedures to target

Success criteria for this strategic direction

- Teachers are skilled at explicit teaching techniques and use a range of explicit strategies.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- Whole of school and personalized attendance approaches are improving regular attendance rates for all students.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data.
- Teachers collaborate with staff in other schools to share and embed good practice.
- The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Evaluation plan for this strategic direction

The extent to which students have achieved sound understanding of fundamental literacy and numeracy concepts, and the effectiveness of teaching practice will be determined through systematic analysis of the following data sources:

- Essential Assessment Data
- NAPLAN data
- Teaching programs demonstrate evidence of data informing classroom practice and adjustments to learning.
- Student voice- annual student survey data
- Student progress tracked and monitored using progressions (PLAN2) in Creating texts,

Strategic Direction 1: Student growth and attainment

Improvement measures

Reading growth

Achieve by year: 2023

Improve average Check-In assessment scores in relation to statistically similar school groups/state average.

Numeracy growth

Achieve by year: 2023

Improve average check-in assessment scores in relation to statistically similar school groups/state average in relation to Numeracy.

Initiatives

individuals and families requiring support to improve student attendance.

Evaluation plan for this strategic direction

Understanding Texts, Quantifying Numbers and Phonological awareness.

- Student learning goals - progress and achievement data
- SEF-SAS

Strategic Direction 2: Data Driven Decision Making

Purpose

- Have embedded whole school processes so evidence of student progress and impact of interventions are quantified and qualified as part of regular practice.
- Have quality, usable documentation that demonstrates the systematic collection, analysis and evaluation.
- Have clear processes where data informs targeted teaching, the modification of interventions and the tracking of student progress over time.
- Have a whole school community culture where the discussion of needs, progress and achievements are informed by data.

Improvement measures

Achieve by year: 2025

- To move from Delivering to Sustaining and Growing in Data Skills and Use through the implementation of quality data driven decision making processes.

Achieve by year: 2025

- To move from Delivering to Sustaining and Growing in Student Performance Measures through targeted assessment processes.

Achieve by year: 2025

- To move from Sustaining and Growing to Excelling in Management Practices and Processes through targeted evaluative administration systems.

Initiatives

Data Processes

- Professional Learning on Data Literacy and Data Analysis.
- Develop data tracking systems and processes and procedures to ensure it is use effectively.

Data Usage

- Professional Learning on Data Use.
- Establish processes and schedules to ensure data from formative and summative assessments is used to develop teaching and learning programs.
- Establish processes where student needs and growth are openly and routinely discussed.
- Establish processes where the open analysis and reflection of data is used to discuss students needs and growth with colleagues, students and parents.

Data in Management

- School management establish, use and evaluate processes to gather data and make judgements regarding the effectiveness of resource management decisions.

Success criteria for this strategic direction

- Staff analyze student progress and achievement data for insights into student learning and discuss results.
- Whole school processes promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- School data shows that student progress and achievement is consistent on external measures and internal assessments.
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

Evaluation plan for this strategic direction

The extent to which whole school processes are used to effectively plan for, collect and use quality data to inform teaching and learning and improve staff practice will be through the following sources:

- Data Sources (Essential Assessment, NAPLAN, ALAN)
- Staff meeting minutes. Administration meeting minutes.
- Data specific planning, assessment schedules, tracking documentation, data walls, growth charts
- Teaching programs demonstrate evidence of data informing classroom practice and adjustments to learning.
- PLP's and IEP's
- Student learning goals - progress and achievement data
- Student Reports
- SEF-SAS