

Strategic Improvement Plan 2021-2025

Tullibigeal Central School 3272



School vision and context

School vision statement

At Tullibigeal Central School we ensure there is high quality learning for every child, with a culture of high aspirational expectations for learning progress and achievement. This is demonstrated through a commitment to the pursuit of excellence by the whole school community. Every student is known, valued and cared for and every student is engaged, challenged and continues to learn and grow.

School context

The village of Tullibigeal is situated on the lands of Wiradjuri country in central NSW. Tullibigeal is an Aboriginal word from the Wiradjuri culture meaning "yarren wooden spear." 1920 saw the establishment of Tullibigeal Central School. This resulted in the amalgamation of many small schools around the district. Dry area farming is predominately the focus of employment. There is a feedlot within the area which is the second largest employer. With declining numbers in neighboring schools it was decided to provide a central school area for the district.

Tullibigeal Central School is an inclusive school with current enrolment of 41 students, kindergarten to year 12.

Our Stage 6 students are a part of the Lachlan Access Program (LAP). LAP has been running for 30 years and is a part of a diverse range of Access Programs across the state that provide opportunities for students to study Stage 6 courses within their own community. This access program also supports some students to be extended in Stage 5. Teachers work collaboratively to deliver curriculum through a blended online learning platform.

Tullibigeal Central School partner with local community organisations such as Country Women's Association, the Lake Cargelligo Show Society and Blue Waters Exhibition and local Cooperative store.

Our current staffing entitlement in 2021 was 10 teaching staff and 3.4 non-teaching staff. The school employs Student Learning Support Officers through the use of school funds. Our executive staff is stable with the majority at the school for more than five years. 15% of our staff are in their early career as teachers. We have fostered strong partnerships with universities, through the Aspire program and work closely with the local Aboriginal Education Consultative Group (AECG) in Lake Cargelligo. The school employs a Careers Support officer to assist students with career opportunities and work experience.

A comprehensive Situational Analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan. This involved genuine consultation with students, staff, parents and the local AECG. Through our Situational Analysis, we have identified high level of areas for improvement which will be resourced by the school's equity funding to support a range of initiatives. The school is committed to continually improving effective classroom practices with high impact professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning. There will also be a focus on Higher School Certificate performance. This will include staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each staff member will develop ways of deepening the knowledge base of their students. Through school leadership there will be a culture. high expectations.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data.

Improvement measures

Reading growth Primary

Achieve by year: 2023

Increased percentage of questions correct at stage outcome level of year 4 to 6 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth Primary

Achieve by year: 2023

Increased percentage of questions correct at stage outcome level of year 4 to 6 students from 2022 to 2023 in the Numeracy Check-in assessment.

Reading growth Secondary

Achieve by year: 2023

Increased percentage of questions correct at stage outcome level of year 7 to 9 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth Secondary

Achieve by year: 2023

Increased percentage of questions correct at stage outcome level of year 7 to 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Data driven practices that lead to improvement

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Ongoing professional learning in data literacy, data analysis and data use in teaching for all staff. Which is linked to both internal and external analysis of student progress and achievement data.
- Continued focus on effective partnerships in learning with parents and students where students are motivated and have aspirational expectations of learning progress and achievement.
- All staff use effective reading and numeracy strategies to understand the data and this informs their teaching.
- Consistent school-wide assessment practices will be used to inform teaching practices. This will provide reliable assessment information to evaluate student learning over time.

Success criteria for this strategic direction

Data will be used responsively as an integral part of classroom instruction and inform future teaching cycles with modifications to programs and planning.

Teachers have a sound understanding of data concepts and consistently make judgement that align with the common grade scale. Data will be analysed and interpreted collaboratively to reflect on teaching effectiveness and student performance.

The use of reading and numeracy learning progressions will be implemented. From this teachers will inform and assist students in articulating, understanding and achieving reading and numeracy learning goals.

Accommodations and adjustments are made to suit student needs as they arise. Feedback is elicited by teachers to ensure students have a clear understanding of how to improve. Growth will be communicated with families.

Evaluation plan for this strategic direction

Question: To what extent have student numeracy and reading outcomes improved?

Data: Data source will include: NAPLAN data, Scout - Value added data, Learning sprint data analysis, Student work samples, PAt testing, Literacy and numeracy PLAN2 data, Student PLPs, Student focus groups.

Analysis: The evaluation plan will involve:

* Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications: After analysing the data a determination will be made as to the future of the four years' work and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

where to next?

Strategic Direction 2: Excellence in teaching practice

Purpose

In order to ensure every student improves every year staff will learn and apply highly effective teaching practices.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Increase in the percentage of the students in the Lachlan Access Program achieving in the Top 3 bands of HSC course results by a minimum of 12%.

Reading growth Primary

Achieve by year: 2023

Increase the percentage of year 3 to year 6 students achieving growth in the sub-element vocabulary of the National Literacy Learning Progressions.

Numeracy growth Primary

Achieve by year: 2023

Increase the percentage of year 3 to year 6 students achieving growth in the sub-element number and place value of the National Numeracy Learning Progressions.

Reading growth Secondary

Achieve by year: 2023

Increase the percentage of year 7 to year 10 students achieving growth in the sub-element vocabulary of the National Literacy Learning Progressions.

Numeracy growth Secondary

Achieve by year: 2023

Increase the percentage of year 7 to year 10 students achieving growth in the sub-element number and place value of the National Numeracy Learning Progressions.

Initiatives

Highly effective teaching practices

There are models of Instructional leadership through explicit systems of collaboration. Staff model and share a flexible repertoire of teaching methods in curriculum planning, delivery and assessment. This will promote excellence in responding to the needs of all students.

- High impact professional learning will be aligned with the Strategic Improvement Plan. Staff will engage in high impact professional learning that is relevant to the current student cohort and their learning needs.
- Utilising What Works Best, staff implement evidenced based effective classroom practices, to improve student learning.
- Consistent school wide assessment practices are integrated into teaching confirming student learning and where to next.

Innovative Blended Teaching Practices (LAP)

As the Lachlan Access Program there will be a focus on ongoing evaluation of practices in curriculum delivery, assessment and collaborative practices. Explicit systems and processes will be integral to the refinement of the access program such as incorporating more instructional leadership opportunities across the cluster of schools. This will assist in building teacher capacity in their craft to assist in innovative blended teaching practices.

- The Lachlan Access Program Management group completes HSC internal assessment data analysis, embedded as an ongoing reflection activity to refine curriculum delivery, monitor progress and establish annual subject offerings across the Lachlan Access Program.
- High Impact Professional Learning to build strong collaborative practice in the delivery of stage 5 and 6 programs through a blended online curriculum
- School wide process of data analysis to inform teaching practices to identify student achievements.
- Formative assessment is integrated into teaching

Success criteria for this strategic direction

Teachers will monitor student learning progress, and identify skill gaps for improvement and areas for extension. Achievement data will be recorded and viewed to respond to trends.

Teaching programs and classroom practice across all key learning areas, across all year levels demonstrate the whole school focus on improving student reading and numeracy. The school identifies expected growth for each student with the aim for students to achieve higher than expected on external assessments such as NAPLAN.

The school will have embedded systems that facilitate professional dialogue, collaboration and the modeling of effective practice that includes timely feedback between staff.

Teaching and learning programs across the school will show evidence that they are adjusted, assuring that all students are challenged and supported.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: We will use a combination of data sources, such as : external data (NAPLAN, Check-in Assessment & HSC). Internal data (PAT and Literacy and numeracy progressions), surveys, observations and PDPS

Analysis: Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement. measures.

Implications: Robust analysis of the data will guide both the ongoing implementation as well as future school planning. By the end of term 1 each year Annual reporting on the school progress measures will be published.

Strategic Direction 2: Excellence in teaching practice

Initiatives

practice in all classroom, confirming that students learn what is taught.

Strategic Direction 3: Culture of high expectations

Purpose

In order to achieve a culture of high expectations across our school community we will foster effective partnerships to develop a shared responsibility for engagement, development and success of all students.

Improvement measures

Achieve by year: 2025

The school will maintain positive levels of well being according to the three domains from the Tell Them From Me survey (advocacy, belonging and expectations) and internal surveys.

Attendance - Primary (>90%)

Achieve by year: 2023

Primary- Increase the number of students attending 90% of the time to be at or above the lower bound target of 70%

Attendance - Secondary >90%

Achieve by year: 2023

Secondary- Increase the number of students attending 90% of the time to be at or above the lower bound target of 50%

Initiatives

High expectations learning culture

Educational leadership will support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement in learning and wellbeing.

- Effective partnerships build educational aspirations and ongoing performance improvement throughout the school community.
- Highly transparent processes and procedures are evaluated and reviewed to improve school practices to provide consistency for all stakeholders.
- Leaders of the school hold the school's vision and strategic directions at the forefront of their planning to effectively implement measures for improvement.
- The school implements evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Success criteria for this strategic direction

The school uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

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

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

The school supports staff to make best use of available expertise to meet the needs of students.

Evaluation plan for this strategic direction

Question: To what extent has the school developed effective partnerships resulting in a shared responsibility for learning?

Data: Staff, community, student surveys, attendance at network days, student outcomes increase, whole staff taking on leadership roles?

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.