

Strategic Improvement Plan 2021-2025

Tumbarumba Public School 3275



School vision and context

School vision statement

At Tumbarumba Public School all members of the school community work together to create an innovative and challenging learning environment with high expectations of achievement and where every student is known, valued and cared for.

School context

Tumbarumba Public School has an enrolment of 170 students with 10% of our students identifying as Aboriginal background. Tumbarumba Public School is situated in the picturesque foothills of the western slopes of the Snowy Mountains. Our community is varied and vibrant with our families working in a range of rural, timber and tourism industries. Our school culture is founded on students, staff, parents and the wider community working together to promote school excellence.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Analysis conducted against the student outcome measures provided evidence that the majority of our students are working in the middle 2 Bands of NAPLAN. Focusing on high expectations and explicit teaching strategies will support the increase of students into the top two bands and expected growth in both reading and numeracy.

Focus areas include developing skills in the use of data to measure student progress in reading, writing and numeracy with gap analysis showing a need to improve in specific areas of number and geometry and continual improvement in delivering high quality teaching and learning to our students.

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving expected growth or above in Literacy and Numeracy we will embed school-wide practices for all in using internal and external assessment, deepening teacher knowledge of data literacy and skills to monitor, plan, deliver and report on student learning.

Improvement measures

Data Skills in Use and Assessment

Achieve by year: 2025

- School self-assessment of the elements 'Data skills in Use' and 'Assessment' indicates improvement from Delivering to Excelling.

Reading growth

Achieve by year: 2023

- An increased proportion of students in year 3 and year 5 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

- An increased proportion of students in year 3 and year 5 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

Embedding assessment and feedback for learning

All teachers and students will flexibly and responsively use assessment and feedback.

- Embed, review and adapt formative assessment and feedback as an integral part of daily instruction in every classroom.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit and differentiated feedback.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.

Data skills and use for student growth

All teachers will further develop and embed data skills so that they can monitor and analyze student progress and achievement data in literacy and numeracy, to identify strategic priorities and develop and implement plans for continuous improvement in student learning through differentiated explicit teaching.

- High Impact Professional Learning in data literacy, data analysis and data use to inform teaching and learning with links to gap analysis data.
- School staff collaborate to identify strategic priorities and develop and implement plans for continuous improvement and student differentiation.
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Professional learning and regular communication will highlight the strong connection between attendance and improved learning outcomes.

Success criteria for this strategic direction

- All teachers are experts in the use of formative assessment, responding flexibly as an integral part of daily classroom instruction.
- Valid and reliable whole school assessment data is regularly collected, monitored and analysed in reading and numeracy and teachers use this to inform planning, identify interventions and modify teaching practice.
- Teachers collaborate to triangulate and analyse whole school student data, making informed decisions to strategically differentiate individualised learning plans resulting in increased student growth.
- Teacher programs show evidence of differentiated, data-informed learning.

Evaluation plan for this strategic direction

Question

- What evidence do we have that the improvement measures for the Strategic Direction 1 are being achieved?
- What impact has this had on student growth and flexible teaching practices?

Data:

- Collection of data: Summative-NAPLAN, Check-in, PAT-R
- In-school data: PLAN2, Phonological Awareness Diagnostic, Phonics Screening Check, Quick Quizzes,
- Whole school assessment schedules
- Peer observations of use of class formative assessments.
- Class programs and student work samples

Analysis

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

the system-negotiated improvement measures.

Implications

Where to next?

Strategic Direction 2: Explicit teaching through evidence-based practices.

Purpose

In order to achieve school-wide high expectations for student achievement we will focus on continual improvement of teacher quality through identifying, understanding and implementing the most effective explicit teaching methods, the highest priority being given to evidence-based teaching strategies and curriculum delivery resulting in increased student engagement and wellbeing.

Improvement measures

Wellbeing

Achieve by year: 2023

- An Uplift of 5% in students reporting a positive sense of wellbeing from a baseline.

Curriculum

Achieve by year: 2025

- School assessment of the theme Curriculum provision will indicate and improvement from Delivering to Excelling.

Attendance (>90%)

Achieve by year: 2023

- Increase the percentage of students attending school 90% of the time from the system negotiated target by 10%.

Initiatives

High quality delivery of curriculum

Increase teacher knowledge and capacity in the delivery of curriculum knowledge and explicit teaching strategies across the school resulting in an increase of student attainment of expected and above syllabus outcomes for each stage.

- Deepening understanding of Curriculum, Learning Progressions and Textual Concepts to create high quality teacher programs.
- Collaboratively develop scope and sequences for all new syllabuses, deepening staff understanding of the purpose of outcomes and the process for developing effective teaching and learning programs.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

Whole school approach to effective classroom practices

Identify, deepen understanding and implement the most effective evidence-based teaching strategies.

- Professional Learning based on What Works Best 2020 to improve classroom strategies in High Expectations, Explicit Teaching.
- Student Wellbeing is supported by school wide data analysis (Positive Behaviour Learning) to select focuses for embedding high expectations and increased student engagement.

Success criteria for this strategic direction

- All teachers have a sound understanding of syllabus outcomes and Learning Progressions which are used in high quality planning for teaching and learning.
- High expectations and explicit teaching strategies are implemented in classroom planning and practice across the school.
- Teachers participate in face-to-face, online and in-school professional learning to increase capability for delivering high quality teaching.
- Students demonstrate increased engagement and success at school as a result of quality wellbeing programs.

Evaluation plan for this strategic direction

Question

How has explicit professional learning impacted on classroom practice, student wellbeing and engagement?

Is there evidence of high expectations and explicit teaching in all learning settings?

Data

- Scout data
- Student work samples
- Teaching and learning programs
- Tell Them From Me
- Positive Behaviour Learning data
- Staff and student surveys

Analysis

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving the improvement measures.

Implications

Strategic Direction 2: Explicit teaching through evidence-based practices.

Evaluation plan for this strategic direction

Where to next?

Strategic Direction 3: Collaboration and feedback to sustain quality teaching and learning

Purpose

To create a high performance culture and whole school improvement through embedding explicit systems for collaborative practice and feedback to drive continuous improvement.

Improvement measures

Educational Leadership

Achieve by year: 2025

- School self-assessment of the School Excellence Framework element Educational Leadership is validated as excelling.

Learning and Development

Achieve by year: 2025

- School self-assessment of the School Excellence Framework element of Learning and Development is validated as excelling.

Initiatives

Collaborative Practice and Feedback

Embed explicit systems to facilitate professional dialogue, collaboration, classroom observation and the provision of specific and timely feedback between teachers to improve teacher practice.

- Teachers regularly participate in lesson observations that focus on how different teaching approaches impact on student learning.

Continuous Improvement

The principal and school leadership team model instructional leadership and support a culture of high expectations resulting in sustained and measurable whole school improvement.

- Professional learning is aligned with continual improvement and its impact on the quality of teaching and student learning outcomes is regularly evaluated.
- There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Success criteria for this strategic direction

- Teachers used timetabled structures to work together to plan for individualised student growth.
- Teachers observe and give feedback to colleagues to improve teaching practice in whole school and individual focuses.
- Teachers seek and implement research based professional learning to embed high quality teaching and learning.
- The leadership team implements a whole school plan to monitor whole school improvement in teacher quality resulting in increased student performance.
- Instructional Leaders work with teachers using data in QTSS to monitor and assess student progress and design and lead future learning on a whole school, class and individual level.

Evaluation plan for this strategic direction

Question

Has a focus on collaboration resulted in improved teacher capacity to show growth in student outcomes?

Is there a culture of continuous improvement evident across the school. How do we know?

Data

- Performance Development Plans
- Teaching and learning programs
- Teacher observations
- Surveys
- Professional learning minutes

Analysis

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving the improvement measures.

Strategic Direction 3: Collaboration and feedback to sustain quality teaching and learning

Evaluation plan for this strategic direction

Implications

Where to next?