

Strategic Improvement Plan 2021-2025

Tumbulgum Public School 3277



School vision and context

School vision statement

The Tumbulgum Public School community believes literacy and numeracy are the foundations of learning, but social and emotional development are essential to our students' futures. Our vision at Tumbulgum Public School is to empower students to be successful learners with strong values, who understand how they learn, take responsibility for their own learning and who have happy, productive relationships.

School context

Tumbulgum Public School is a friendly, happy small school approximately 10km from Murwillumbah.

The community deeply appreciates the value driven wellbeing program, which caters to our students needs. In 2022, the school had 22 enrolments, of which 13.6% identify as Aboriginal and/or Torres Strait Islander.

Literacy and numeracy are valued by the community, but educating the whole child through technology, sport, creative arts, excursions and effective behaviour management are also seen as important. Students work on individualised programs to promote engagement and achievement.

The parent body is very supportive of the school and makes valuable contributions to school life. The school is also embraced by the local community with strong links to local businesses and residents.

The school is a member of the Tweed Small Schools collegiate, a group of 12 small schools that work collaboratively to support each other in delivering quality educational experiences. Students are involved with transition to high school programs through Murwillumbah High School.

The school community has undertaken a situational analysis which has shown our focus to be improvement in reading and numeracy outcomes; wellbeing of school and community; and continuous improvement for all staff.

Strategic Direction 1: Student growth and attainment

Purpose

Student learning in literacy and numeracy will be maximised through research-proven teaching practices that foster growth and improvement.

Improvement measures

Progressions

Achieve by year: 2025

All students will achieve within the expected end of year progressions for Reading and Viewing (PhA - UnT) and Numeracy (QuN, AdS and MuS).

Visible Learning

Achieve by year: 2025

Learning Intentions and Success Criteria are embedded across the school.

Reading growth

Achieve by year: 2023

The proportion of Year 4 and Year 6 students demonstrating growth in reading, by correctly answering questions in the Check-In Assessment will be at or above the average of Year 3 and Year 5, 2022 data.

Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and Year 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-In Assessment will be at or above the average of Year 3 and Year 5, 2022 data.

Initiatives

What Works Best

Implement evidence-based practices to support student learning through planned activities focused on the themes in What Works Best.

- High Impact professional learning for teachers in reading, writing and numeracy focussed on identified teacher needs.
- A learning community focussed on continuous improvement in student learning and teacher capabilities.
- Teaching sprints and lesson observations to target What Works Best practices.

Data in practice

- Embed whole school protocols for collection, analysis and use of data to inform practice.

Success criteria for this strategic direction

Improvement aims for students are clearly identified to students and carers.

Schoolwide responsibility for students learning is evidenced in termly meetings analysing learning progression data and identifying interventions in response to student needs.

Student's longitudinal progress is monitored using learning progressions.

80% of students can articulate their learning and explain what they need to learn next.

Teachers participate in Consistent Teacher Judgement and moderation sessions.

Our value-add results are above those of similar schools.

Indigenous students progress and achievement is equivalent to all students.

Lesson planning references progress and achievement data and student feedback.

Student work samples demonstrate personalised success criteria and build on prior learning.

Effective evidence-based teaching strategies are identified, promoted and modelled.

Teachers review learning with each student at least termly, ensuring all students have a clear understanding of how to improve.

Teachers explicitly teach literacy and numeracy with success measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Questions: Are our plans to improve student literacy and numeracy outcomes working?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data: Sources include-Progressions and other internal data; NAPLAN data/Check in assessments; Classroom observations; Student worksamples; Personalised Learning Plans (PLPs); Aboriginal Education plan monitoring; Teaching programs; School Excellence Framework (SEF); Meeting minutes; and timetables

Analysis: Each term the data will be analysed to determine our level of success.

Implications: The analysis will help us determine the implications for our work and we will adjust future directions based on this.

Strategic Direction 2: Happy, healthy, peaceful and productive community

Purpose

To ensure our students have a supportive learning environment and are personally empowered to care for themselves, we will provide a planned approach to wellbeing, supporting high levels of wellbeing and engagement.

Improvement measures

Attendance >90%

Achieve by year: 2023

The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 70%.

Behaviour & Wellbeing

Achieve by year: 2025

Behaviour and wellbeing systems are be deeply embedded across the school.

Individualised Care and Support

Achieve by year: 2025

School learning and support systems and processes are streamlined, consistent and deeply embedded to meet the individual needs of students.

Initiatives

Behaviour

Implement evidence-based practices and processes to support student learning success.

- The PAX Good Behaviour Game is embedded in practice.
- Student behaviour and social emotional learning is tracked.
- Parents are a recognised and valued partner in our wellbeing processes.
- School wellbeing processes and procedures are reviewed to reflect best practice across the school.

Health

Promote a school culture of healthy children that is supported by strong collaboration with community.

- provide emotional understanding and strength to facilitate learning through mindfulness practices.
- Build a cohesive school community that effectively caters to all of our student's physical activity needs.

Success criteria for this strategic direction

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

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

The school engages in strong collaborations between parents to support continuity of learning through a supportive environment.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for students learning.

The behaviour management process teaches students skills to support student wellbeing based on assessed student need. Student goals for behaviour and social emotional development are monitored.

Classroom management occurs within a consistent-school-wide approach.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with carers.

The school collaborates with the local community to maximise benefits of the school assets and resources to both the school and the community.

The school's curriculum provision supports high expectations for student learning in all Key Learning areas, with useful alliances with other schools and organisations.

Planning is informed by each student's wellbeing and

Strategic Direction 2: Happy, healthy, peaceful and productive community

Success criteria for this strategic direction

learning needs in consultation with carers.

Evaluation plan for this strategic direction

Question: Are our plans to create a happy, healthy, peaceful and productive school working?

Data: Attendance data; Social Emotional Learning continuum; SEF; Behaviour Management Plans (BMPs); PLPs; Aboriginal Education Plan monitoring; wellbeing framework; behaviour monitoring; suspension data; participation rolls; student interviews; surveys

Analysis: Each term the data will be analysed to determine our level of success.

Implications: The analysis will help us determine the implications for our work and we will adjust future directions based on this.

Strategic Direction 3: Aspirations for all

Purpose

Not only our students, but every teacher, every school support worker and every leader will be supported to improve and grow in order to support the highest standards in all school practices.

Improvement measures

Data Skills & Use

Achieve by year: 2025

Data skills and use improves to 'Excelling' in all areas on the School Excellence Framework.

Educational Leadership

Achieve by year: 2025

Educational leadership improves to 'Excelling' in all areas on the School Excellence Framework.

School Resources

Achieve by year: 2025

School Resources sustains 'Excelling' on the School Excellence Framework.

Management Practices and Processes

Achieve by year: 2025

Management practices and processes is working towards 'Excelling' in all areas on the School Excellence framework.

Initiatives

What Works Best

Implement evidence-based practices to enhance teacher capacity through planned activities focused on the themes in What Works Best.

- Embed whole school protocols for collection, analysis and use of data to inform practice.
- Information meetings to explain our assessment and feedback approaches.
- Collaborative development and application of assessment strategies.

Professional Standards

In classrooms, all staff will be supported to provide evidence-informed best practice, and teachers to attain the highest levels of accreditation.

- Teaching Standards are included in PDP
- Staff are supported to achieve accreditation at Graduate, Proficient and Lead
- Teachers are provided with professional Learning to support ongoing best practice

In administration, staff will receive high impact professional learning to ensure school resources, including facilities, technology, staff and financial management, are managed strategically and expertly, with the impact on student outcomes being positive and our service delivery; and that the school's administrative systems and practices are to the highest standard.

- SASS staff are provided with professional learning to support PDP goals
- SLSOs are provided with professional learning to support positive service delivery
- Principal and SAM maintain ongoing professional learning in financial management

Success criteria for this strategic direction

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Student learning goals are informed by analysis of achievement data.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.

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.

Teaching staff demonstrate and share their expertise with other schools.

All teachers have expert content knowledge and deploy effective teaching strategies.

The school trials innovative practices and evaluates, refines and scales success.

There is a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Feedback recognises the school as excellent in its use of

Strategic Direction 3: Aspirations for all

Success criteria for this strategic direction

best practice to embed a culture of high expectations and effectively cater for the range of equity needs in the school.

The school actively supports improvement in other schools.

PROFESSIONAL STANDARDS

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation.

Mentoring and coaching support ensures ongoing development and improvement of all teachers.

Teaching and non-teaching staff proactively seek to improve their performance with a clear focus on student achievement and high quality service delivery.

Technology that supports learning is expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school evaluates its administrative systems and processes to ensure their effectiveness.

Management practices and processes are responsive to community feedback.

The school measures community satisfaction and shares its analysis and response with the community.

Evaluation plan for this strategic direction

Strategic Direction 3: Aspirations for all

Evaluation plan for this strategic direction

Question: Are our staff and our systems improving, allowing us to come closer to the highest standards in classrooms and administration?

Data: Surveys; Professional Development Plans (PDPs); Aboriginal Education Plan monitoring; school procedures; Interview records and minutes; professional learning records; SEF; NESA data; Parent meeting information; student reports; teaching programs

Analysis: Each term the data will be analysed to determine our level of success.

Implications: The analysis will help us determine the implications for our work and we will adjust future directions based on this.