

Strategic Improvement Plan 2021-2024

Tunable Creek Public School 3283



School vision and context

School vision statement

Our vision for Tutable Creek Public School is to provide quality education in a caring, secure and challenging learning environment with high expectations that every student will learn and achieve.

School context

Tutable Creek Public Schools motto is 'Making a Difference'. The school fosters a culture of high expectations and high levels of community engagement, meeting the community and educational needs of students in the Far North Coast for almost 100 years. We are situated in a beautiful rural rainforest area, 26 km from Lismore.

School numbers have fluctuated over the past eight years, with student numbers ranging from 7 (currently) to 17.

We are committed to sustaining a positive, caring and inclusive school culture. through contextual well-being. Learning programs are personalised with a focus on explicit quality teaching. Our school is always committed to providing various learning activities for our students including music, sport, technology and connecting with our local schools.

The whole school community involving staff, students and parents was consulted during the situational analysis and the development of our school improvement plan. Whilst we currently have no Indigenous students, we are working with the Bundjalung Language Nest to ensure all students can access the Bundjalung Languages and Cultural program and also seek guidance from our local AECG regarding any programs.

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop evidence-based teaching practices that are responsive to the learning needs of individual students.

High impact professional learning across our school will result in all staff developing and enhancing existing capabilities leading to a significant impact on student progress and achievement, processes and systems.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Every student is highly supported by quality evidence based teaching strategies to achieve strong academic progress in reading and numeracy.

Improvement measures

Target year: 2023

The proportion of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target.

Target year: 2023

The proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target.

Target year: 2024

80+% of children achieve at least one year's worth of growth against their Reading and Numeracy individual learning targets.

Initiatives

Effective use of Data

The effective use of assessment strategies and data will allow teachers to best understand the effectiveness of teaching strategies thus far and drive teaching focus for the future. These include:

- Analysis of internal and external student progress and achievement data is monitored through collection of quality, valid and reliable data.
- Teachers routinely review learning with students to help them to be the drivers of their own learning.
- Teachers effectively use data collected to plan and deliver quality teaching and learning experiences tailored to the students point of need.

Effective Classroom Practice

- A whole school system for explicit teaching of reading and numeracy is informed by evidence-based research, such as What Works Best and Visible Learning.
- Teachers provide targeted support and differentiated strategies to best address individual student learning needs in Reading and Numeracy.
- Teachers expertly use Literacy and Numeracy curriculum to modify teaching and learning programs to best meet identified student needs.

Success criteria for this strategic direction

Staff collect and analyse student data each term to identify student achievements and progress which inform explicit teaching practice and set student learning. (SEF- Data skills and use)

Teacher programs and lesson observations show that all teachers understand and explicitly teach literacy and numeracy to students using learning intentions and success criteria. (SEF- Professional Standards)

The school identifies with students each student's annual Reading and Numeracy learning goal and support their achievement of these. (SEF-Student performance measures)

All teachers can identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies as observed each semester. (SEF - Effective classroom practice)

Semester reviewed teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF- Curriculum)

Evaluation plan for this strategic direction

Question:

To what extent through the use of data to drive our teaching practice have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Scout - Value added data, Well-being and attendance data
- Surveys- students, teachers, parents
- Teacher Observations
- Student work samples
- Student Individual Education Plans
- Teacher programs

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Implications:

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Ongoing implementation and progress monitoring

Strategic Direction 2: Dynamic Learning Culture

Purpose

To ensure that committed staff work collaboratively with students, colleagues and our community to meet the unique learning needs of all stakeholders and continually build their capacity.

Improvement measures

Target year: 2024

100% of staff can show evidence as to annual improvement of their professional practice through the Maintenance of Accreditation process.

Target year: 2022

The proportion of students attending school more than 90% of the time meets the system negotiated lower bound target.

Target year: 2024

The school is self-assessed through evidence as Excelling in the Wellbeing element of the School Excellence Framework.

Initiatives

High Impact Professional Learning

A culture of effective, evidence-based professional learning is embedded so that every staff member builds upon their current professional practice every year.

- Review and enhance school processes and practices for all staff to make informed decisions about, and deeply engage in, impactful professional learning.
- Ensure explicit systems are implemented to facilitate professional dialogue and collaboration, the modelling of effective practice and the provision of specific and timely feedback between teachers is focused on student and staff capacity building.
- Use Professional Development Plans, classroom observations and teacher programs to consolidate professional learning undertaken and can be evaluated through student work samples, internal and external data.
- Change and adjust administrative systems, structures and processes to ensure organisational best practice.

Wellbeing

There is a school wide, collective responsibility to support each student to connect, succeed, thrive and learn.

- Staff implement a positive whole school wellbeing support scaffold to ensure a safe and secure learning environment.
- Staff support students as to explicit skills and strategies for managing self and others to ensure success at school and beyond.
- Staff work collaboratively with students, parents and the community to ensure that student absences do not impact upon student learning.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured annually against the Professional Standards. (SEF-Professional Standards)

Staff actively engage in termly professional discussion and collaboration activities to support and improve teaching and learning practices for self and others. (SEF-Learning and Development)

Teachers, parents and the community work together to ensure student learning needs are addressed and outcomes are maximised as measured through annual school surveying. (SEF- Learning Culture)

Staff analyse each term the impact of the school wide collective approach to wellbeing in supporting individual student's learning needs. (SEF- Wellbeing)

Evaluation plan for this strategic direction

Question:

To what extent has high impact professional learning and implementation of a clear wellbeing strategy led to measurable capacity building in staff and students?

Data:

We will use a combination of data sources. These will include:

The High Impact Professional Learning School self-assessment tool in conjunction with Professional Development Plans, the School Administration Framework and Teaching Standards.

SCOUT data

Individual Education Plans (IEPs)

Work samples

What Works Best Toolkit

Evaluation plan for this strategic direction

Formal and informal school data

Formal and informal surveys

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 for Professional Learning including allocation of funds.