

Strategic Improvement Plan 2021-2025

Tarrawanna Public School 3820



School vision and context

School vision statement

Our school vision is to be:

The best school delivering the best education.

We strive to achieve in an inclusive environment where every student maximises their potential and remains connected to each other through high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all our students.

School context

Tarrawanna Public School is located on the land of the Dharawal Nation, situated between the ocean and the escarpment. We respect the land of the Illawarra between the mountains and the sea and in particular the cedar that was once a feature of this land. We are grateful for our bush tucker garden, water dragons, animals and plants that bring life to our school. We are a school focused on students. Working together in harmony and reconciliation we will share our culture with friends, teachers and our community. Together we are safe, together we respect and together we will learn.

Our school is a diverse learning community with a total enrolment of 150 students with seven mainstream classes that are predominantly grade based. Classrooms are vibrant learning spaces where students are constantly challenged, extended and nurtured. Staff composition ranges from early career teachers to highly experienced teachers. The school prides itself on providing a range of extra-curricular opportunities for students including permaculture gardening with our living classroom, technology, enrichment opportunities and sporting endeavours.

We have a Family Occupation and Education Index of 120 (2022). Currently 10.4% of our school population identify as Aboriginal and 24% of our students have English as a Second Language. School enrolment numbers have increased over recent years, with the school steadily increasing enrolments by 38% over a 5 year period. Our school is an Early Adopter School in 2022, currently trialling new syllabus documents. Our identified 2022 targets include a focus on whole school literacy and numeracy progress. We celebrate academic improvement and achievement, sporting success, creativity, collaboration and perseverance. A culture of trust, empathy and inclusivity inhabits every decision.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

All students will demonstrate growth in literacy using internal data sources.

Numeracy growth

Achieve by year: 2023

All students will demonstrate growth in numeracy using internal data sources.

Initiatives

Data driven practices - 3 weekly cycles

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

Instructional leader and executive regularly work with teachers and build capacity to use data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Teachers identify what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

Evidence based initiatives

Students are involved in the continuous, rigorous and explicit teaching of phonics and phonological awareness in classrooms K-2 through the implementation of Science of Reading and research based strategies such as What Works Best.

A narrow and deep focus on professional learning and implementation of explicit teaching of synthetic phonics and intervention for students identified to address phonic and phonological awareness deficits.

Targeted professional learning in Mathematics for K-2 teachers in 'Starting Strong' and 3-6 teachers in 'Big Ideas'. Students are involved in the continuous, rigorous and explicit teaching of numeracy monitored by ongoing

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Goal setting for all students occurs at 3 weekly intervals and is tracked through PLAN2 and personal learning plans closely aligned to the school's scope and sequence.

Students are actively engaged in their own learning, working in close partnership with their teacher and all staff within the school.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

Learning intentions, success criteria, and feedback are an embedded practice in all learning spaces across the school. All students can articulate their learning goals in literacy, numeracy. and engagement.

Evaluation plan for this strategic direction

Q: What has been the impact of using consistent, explicit strategies on student performance?

D: External student performance measures- Best Start, NAPLAN, check-in assessments.

Internal student performance measures - PLAN2, teaching programs, individual learning plans and personal learning plans, student work samples and collaborative planning sessions.

A: Analyse external and internal data to determine the extent to which the purpose and success criteria have been achieved.

I: Where do we go from here? Future directions and next

Strategic Direction 1: Student growth and attainment

Initiatives

formative and summative assessment and personal learning goals linked to the progressions.

Evaluation plan for this strategic direction

steps are developed and integrated into school planning.

Strategic Direction 2: Where I belong

Purpose

To improve student wellbeing and engagement in learning through the implementation of inclusive, proactive and research-informed practices.

Improvement measures

Attendance >90%

Achieve by year: 2023

Improvement measures

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 73.7%.

Wellbeing

Achieve by year: 2023

Increase the wellbeing measure above 2020 baseline of 85.10% to equal the lower bound system-negotiated target of 86.9%.

Initiatives

Proactive wellbeing & inclusion practices

Whole school practices that result in measurable improvements in well-being and engagement to support learning.

High-impact professional learning around effective inclusive practice, informed by the Inclusive Education Statement, Disability Standards, School Wellbeing Framework, Behaviour Strategy and Disability Strategy.

Review all wellbeing programs with findings/enhancements implemented including these elements: suspension rates and other behaviour incidents, individual learning and behaviour plans, learning and support processes and the engagement matrix.

Student goals for attendance and behaviour set with plans put into place for these focussing on parent understanding and support of the learning goals.

Our young leaders of tomorrow

Through student leadership, students at Tarrawanna will take active roles in their education and develop positive skills in the process. Through authentic leadership opportunities we will create a culture of ownership, collaboration and community in the classroom and the school.

All of our student leaders will learn to take on the responsibility of spreading knowledge through starting with their own community. Through the SRC and other opportunities children will learn about what qualities make a good student leader.

Cultural awareness and reconciliation

Whole school focus on cultural inclusivity, with a specific focus on Aboriginal and Torres Strait Islander perspectives. Cultural awareness training will be delivered for all teachers, with all staff given the opportunity to

Success criteria for this strategic direction

Teachers expertly apply individual adjustments to learning. Individual learning plans, behaviour plans and personal learning plans meetings are collaborative and involve all stakeholders, delivering goals for students that are specific, measurable, achievable, relevant and timely.

Consistent implementation of evidence-based changes to whole school practices, with a focus on trauma-informed practice.

Planning for learning is informed by sound holistic information about each student's wellbeing involving consultation with parents/carers.

Widespread positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

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

Increase teacher involvement at NIAECG meetings for greater connection with community.

Evaluation plan for this strategic direction

The following data will be analysed in the determination:

Individual learning plans, personal learning plans and behaviour plan documentation, attendance data, student feedback and survey, parent feedback and surveys, Tell Them From Me Surveys, SEF self assessment, suspension data and behaviour referral data.

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Regular professional discussion around the School

Strategic Direction 2: Where I belong

Initiatives

attend Connecting to Country training over the 4 year cycle.

Development of a Reconciliation Action Plan (RAP) using Narragunnawali resource to guide future planning and to establish a formal commitment to reconciliation by the school.

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

Strategic Direction 3: Aspirational differentiated curriculum

Purpose

To ensure a learning culture of high expectations that enables students to create, receive feedback and achieve their learning goals to become the best learner and person they can be.

Improvement measures

Achieve by year: 2022

Build strong foundations for future and essential learning through the full implementation of a new curriculum with new syllabuses.

100% of teachers have embedded QT elements within teaching and learning programs. All subject areas have demonstrated a focus on planning for, and evaluating teaching and learning programs using QT.

Achieve by year: 2023

An increased percentage of students will achieve at proficient levels in literacy and numeracy incorporating the Premier's Priorities.

Achieve by year: 2025

The school self assesses in SEF Elements Learning-Curriculum themes of curriculum provision and teaching and learning programs at excelling.

The school self-assesses at excelling in the instructional leadership element of the School Excellence Framework (SEF).

Initiatives

Personalised curriculum learning

Plan effectively differentiated programs that are flexible, creative, student-centred learning opportunities, aiming high and challenging students at all levels.

Teachers display learning intentions and co-constructed success criteria in each lesson. Teachers and students will have a growth mindset, emphasising effort and progress towards personal learning goals in literacy, numeracy and engagement.

Teachers take on the role of a facilitator, providing support and guidance at point of need and conferencing with students to plan learning for personal learning goals. Students will be engaged and motivated because of the culture of high expectations and a growth mindset.

Teaching and learning programs across the school show evidence that they are adjusted to address Aboriginal student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve Aboriginal students and parents in planning to support learning, and share expected outcomes. Technology allows our students to learn the Languages of their Peoples, wherever they live.

Innovative Practices

Development of formative and summative assessment practices across the school to identify students achievement of learning outcomes and inform teachers of the effectiveness of their teaching practice. Teachers and students will also learn to give specific feedback that initiates the next level of learning.

High impact professional learning will build teacher capacity to implement the new curriculum so that they can acquire a deeper understanding of central concepts.

The Quality Teaching Framework informs collegial feedback and teacher practice analysis and ensures all

Success criteria for this strategic direction

Students will regularly achieve personal learning goals and experience success at school. Achievement of personal learning goals will be shared across the school and at home.

Teachers regularly review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking.

Successful students are collaborative mentors, citizen scientists and social innovators who use inquisitiveness, imagination, investigation, persistence and discipline to develop innovative design solutions to real-life issues.

Aboriginal perspectives are respectfully embedded in all learning programs.

All students will understand the true history of the lands in which they live. Aboriginal students at Tarrawanna are confident in their heritage, cultures and languages.

Evaluation plan for this strategic direction

Internal data (formative and summative) shows that we are ensuring that every child is making progress and is monitored on the whole school data wall, PLAN2 and with the syllabus and progressions.

Students regularly meet personal learning goals and make progress. The construction of personal learning is monitored and evidenced every 3 weeks.

All students can articulate what they are learning and what they need to do to get there.

The school uses embedded and explicit systems that provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Teachers have completed Aboriginal cultural awareness training.

Strategic Direction 3: Aspirational differentiated curriculum

Initiatives

students are engaged in relevant, significant and high order tasks.
