

Strategic Improvement Plan 2021-2025

Temora West Public School 4209



School vision and context

School vision statement

Through explicit teaching and continued improvement, Temora West Public School will be a place where all students attain academic growth and positive social development. A dedicated staff, in partnership with an engaged school community, will empower students to become respectful, responsible and caring citizens who value learning.

School context

Our motto, 'Strive and Succeed' continues to capture the atmosphere of our school. Temora West Public School is a learning community located in Wiradjuri Country. Temora West is a P1 school with a total of 122 students in seven classes including a Multi-Categorical support class. Temora West is an inclusive school dedicated to providing learning, creative arts and sporting opportunities for all - including an Indigenous student population of approximately 10%.

The school's core business is the teaching of literacy and numeracy and our school community has high expectations for student achievement. Staff are focused on providing explicit and innovative teaching to encourage learning and personal development. The Positive Behaviour for Learning (PBL) program encourages students to be accountable and take responsibility for their actions whilst also displaying the values of respect, honesty and empathy each day. The school engages in regular consultation with our school community to discuss school planning, learning program and facilities updates along with general information sharing.

Through a rigorous situational analysis and consultation with our school community, the school has identified three key areas for improvement this planning cycle - Student growth and attainment, Data use and analysis and Wellbeing/learning culture. It has been identified that reading and numeracy will be the two key areas where we work to improve student performance significantly. Our whole school focus in these areas will include the implementation of school-wide reading and numeracy strategies. Teaching will be supported by the elements of the 'What Works Best' framework and staff will be developing new processes and systems to enable more effective collaboration between teaching teams. The school will develop school-wide systems for consistent data collection, analysis and use to inform teaching. The school has identified the need for data collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes.

Student wellbeing is another key area and Temora West will continue to develop and consolidate our PBL program to encourage positive student behaviour across the school. The school will also be incorporating evidence-based practices, including the Berry Street Education Model & Posi-Schools, which will support the social and emotional development of all students.

Strategic Direction 1: Student growth and attainment

Purpose

By focusing on improving student learning outcomes in reading and numeracy, we will develop and enhance collaborative whole-school practices using evidence-supported processes and strategies to continually improve both teacher practice and student performance.

Improvement measures

Check-In - Reading

Achieve by year: 2025

25% of Year 3-6 students achieve an overall result above 70% in the Check-In Reading Assessments during 2023.

Check-In - Numeracy

Achieve by year: 2025

25% of Year 3-6 students achieve an overall result above 70% in the Check-In Numeracy Assessments during 2023.

Initiatives

Student Learning and Support

Embed explicit teaching practices that draw on high impact strategies so that teachers prepare for and deliver explicit teaching and explain, model and guide learning -

1. Use of evidence-based resources to build the capacity of staff, including knowledge of literacy and numeracy progressions, that informs explicit teaching and differentiated adjustments for student learning.
2. Developing clear learning and support structures within the school to provide targeted support for individual/groups students in literacy and numeracy.
3. High impact professional learning focused upon explicit teaching and differentiation in literacy & numeracy to support learning for all students.

Collaborative teacher practice

Develop a learning culture that provides students and staff with effective feedback and enables teachers to reflect on and communicate about the learning task with students -

1. Develop and embed explicit processes and opportunities for teachers to **collaborate** through professional dialogue and observation of **effective teaching** practice and teacher **feedback**.
2. Embed **feedback** practices provided to staff to build their professional capacity, reflect on practice and improve their teaching skills with a direct relation to the teaching standards and PDPs.
3. Teachers, L&S Team and Executive work **collaboratively** to develop and effectively monitor whole-school approaches to literacy and numeracy programs.

Success criteria for this strategic direction

- Teaching teams are collaborative and consistent, planning and judgements are a feature of each stage of learning.
- Our school is embedding explicit systems for teacher collaboration and feedback as a part of reading and numeracy strategies to improve teacher practice and student results.
- Professional learning is targeted at effective teaching, improved student learning outcomes and regularly evaluated for effectiveness.
- Assessment data for reading and numeracy is regularly collected across the whole school and used as a central part element for differentiating teaching & learning programs.

Evaluation plan for this strategic direction

The school will use the following data sets to evaluate the effectiveness of the initiatives in achieving the improvement measures. This analysis will help shape the school's future strategic directions -

1. Numeracy & Reading Strategies
2. Teaching program feedback/evaluation
3. PDP's & supervisor observations
4. Peer teaching observations
5. Numeracy & Literacy data
7. Learning & Support intervention data
8. SEF-SaS

The evaluation plan will involve -

- 5 weekly collection of student assessment data sources, updating of data walls and monitoring of students will determine if we are on track towards

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

achieving improvement measures.

- Professional discussions and reflection during staff, executive and collaborative planning meetings will focus upon making connections between the data, programming and differentiation.
- Executive will review and monitor progress against improvement measures in weeks 3 and 8 (QDAI model).

Strategic Direction 2: Data use & analysis

Purpose

Through collaborative use of effective strategies and processes for data, we will develop school-wide systems for collaborative data collection, analysis and use to inform our teaching. We have identified the need for data that is collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes.

Improvement measures

Check-In - Reading

Achieve by year: 2025

At least 70% of Year 3-6 students achieve positive growth from Term 2 to Term 4 in the Check-In Reading Assessments in 2023.

Check-In - Numeracy

Achieve by year: 2025

At least 70% of Year 3-6 students achieve positive growth from Term 2 to Term 4 in the Check-In Numeracy Assessments in 2023.

Initiatives

Data Driven Practice

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

1. Embed a school-wide approach to the use of reliable assessment data of student learning in reading and numeracy to provide effective feedback and meet the individual learning needs of students.
2. Embed structures and collaborative support between executive and teaching staff to effectively monitor and analyse student progress at stage, class and individual levels.
3. Develop deep teacher understanding of effective data use in teaching through high impact professional learning and evidence-based resources.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment as they collaboratively analyse and interpret student data to inform their planning and teaching.
- Student achievement is carefully monitored by collecting high quality and relevant data which is from proven sources.
- Teachers use a full range of assessment strategies to determine teaching content, monitor student progress and reflect upon teaching and program effectiveness.
- Staff are collaborative and use student achievement data to plan for continual improvement. Strategies implemented are reflective of research on best practice.

Evaluation plan for this strategic direction

The school will use the following data sets to evaluate the effectiveness of the initiatives in achieving the improvement measures. This analysis will help shape the school's future strategic directions -

1. NAPLAN & Check-In data - SCOUT
2. Internal assessment data - Linked to learning progressions
3. Student work samples
4. DoE Short Assessment data
5. Teacher feedback & evaluation
6. SEF S-aS

The evaluation plan will involve -

- 5 weekly collection of student assessment data sources will determine if we are on track towards achieving improvement measures.
- Professional discussions and reflection during staff and executive meetings when looking at data will

Strategic Direction 2: Data use & analysis

Evaluation plan for this strategic direction

focus upon making connections between the data and next steps in planning process.

- Executive will review and monitor progress against improvement measures in weeks 3 & 8 (QDAI model).

Strategic Direction 3: Wellbeing & learning culture

Purpose

By consolidating our PBL program and introducing whole-school SEL opportunities for all to meet identified needs, we will support the development of the whole student. Attendance will be closely monitored and celebrated to meet system targets. To maintain and communicate high expectations for teaching & learning, families will be informed of key strategies by engaging them meaningfully in student learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

There is an uplift of students attending school at least 90% of the time (Towards upper bound target)

Wellbeing

Achieve by year: 2023

Overall student wellbeing data (sense of belonging, advocacy and expectations for success) is at or above lower bound target of 88.8% in the TTFM Student Survey.

Initiatives

Student Wellbeing

Maintain and enhance school-wide programs and processes for effective monitoring of all aspects of student well-being -

1. Further develop clear processes and culture of high expectations to ensure a collaborative approach towards student behavior management throughout the whole school.
2. Whole school implementation of evidence based social and emotional learning programs to support all students.
3. High impact professional learning and support is provided to all staff to ensure consistent implementation of well-being programs across the school.

Attendance and Learning Culture

Embed a culture of aspiring for high rates of student attendance and expectations for learning across the school community -

1. Further develop management practices and processes for monitoring and rewarding student attendance through SASS, L&S and Executive teams.
2. Embedding of high expectations for student learning and attendance through strategies to strengthen collaborative relationships with parents and the wider school community
3. Meaningful engagement of parents/carers in student learning programs and school events to create clear, shared understandings of school improvement goals and fostering of a continued, positive school culture.

Success criteria for this strategic direction

- Students are supported to make positive behaviour choices and respectful relationships are evident throughout the school. There are measurable improvements in student behaviour across the school.
- There is a school-wide, consistent approach to supporting students social and emotional development and wellbeing.
- All in the school community work closely within clear, systematic processes that ensure attendance targets are met to promote positive learning outcomes.
- Aspirational expectations and effective partnerships with students and parents motivate students to continually improve.

Evaluation plan for this strategic direction

The school will use the following data sets to evaluate the effectiveness of the initiatives in achieving the improvement measures. This analysis will help shape the school's future strategic directions -

1. Sentral data - Attendance & behaviour
2. Scout data - Attendance & wellbeing
3. Student feedback - Tell Them From Me
4. Parent feedback - Tell Them From Me
5. Teacher feedback & evaluation
6. SEF S-aS

The evaluation plan will involve -

- 5 weekly collection of student assessment data sources will determine if we are on track towards achieving improvement measures.
- Professional discussions and reflection during staff and executive meetings when looking at data will

Strategic Direction 3: Wellbeing & learning culture

Evaluation plan for this strategic direction

focus upon making connections between the data and next steps in planning process.

- Executive will review and monitor progress against improvement measures in weeks 3 & 8 (QDAI model).