

Strategic Improvement Plan 2021-2024

Tulloona Public School 4225



School vision and context

School vision statement

At Tulloona Public School we are vigorously committed to providing an inclusive, engaging, safe, caring and inspiring learning environment for our students.

We wish to lead our Community of Schools in consistently creating opportunities for our students to learn in new and unique ways, where barriers such as distance are overcome by utilising technology.

Our school strives for our students to become successful and effective learners that are confident, creative and active within society. Through equity and excellence in education we will equip our students with foundations to live fulfilling, productive and responsible lives.

School context

Tulloona Public School is a small rural school with an enrolment of five students with 40% of students identifying as Aboriginal, situated between Moree and Boggabilla. The Tulloona Public School provides accessible education to students from the surrounding agricultural area.

Tulloona Public School Parents and Citizens Association and local community members are actively involved within the school and consistently promote the educational and social development of the students.

Through our situational analysis, we have determined the need for a continued emphasis on embedding quality evidence based explicit teaching. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practises.

The wellbeing and engagement of our students remains a priority. Engagement with the Wellbeing Framework will provide clarity around our processes for students to connect, succeed, thrive and learn.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy through the development and refinement of data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Reading

Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum lower bound system-negotiated targets being achieved:

Year 3: 42%

Year 5: 42%

Numeracy

Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum lower bound system-negotiated targets being achieved:

Year 3: 42%

Year 5: 42%

Aboriginal Student Achievement

Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy

Personalised Learning Plans

Identify individual learning goals and pathways for each student to ensure they are making expected improvements.

Target year: 2024

School self-assessment of the element 'Data skills and Use' indicates improvement from Delivering to Sustaining

Initiatives

Data Driven Practice

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

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use Instructional Leader position to work with teachers using 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.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Curriculum implementation through programming, catering for the learning needs of all students is effective and evident.

Personalised Learning

Embedded systems for feedback provide all students with knowledge, skills and understanding in achieving personal learning goals.

- High Impact Professional Learning on use of literacy and numeracy progressions to personalise learning and understanding.
- Teacher's utilise the impact of HIPL to benefit students learning
- Every student has a Personal Learning Plan tailored to their needs and reflective of school goals.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use High Impact Professional Learning

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence (SEF - Learning Culture)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF-Curriculum)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF-Assessment)

Feedback from students on their learning derived from assessments informs further teaching. (SEF-Assessment)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF-Assessment)

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. (SEF-Reporting)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Student Performance Measures)

Expected growth of each student is identified. Students are achieving higher than expected growth on internal school progress and achievement data. (SEF-Student Performance Measures)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

and Growing.

School self-assessment of the element 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

School self-assessment of the element 'Student Performance Measures' indicates improvement from Delivering to Excelling.

Initiatives

structures to build teacher capabilities and collective pedagogical practice.

Evaluation plan for this strategic direction

Question

To what extent have we improved student reading and numeracy outcomes through data driven teaching and personalised learning?

Data

- NAPLAN
- PAT suite
- PLAN2
- Work samples
- PLP's
- SCOUT data
- SEF SaS
- Surveys

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring, Annually the school will review progress toward improvement measures.

Impact

.The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: Explicit teaching through evidence based practice

Purpose

To ensure all teachers give the highest priority to evidence-based teaching strategies.

Improvement measures

Target year: 2022

All teaching staff complete training in Visible Learning with Learning intentions and Success Criteria evident in all lessons. The language and practice is consistently modelled.

Student learning results are monitored to ensure continued challenge and maximum learning.

Target year: 2024

School self-assessment of the elements 'Effective Classroom Practice' and 'Curriculum' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Explicit Teaching for Independent Learning

Explicit teaching practices and processes provides all students with deep understandings of learning and the capacity to solve problems, pose questions, synthesise and justify reasoning.

- All staff have attended Visible Learning HIPL and developed a deep understanding of Visible Learning processes
 - Teachers observe and provide feedback as a collaborative exercise to increase the capacity of staff.
 - Teachers work collaboratively to ensure their pedagogy aligns with quality teaching practices that are shown through research to improve student outcomes.
 - Student assessment data is effectively used to reflect on teaching and provide individualised, explicit differentiated and responsive learning opportunities.
 - Teaching staff demonstrate and share their expertise within our school and among other schools.
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Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF-Teaching Domain).

The school leadership team and teachers are supported by school structures and processes to collaborate and explore relevant and evidence-based global, national, and local research in teaching, and apply and test this in their teaching practice. (HIPL 1.3)

Evaluation plan for this strategic direction

Q - To what extent did the school use explicit teaching through evidence based practice?

D - The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic directions. This analysis will guide the schools future directions:

- observation
- student work samples
- student voice
- data collection

A - Analysis will be embedded within the project through progress and implementation monitoring, using QDAI. Annually the school will review progress towards the improvement measures.

I- The findings and analysis will inform future actions. After analysis of the data a determination will be made as to the future and "where to next?".

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure there is a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students.

Improvement measures

Target year: 2022

Increase the percentage of student attendance to > 92% of the time to be above the system-negotiated target of 90%

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Target year: 2024

School self-assessment of the element 'Wellbeing' indicates improvement from Sustaining and Growing to Excelling.

Increase student engagement in other KLA's through the "One School North" initiative.

Increase the percentage of student attendance to >94% of the time.

Initiatives

Wellbeing and Engagement

Student wellbeing and engagement is embedded across the whole-school and there is a collective responsibility for student learning and success through:

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of wellbeing, attendance and learning and engagement data.
 - Embedding the Wellbeing Framework into school culture through ongoing High Impact Professional Learning.
 - Updating wellbeing program to modern practice eg smiling minds, kids creating space, PBL
 - Learning Alliances across the network support student and teacher development eg. One School North
 - Life skills program (cooking club, gardening etc).
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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. (SEF - Wellbeing)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs. (SEF-Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF-Wellbeing)

Evaluation plan for this strategic direction

Q - To what extent has there been a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students?

D - The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- Observation and feedback
- Surveys
- Wellbeing Framework Self Assessment
- Meeting minutes
- Photos of collaborative learning for staff and students

A - Analysis will be embedded within the project through progress and implementation monitoring, using QDAI. Annually the school will review progress towards the improvement measures, using QDAI.

I -The findings of the analysis will inform:

- Future actions,

Evaluation plan for this strategic direction

- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.