

Strategic Improvement Plan 2021-2024

Tarro Public School 4263



School vision and context

School vision statement

Tarro Public School strives to support the social, emotional and academic growth of all learners through the facilitation of a high expectations culture. We work hard to build connected community partnerships with a focus on transparency and inclusion.

School context

Tarro Public School is located on the fringe of Hexham Wetlands and adjacent to the Hunter River. The school is located close to Maitland and has an enrolment of 150 students from diverse socio-economic backgrounds including 26% Aboriginal students.

At Tarro Public, a dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Tarro Public is a proud member of the Gateway Learning Community of partner schools comprising of 6 primary schools, 1 School for Specific Purposes and 1 high school.

Our school has 6 permanent teacher positions which included 2 executive positions, 4 classroom teachers, and various part-time specialist support teachers and support staff. Our Family Occupation and Education Index (FOEI) currently sits at a value of around 155. All teaching staff meet the professional requirements for teaching in NSW public schools.

The school has a focus on 'Visible Learning' across all KLA's, encompassing effective feedback, high expectations and creating a culture of learning and growth. Tarro Public also caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. At Tarro Public School our mission is to "Create Opportunities" from Kindergarten to Year 6. The school works closely with all families to discover and develop the potential of every child beginning before students start school with our school readiness transition program - Joeys.

Tarro Public is a part of the Early Action for Success program, a member of the Maitland Aboriginal Educational Consultative Group (AECG); is an active participant in Newcastle City Council and Maitland City Council initiatives. The school is proudly supported by both Beresfield and Hexham Bowling Clubs, and the local Anglican Church with our Breakfast Club initiative.

Through our Situational Analysis, we have identified the need to continue to develop our formative and summative assessment practices and strengthen our understanding of how to use data to move learning forward. The school is concentrating on developing consistent data collection practices that will enable staff to engage in professional dialogue, reflective of student need.

System negotiated targets in Reading and Numeracy ensures that the school is concentrating on improving the number of students in the top two bands. To support this improvement, staff will engage in professional learning that fosters a culture of high expectations through quality feedback and strong collaborative practices. The impact of this will be closely monitored through rigorous data collection procedures. Intervention and targeted support will be embedded as a provision for students not demonstrating expected growth or progression.

The wellbeing and engagement of our students remains a high priority. All staff will engage in professional learning based on trauma informed practice to ensure that the social and emotional needs of each student is being met, alongside the academic needs. Tell Them from Me (TTFM) surveys will continue to provide valuable data related to student and

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community voice, which can be used in conjunction with school based data collected throughout the year. Attendance will continued to be closely monitored and strategies put in place to support students and their families to ensure system negotiated targets are met.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will regularly use student assessment data to identify achievement, progress and to understand the learning needs of individual students and inform future school directions.

Improvement measures

Target year: 2022

There will be an increase of students in the top two NAPLAN bands in reading from 23.3% to 29.6%

There will be an increase of students in the top two NAPLAN bands in numeracy from 16.6% to 22.8%.

Target year: 2023

Percentage of students achieving expected growth in NAPLAN will increase from 63.4% to 67.4% in reading

Percentage of students achieving expected growth in NAPLAN will increase from 57.8% to 62.7% in numeracy.

All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (5), Creating Texts (5) .

All Kindergarten students will achieve within the expected end of year progression based on the SENA assessment for Quantifying Numbers (6).

Target year: 2022

Increase the number of Aboriginal students performing in the top 3 NAPLAN bands in numeracy to equal or better than SSSG. This is an uplift of 11.35%

Target year: 2024

Equal to or greater than 70% of students will achieve expected growth and/or benchmarks in school identified focus areas in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus

Initiatives

Data Skills and Use

We will ensure professional learning focuses on the effective use of data to track and monitor student learning (Learning Progressions).

- Instigate a system of tracking to ensure student achievement is reflective of the high expectations.
- Systematic analysis and use of Literacy and Numeracy progressions to personalise learning and differentiate teaching for all students as well as track progress and growth.

Effective Classroom Practice

We will ensure professional learning to develop a sustainable culture of high expectations and effective feedback to influence student achievement.

- Teacher professional learning will be delivered to create a culture of high expectations
- Devise and deliver systems to monitor high classroom expectations.
- Expert use of summative and formative assessment strategies, by all staff to track individual progress.

Success criteria for this strategic direction

All staff regularly use student data to assess progress and provide feedback on teacher effectiveness.

All staff regularly engage in collegial discussions and compare data across classes and cohorts to identify wider trends across the school.

All teaching and learning programs across the school show evidence of adjusted learning needs, ensuring that all students are challenged and supported to meet identified goals.

Embedded and explicit systems are in place that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

All staff routinely review learning with each student in class ensuring all students have a clear understanding of how to improve.

All students will have negotiated learning goals that are informed by the analysis of internal data and work samples.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- Summative assessment (NAPLAN/Check In)
- Formative assessment (PLAN2/Internal school data, BIU walls, rubrics)
- Focus groups and surveys (staff, parents)
- Student voice (surveys, focus groups, exit slips, goal setting, conferencing)
- Observations (teaching practice, programs)

Strategic Direction 1: Student growth and attainment

Improvement measures

indicators.

SEF:

The school demonstrates improvements as measured by the SEF in the following areas:

Data Skills and Use - Sustaining and Growing to Excelling.

Effective Classroom practice - Sustaining and Growing to Excelling.

Evaluation plan for this strategic direction

- Mentoring

The Evaluation Plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by Term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 2: Engaged Educators: Leaders of Learning

Purpose

All teachers are committed to identifying, understanding and implementing explicit teaching strategies. A shared responsibility for student achievement is underpinned by evidence-based strategies.

Improvement measures

Target year: 2024

Pedagogical practice reflects authentic, engaging lessons. Students are interested and motivated in their learning 100% of the time.

Target year: 2024

Create a culture of high expectations and collaborative practices that

SEF:

The school demonstrates improvements as measured by the SEF in the following areas:

Effective Classroom Practice - Sustaining and Growing to Excelling

Learning and Development - Sustaining and Growing to Excelling

Initiatives

Quality Pedagogy

Improved pedagogical practices across the school will improve student learning in all key learning areas.

- Professional learning will be delivered with a focus on learning intentions and success criteria, explicit feedback and professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- The integration of technology across all key learning areas will support learning.

Collaborative Practices

Leaders encourage and support collaboration by facilitating planning days with the purpose of reflecting on stage based data to drive improvement.

- Establish school wide systems that support collaboration and effective teaching practices.
 - Staff engage in professional learning that supports the impact of a high expectations culture in all classrooms.
 - Explicit strategies are embedded through quality feedback and reflective practices.
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Success criteria for this strategic direction

The leadership team will establish a professional learning community which focuses on continuous improvement of teaching and learning.

The staff will evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

A collaborative inter school relationship exists to provide ongoing development and improvement of all teachers.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- Summative assessment (NAPLAN/Check In)
- Formative assessment (PLAN2/Internal school data, BIU walls, rubrics)
- Focus groups and surveys
- Student voice (surveys, focus groups, exit slips, goal setting, conferencing)
- Observations (teaching practice, programs)
- Mentoring

Evaluation plan for this strategic direction

- Professional dialogue/data discussions

The Evaluation Plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by Term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Community Connections: Authentic Partnerships

Purpose

A collaborative relationship exists to provide ongoing development and improvement of systems to maximise learning opportunities for all students.

Improvement measures

Target year: 2022

A 12% uplift of students attending school more than 90% of the time.

Target year: 2024

Between 93-100% of students achieve a positive sense of wellbeing to support optimum learning conditions across the whole school.

Target year: 2024

90% of parents engaging in systems to support students who are motivated to deliver their best and continually improve.

The school demonstrates improvements as measured by the SEF in the following areas:

Attendance - Sustaining and Growing to Excelling

Wellbeing - Delivering to Excelling

Educational Leadership - Delivering to Excelling

Initiatives

Individual Case Management - Inc Attendance

Utilise internal and external expertise across educational networks and independent organisations to support the individual needs of all students.

- Enhance systems for case management where partnerships form a collaborative approach, addressing the individual needs of students.
- One data entry point (Sentral) for all student related information and documentation including monitoring of attendance.
- Morning circles are implemented across the whole school.

Wellbeing Systems

Students supported to be successfully engaged in their learning:

- Integrate trauma informed practice based on Berry Street Education Model.
- Embed and align wellbeing programs and systems to ensure students needs are met.
- Create opportunities for student advocacy amongst staff

Collaborative Partnerships

Parents and carers work in collaboration with the school to form a learning partnership:

- Authentic systems underpin relationships with Aboriginal families.
- Purposeful processes are in place to support parent engagement within the school.
- Collaboration between allied health professionals and the school exists to support ongoing student needs.

Success criteria for this strategic direction

Every student to identify a staff member who they can confidently turn to for advice and assistance at school.

Whole school and personalised attendance approaches are used to improve regular attendance rates for all students, including those at risk.

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

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

A culture of collective responsibility exists for student learning and success.

Regular engagement with parents to improve understanding of student learning and strengthen student outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Focus groups
- Surveys
- Parent school plan committee
- Tell Them from Me Survey
- Targeted feedback
- Focus groups and surveys
- Sentral data
- Tell Them From Me survey
- Attendance data

Strategic Direction 3: Community Connections: Authentic Partnerships

Initiatives

Evaluation plan for this strategic direction

- Observations
- LST referrals

The Evaluation Plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by Term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.