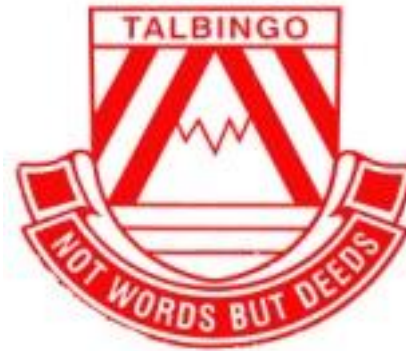


Strategic Improvement Plan 2021-2024

Talbingo Public School 4374



School vision and context

School vision statement

Talbingo Public School will endeavour to create a kind, happy and exciting learning environment that grows independent, thoughtful, resilient and self-confident learners. Our goal is to prepare students for academic success.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential

There are a small number of families with a total of 11 students enrolled for 2021. There is a feeling of inclusiveness as we build relationships with the cultures of our families.

Our school structure consists of one multi-grade class with one full time Teaching Principal. The part time staff include: School Administration Manager, General Assistant and two casual teachers. The school is focused on student centred learning and implementing programs catering for the individuals needs and whole child development. Our school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, our school is the hub of the township where the community values and supports student learning.

Our school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K-12. This is achieved through shared values and aligned K-12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around our Community of Schools (ALPSS).

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 community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the reading and numeracy outcomes of every student through a consistent, whole school approach, addressing the individual needs of all students. Student feedback elicited by teachers will inform teaching which in turn will grow student understanding of how to improve own learning.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning

- Teaching & Learning Programs - Sustaining & Growing to Excelling
- Assessment - From Delivering to Excelling

Teaching

- Effective Classroom Practice - Delivering to Excelling

Leading

- High Expectations Culture - From Delivering to Excelling

Target year: 2024

Reading

PM Benchmarking

Each student will reach expected growth by individual assessment in PM reading benchmarking as set out in the assessment schedule each term.

PAT Reading

Each student will reach expected growth by individual assessment in the PAT Reading Assessment as set out in

Initiatives

Effective Classroom Management

Teachers employ evidence -based effective teaching strategies. Effective methods are identified, promoted and modelled.

* PL on use of literacy and numeracy progressions to personalise learning and understanding.

* Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

* Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Data Driven Practices

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

* Establish and use IL positions 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

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

There is a whole school approach to language, reading and numeracy.

Evaluation plan for this strategic direction

The school will determine that its systems and processes for Effective classroom Management have been successful by:

- consistent evaluation of individualised and differentiated teaching and learning plans as evidenced at fortnightly staff meetings.
- effective monitoring and evaluation of internal student assessment data as set out in whole school and ALPSS assessment scope and sequence
- informed implementation and review of termly individual student targets

The evaluation plan will involve:

- *a whole school collection of data across each term with regular review by teaching and support staff in focussed on the analysis of data. This will provide clarity around whether we are on track for achieving the intended improvement measures.*
- *professional discussion at fortnightly staff meetings around student work samples and tracking, student Individual Learning Plans (ILPs).*
- *Term review and triangulation of data sources to corroborate conclusions*

Strategic Direction 1: Student growth and attainment

Improvement measures

the ALPSS assessment schedule each year.

Numeracy

Essential Assessment

Each student will reach expected growth by individual assessment in Numeracy Essential Assessment as set out in Pre, Mid and Post tests.

PAT Maths

Each student will reach expected growth by individual assessment in the PAT Maths Assessment as set out in the ALPSS assessment schedule each year.

Target year: 2023

Uplift in percentage of students achieving expected growth in NAPLAN Reading.

Uplift in percentage of students achieving expected growth in NAPLAN Numeracy.

Target year: 2022

Top 2 Bands (network target)

Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in reading and numeracy.

Strategic Direction 2: Wellbeing and engagement to improve learning.

Purpose

Leadership will support a culture where there is a school-wide, evidence based, collective responsibility for student learning and success, which is shared by students and parents across our community of schools (ALPSS).

Improvement measures

Target year: 2024

100% of students are attending school at or above 90%.

100% of students are engaged in extra curricula community engagement opportunities.

Target year: 2024

A planned approach to student, staff and parent well being is embedded in the school culture.

Initiatives

Engagement

Working with the ALPSS community of schools to collaboratively plan opportunities for our students to connect on a regular basis developing social and emotional wellbeing.

- Updating across-school approach (ALPSS) to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data.

Well Being

Providing staff professional learning, peer learning for staff and students, much needed socialising that helps to instill the core values of caring, sharing, empathy and self-worth.

- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
 - Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
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Success criteria for this strategic direction

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Programs support students with different linguistic backgrounds and cultures.

Aboriginal and Torres Strait Islander history is respected and taught as an integral element of all teaching.

Programs ensure equity for students with disabilities including their families every step of their school journey.

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 of the improvement measures of the strategic direction. This analysis will guide the schools future directions:

Attendance data

Scout data

Internal whole school welfare strategy data

School counsellor and staff reports.

The school evaluation plan will include:

- a whole school collection of data across each term with regular review by teaching and support staff in focussed on the analysis of data. This will provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Wellbeing and engagement to improve learning.

Evaluation plan for this strategic direction

- professional discussion at fortnightly staff meetings around student work samples and tracking, student Individual Learning Plans (ILPs).
- Term review and triangulation of data sources to corroborate conclusions

Strategic Direction 3: Learning and Development

Purpose

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 and to students.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching

- Learning & Development - From Sustaining and Growing to Excelling
- Literacy & Numeracy focus - From Delivering to Excelling
- Data Skills and Use - Delivering to Excelling

Leading

- High Expectation Culture - Delivering to Excelling

Target year: 2024

100% of students are achieving personalised targets in internal literacy and numeracy assessments.

Initiatives

Effective evidence-based teaching

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

* 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.

* Expert use of Authentic Self Assessment processes to embed reflective practice for all school, teaching and learning practices

Expertise and Innovation

Staff through professional learning and collective expertise research the latest quality information and trial innovative practices aligned with department curriculum and 'What Works Best' through:

- regular, organised school professional development
- learning to analyse data to inform teaching
- demonstrating effective teaching practices
- share good practice and theory through the ALPSS community of schools teachers and SASS staff
- continual monitoring of student progress to ensure continued challenge and maximum learning

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 5 weekly intervals and is tracked through PLAN2 and PLPs closely aligned to the school's scopes and sequences.
- IL positions are working 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
- current research reviewed on a regular basis to inform programming and teaching practice
- teaching staff work collaboratively across community of schools (ALPSS), building the capabilities of all staff.

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 schools future directions:

- MYPL
- Internal assessment data
- Teaching standards
- Teaching and learning programs
- SEF
- Staff meeting minutes

Evaluation plan for this strategic direction

- PDP's

The school evaluation plan will include:

- a whole school collection of data across each term with regular review by teaching and support staff in focussed on the analysis of data. This will provide clarity around whether we are on track for achieving the intended improvement measures.
- professional discussion at fortnightly staff meetings around student work samples and tracking, student Individual Learning Plans (ILPs).
- Term review and triangulation of data sources to corroborate conclusions