

Strategic Improvement Plan 2022-2026

Thurgoona Public School 3208



School vision and context

School vision statement

Learning for life, in an inclusive, engaging and supportive environment.

School context

Thurgoona Public School is situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of **26 classes**.

The enrolment of students has increased rapidly over the space of 5 years. An **increase of 35%** of students has had a significant impact on the infrastructure and resources required to meet these demands. Students come from a wide range of socio-economic backgrounds with **8.8%** of the student population identifying as Aboriginal or Torres Strait Islander and **2%** of the student population from an English as an Additional Language or Dialect (EAL/D) background.

The school's motto is 'Learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and passion for knowledge.

Dedication and commitment from school staff, combined with community partnerships ensure that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Extra-curricula opportunities in sport, science, technology, and creative and performing arts enable our students to excel through a range of different experiences. Further to this are the extensive experiences that students engage in within English and mathematics.

A rigorous analysis of the strengths and areas for development has been conducted at a whole school level to consider recommendations for our proposed strategic directions for the 2022-2026 School Improvement Plan. Through the analysis of internal and external data using multiple data sources including: Scout Data, The School Excellence Framework Self-assessment Survey, the suite of surveys from Tell Them From Me, school-based analysis of assessments and reflections gathered from the staff, we have been able to collaboratively discover key themes and trends to identify inspirational goals for our school.

Work will take place on developing quality formative and summative assessment and data collection practices and developing greater consistency of judgement within the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

Strategic Direction 1: Student growth and attainment

Purpose

If we embed explicit coaching and mentoring structures to build teacher's understanding of data concepts and assessment strategies, **then** a systematic approach to assessment leads to the evaluation and monitoring student learning over time, **so that** teaching is responsive and leads to measurable improvements for all students.

Improvement measures

Yr 4 and 6 Reading Check-in

Achieve by year: 2026

Increase the mean scaled score of Years 4 and 6 students from 2025 to 2026 in the Reading Check-in assessment.

Year 4 and 6 Numeracy Check-in

Achieve by year: 2026

Increase the mean scaled score of Years 4 and 6 students from 2025 to 2026 in the Numeracy Check-in assessment.

Initiatives

Whole school assessment

All staff apply the full range of assessment strategies to provide future teaching directions, monitor student progress and achievement and to reflect on the effectiveness of teaching.

- Integrate summative and formative assessment into teaching practice in every classroom confirming student progress and achievement.
- Routinely evaluate the TPS assessment schedule to reflect a holistic approach to assessment for, as and of learning.
- Assessment schedules provide opportunities to develop and make connections across and between Key Learning Areas to support the development of deep knowledge and conceptual understanding.

Data to inform practice

Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of a range of data sources supports teachers to monitor how student learning is progressing so that our curriculum is responsive to student needs.

- Engage in ongoing professional learning in the area of data skills and use to build analysis skills and knowledge.
- Dedicate time to the collection, tracking and analysis of student data through embedded coaching and mentoring structures so that student learning and progress is routinely monitored.
- Use the learning progressions as a whole school system for teacher planning, formative assessment, and goal setting to ensure students are challenged and successful.
- Establish and implement processes to support teacher's consistent, evidence-based judgement and moderation of assessment.

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction and formative assessment is practised expertly by teachers.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching awareness.
- All teachers have a sound understanding of student assessment and data concepts to analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose? How has coaching and mentoring in assessment and data use improved teacher's capacity to improve student outcomes?

Data:

- SIP Evaluation Survey completed every 6 months
- What Works Best Self reflection tool - Use of data to inform practice and collaboration
- Literacy and Numeracy PLAN2 data - Phonological Awareness, Phonic Knowledge and Word Recognition, Understanding Texts, Additive Strategies & Multiplicative Strategies
- Qualitative Data gathered from 'exit slips'.
- Analysis of the achievement of PDP goals

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- TPS Professional Learning Plan

Analysis

- *Process Evaluation: What did we do and how well did we do it?* (What barriers were faced in the implementation of focus initiatives? Were there clear goals addressed to ensure collaborative practices are embedded across the school?)
- *Outcome Evaluation: What was the impact of our work? On Teachers? On student outcomes?*

Implications

As a result of support structures in place, the capacity of teachers to use data to inform teaching practice has developed. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

3-6 teachers assessed students using the multiplicative thinking assessment (ALAN), the data showed that students needed to achieve success in the Additive strategies assessment prior to attempting Multiplicative thinking. Therefore, the Reading, Additive strategies and Quantifying number assessments have been used flexibly and responsively across K-6 as a part of daily classroom instruction and formative assessment. In 2023, teachers will use the Multiplicative Thinking assessment (ALAN) and the Additive strategies assessment flexibly to modify teaching practice.

K-2 used systematic and reliable assessment information for Phonological Awareness and Reading to evaluate student learning every 5 weeks and implemented changes in teaching that lead to measurable improvement.

The school uses NAPLAN and Check-in Assessment data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

to inform collective decisions about student learning, aligned with improvement measures in the school plan. Learning Sprints to be used responsively as a result of NAPLAN, Check-in Assessment data, ALAN Diagnostic assessments (Best Start, Phonics, Phonological awareness and IfSR-AT) in 2023.

Some teachers have a sound understanding of student assessment and data, however due to staff shortages and time constraints teachers were not able to analyse and extrapolate student data to modify teaching practice. This will be an IPM in 2023.

In 2023, all teachers will develop and apply a full range of assessment strategies to determine future teaching directions (Learning Sprints) with the support of the Stage AP's and APCI's. All teachers will consistently analyse, interpret and extrapolate student data and use this to inform planning, identify interventions and modify teaching practices to achieve SIP targets.

Strategic Direction 2: Expert teachers

Purpose

If we

use our coaching and mentoring processes to identify, promote and model the most effective, evidence-based teaching strategies,

then

all teachers have expert contemporary content knowledge,

so that

there is a strong culture of continuous improvement, active learning and high expectations.

Improvement measures

Expected Growth Stage 1: Reading

Achieve by year: 2026

Increase the percentage of Stage 1 students from 2025 to 2026 achieving or exceeding expected growth in the sub-element of Phonic Knowledge and Word Recognition in the National Literacy Learning Progressions.

Expected Growth Years 1-6: Additive Strategies

Achieve by year: 2026

Increase the percentage of Years 1-6 students from Tm 1 2026 to Tm 4 2026 achieving or exceeding expected growth in the sub-element of Additive Strategies in the National Numeracy Learning Progressions.

Initiatives

Effective classroom practice

All teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with priority given to evidence-based teaching strategies.

- Teachers are skilled in explicit teaching techniques to identify students' learning needs and are adept at using a range of strategies to drive improved student understanding and achievement.
- Professional learning is provided on the eight themes of effective teaching practices for the classroom that, when used together, enhance student outcomes and drive school improvement.
- Support for teachers as they plan, assess and report using the new syllabuses and evaluate to refine new practices and systems.
- Embed the curriculum reform to strengthen sustainable practices.

Collective efficacy and collaboration

We will build the collective efficacy of teachers by engaging in effective collaboration that explicitly aims to improve teacher practices and student outcomes.

- Establish areas of development for teacher professional learning that are systematically based on identified student needs, builds teacher capacity and whole school practice.
- Opportunities for professional dialogue, classroom observation, modelling of effective practice and the provision of authentic, timely feedback between teachers are embedded across the school.
- Collaboratively creating dynamic teaching and learning programs that reflect best practice, and include innovative technology through collaborative and reflective practice and evaluative thinking for improved student learning outcomes.
- The school identifies expertise within staff and draws on this to further develop its professional learning

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Teachers employ evidence-based effective teaching strategies.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Whole school mentoring and coaching supports the ongoing development and improvement of all teachers, ensuring all teachers have expert contemporary content knowledge and deploy effective teaching strategies.
- Technology that supports learning is available and expertly integrated into lessons by teachers.

Evaluation plan for this strategic direction

Question: To what extent can we demonstrate impact and improvement of teacher practice to deliver evidence-based teaching strategies?

Data

- SIP Evaluation Survey to be conducted every 6 months
- What Works Best Self reflection tool - Use of data to inform practice, Explicit teaching & Assessment
- Scout data - Student Growth, Value Add, Top 2 Bands
- Literacy and Numeracy PLAN2 data - Phonological

Strategic Direction 2: Expert teachers

Initiatives

community. Teachers are supported to trial innovative, evidence-based, and future-focused practices.

Evaluation plan for this strategic direction

Awareness, Phonic Knowledge and Word Recognition, Understanding Texts, Additive Strategies & Multiplicative Strategies

- Qualitative Data gathered from 'exit slips'
- Analysis of the achievement of PDP goals

Analysis

- *Process Evaluation: What did we do and how well did we do it? (What barriers were faced in the implementation of focus initiatives? Were there clear goals addressed in each stage to meet external and internal targets for reading and numeracy?)*
- *Outcome Evaluation: What was the impact of our work? On Teachers? On student outcomes? (As a result of support structures in place, to what extent was the capacity of teachers developed? As a result of the support structures in place, what impact was had on student outcomes?)*

Implications

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Strategic Direction 3: An inclusive, engaging and respectful school

Purpose

If we develop and implement a planned approach to wellbeing, **then** there is school-wide collective responsibility for student learning and success **so that** all students and staff are able to connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

The proportion of students attending for 90% of the time meets the lower bound target.

Wellbeing

Achieve by year: 2023

The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School is trending towards the lower bound target.

Initiatives

Consistent approach to behaviour and wellbeing

A consistent, school-wide approach and collective responsibility for behaviour and engagement across all learning spaces ensures well planned teaching is taking place. Students engage in productive learning with minimal disruption. The whole school community support a culture of high expectations and community engagement, resulting in measurable improvement.

- Preventative and responsive strategies are used to support student learning within a predictable learning environment, with increased time on instruction. Classroom management strategies are flexible to accommodate learning adjustments for students with additional needs.
- Respectful relationships are evident throughout the school with explicit teaching and reflection of school values and expectations. Students display increased social and emotional skills to develop and maintain positive relationships and engage in pro social behaviour.

Whole school approach to learning and support

Refinement of Learning and Support processes and resources to offer a continuum of support for students needing Tier 2 and 3 interventions, resulting in measurable improvements in wellbeing and engagement to support learning.

- Building staff capacity to work with students requiring intensive support through professional learning and case management practices.
- Develop school procedures to bring together key personnel and resources to support staff in identifying and responding to the diverse and complex needs of all students.
- Build capacity of staff to differentiate the teaching and learning to meet the needs of students across a full range of abilities and backgrounds so that students can *connect, succeed, thrive and learn*.

Success criteria for this strategic direction

- The schools has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement.
- There is school wide-collective responsibility for learning and success, which is shared by all stakeholders including families and students.
- Effective partnerships in learning with parents and students are evident, so that students are motivated to deliver their best and continually improve.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate we are an inclusive, engaged and respectful school on student outcomes?

Data: We will use a combination of data sources, such as-

- What Works Best Self reflection tool - Wellbeing
- SEF - Learning Domain - Wellbeing (Caring for students, a planned approach to wellbeing, individual learning needs and behaviour)
- TPS Professional Learning Plan
- Tell Them From Me
- LST referrals and suspension data.
- ATSI student attendance and performance data

Analysis: Data is analysed and triangulated regularly to

Strategic Direction 3: An inclusive, engaging and respectful school

Evaluation plan for this strategic direction

determine the extent to which the purpose and improvement measures have been achieved.

Implications: Robust analysis of the data will guide both ongoing implementation as well as future school planning for continuous improvement.