



Strategic Improvement Plan 2022-2025

Tirriwirri School 5770

School vision and context

School vision statement

Our community will work together innovatively and creatively to enable all learners to realise their hopes, dreams, and aspirations. Respectful relationships and safe environments nurture the growth of independent and confident individuals who can communicate in the world around them.

School context

Tirriwirri School opened at the beginning of 2021. It is located in Queanbeyan and caters to students from age 4 to 18 with moderate or severe intellectual disabilities. Some students also have a physical disability, language or sensory impairment, and/or neurodevelopmental disorder. The school has the capacity for 7 classes. Currently, there are 3 classes of mixed ability, each class has a maximum of 8 students, with 1 Aboriginal student and 40% of students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer provides assistance in each classroom to the teacher to deliver high quality, personalised learning programs.

A Personalised Learning and Support Plan is developed in consultation with parents and carers, and reviewed throughout the year. This plan incorporates individual priorities for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Through our consultation process with parents and carers, students, staff, and Aboriginal community, our high level areas for improvement were identified to be the measurement of student growth and attainment to inform practice and to support wellbeing through practices that promote engagement.

Teachers continually strive to create and maintain safe, innovative, and challenging learning environments. The school demonstrates a strong commitment to supporting all students to develop their numeracy and literacy skills, in particular providing students with a way to communicate with the world around them. The school is committed to developing transition programs that enable students to grow and achieve success. The promotion of a collaborative professional learning culture driven by the analysis of student data and focused upon the development of teachers, knowledge, skills, and understanding will be the key to improving student outcomes.

Tirriwirri School is an inclusive setting that promotes learning, teaching, and leading for all learners. The school values and beliefs reflect the commitment towards developing strong partnerships with parents/carers, external agencies, and therapeutic providers. A commitment has been made to developing connections within the community to promote the school and establish connections that will nurture the growth of our students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to provide high quality teaching and learning using a clear and consistent approach to literacy and numeracy assessment, catering for the diverse learning needs of our students and supporting them to achieve their personal learning priorities.

Improvement measures

Target year: 2023

All students show improvement in their personalised learning priority for communication.

Target year: 2024

All students show improvement in their personalised learning priority for literacy.

Target year: 2025

In the School Excellence Framework (SEF) self-assessment shows improvement in the:

* Learning Domain, Assessment, from 'Delivering' to 'Sustaining and Growing' in the following theme: Whole School Monitoring of Student Learning.

* Learning Domain, Wellbeing, from 'Delivering' to 'Sustaining and Growing' in the following themes: Individual Learning Needs.

Initiatives

Whole school approach to assessment

Implement a sustainable evidenced based whole school assessment strategy for literacy and numeracy, to be used in teaching and learning practices to support students with complex learning needs.

- School systems and processes support all staff to regularly and collectively reflect on data to inform teaching and learning programs.
- Implement effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- All staff will engage in high impact professional learning with CESE on assessment for complex learners so that they can effectively identify student learning needs and plan the next steps.

Personalised learning

The needs of all students are explicitly addressed in teaching and learning programs. Well developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

- Evaluate teaching and learning programs, using student assessment data, that is differentiated for the specific learning needs of students across a full range of abilities.
- Build the capacity of staff to identify the individual learning needs of students.
- Build the capacity of teachers to track the individual achievement of students.

Success criteria for this strategic direction

Whole school approach to assessment

- Processes are established to drive consistent evidenced based teacher judgement.
- Analysis of literacy assessment data.
- Analysis of numeracy assessment data.
- Teaching strategies are chosen according to the analysis of assessment data.

Individual learning needs

- Adjustments are identified and made to meet the individual needs of students.
- Personalised learning priorities facilitate student growth in literacy and numeracy.
- Teaching and learning programs are differentiated.
- Personalised Learning Support Plans are monitored and reviewed regularly.
- Personalised Learning Support Plans are adapted based on the needs of the student.

Evaluation plan for this strategic direction

Question

To what extent have strategic and planned processes to a whole school approach to assessment and personalised learning improved student growth and attainment?

Data

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

- Teaching and learning programs
- Personalised Learning and Support Plans
- Passport assessment results
- Learning Progression markers
- SWANs assessment results

Evaluation plan for this strategic direction

- MiniLit assessment results
- SENA 1 and 2 assessment results
- EMU assessment results
- Check-in assessment results
- Professional learning records
- Performance and Development Plans
- Australian Professional Standards for Teachers evidence sets

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Staff working together

Purpose

Our purpose is to develop innovative and evidence-based professional practices for all staff by working together and sharing the responsibility for student growth and achievement.

Improvement measures

Target year: 2022

Target year: 2023

100% of teachers are collaboratively assessing and evaluating student work.

Target year: 2024

100% of teachers are engaged in at least two peer observations and feedback cycles per year.

Target year: 2025

In the School Excellence Framework (SEF) self-assessment shows improvement in the:

* Teaching Domain, Professional Standards, from 'Delivering' to 'Sustaining and Growing' in the following theme: Improvement of Practice.

* Teaching Domain, Learning and Development, from 'Delivering' to 'Excelling' in the following themes: Collaborative Practice and Feedback, Professional Learning.

Initiatives

Collaborative practice and feedback

Establish systems to empower teachers to collaboratively develop their expertise through planning, teaching and assessing the impact of teaching and learning.

- Promote the benefits of collaboration with staff. Share research and provide school staff with training in collaborative approaches.
- Gather and analyse a variety of data sources to identify an area of focus for the collaborative group. Narrow the scope so that the goal of the group is manageable and relevant.
- Create a shared vision where all teachers have personally invested in the success of the group. Focus the learning on improving instructional practices and student outcomes.

Professional Learning Community

Effective professional learning is aligned to the system, school and individual performance and development goals. It supports teachers and school leaders to deepen their practice by focusing on sustained evidence-informed approaches.

- Participate in learning to update knowledge and practice targeted to professional needs, school and/or system priorities.
- Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

Success criteria for this strategic direction

Collaborative Practice and Feedback

- Staff collaboratively prepare lessons and teaching resources.
- Staff regularly engage in collaborative assessment and evaluation of student work.
- Staff engage in structured feedback meetings to monitor the impact of their teaching.

Professional Learning Community

- Staff engage in professional learning targeted to school priorities, the needs of students, and in alignment with their professional goals.
- Staff evaluate, share and discuss learning from targeted professional development to improve whole school practice.
- Experts provide support and challenge entrenched beliefs.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate collaborative practices and professional learning for continuous improvement of practice?

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

- Professional learning records
- Performance and Development Plans
- Teaching and learning programs
- Observations of teaching practice
- Surveys of staff, students and parent/carers
- Resource allocation analysis
- Australian Professional Standards for Teachers

Analysis: Analysis will be embedded within the project

Strategic Direction 2: Staff working together

Evaluation plan for this strategic direction

through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions. Annual reporting on school progress measures will be published in the annual report and on the school website at the end of Term 1 each year.

Strategic Direction 3: Culture of connection and belonging

Purpose

Our purpose is to work together with parents/carers, and the greater community to support students achieve their personalised learning priorities and to create a culture of connection and belonging.

Improvement measures

Target year: 2022

Target year: 2023

100% of service provision is aligned to and supports personalised learning and transitions.

Target year: 2024

100% of school developed measures indicate an increased level of deep engagement by parents/carers and the community in the personalised learning process and key transition points.

Target year: 2025

Increase the proportion of students attending school by more than 90%.

Initiatives

Community engagement

Family-school and community partnerships are developed and strengthened to support and empower positive parent/carer engagement and bring together family and community resources to enrich student learning and wellbeing.

- Provide appropriate and contextually relevant opportunities for parents/carers to be involved in their child's learning.
- Cultural identity and aspirations of students and their families are known and inform learning, where progress is acknowledged and celebrated.
- Contribute to professional networks and associations and build productive links with the greater community to improve teaching and learning.
- Attendance is accurately monitored and data is used to inform the whole school and personalised attendance plans to reduce the impact of non-attendance on student outcomes.

Transitions and continuity

Establish a framework to create a sense of connection and belonging for all students at key transition points in their education: moving from preschool to school, primary school to secondary school, between mainstream and specialist school settings and finally from school to pursue post-school options.

- Post-school transitions are enhanced by exploring career futures, planning transition pathways, building connections and networks plus strengthening student outcomes through vocational learning.
- Establish and implement inclusive practices and develop positive community connections to engage and support all students at key transition points.

Success criteria for this strategic direction

Community Engagement

- Effective, consistent and professional communication is provided to parents/carers and the greater community.
- Community and identity are established.
- The role of the family is recognised.
- Tirriwirri School is a culturally safe learning environment.
- Consultation on decision-making takes place.
- Collaboration occurs beyond the school.
- Teachers, parents/carers and the greater community work together to support processes that ensure student absences do not impact learning outcomes.

Transitions and Continuity of learning

- Information is collected and analysed to inform and support student transitions.
- Collaborative partnerships are fostered with parents/carers, students and the greater community to inform and support continuity of learning for all students at transition points.
- Transition programs are responsive to the individual needs of the student and their families.
- Transition programs are adequately resourced.

Evaluation plan for this strategic direction

To what extent have strategic and planned processes to community engagement and transition improved wellbeing, attendance and engagement?

Data

- Internal and external attendance data
- Internal student and parent/carer surveys
- Internal data sources on student access to community activities

Evaluation plan for this strategic direction

- Australian Professional Standards for Teachers

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementations as well as future school planning to provide continuous improvement, ensuring students grow in their learning.