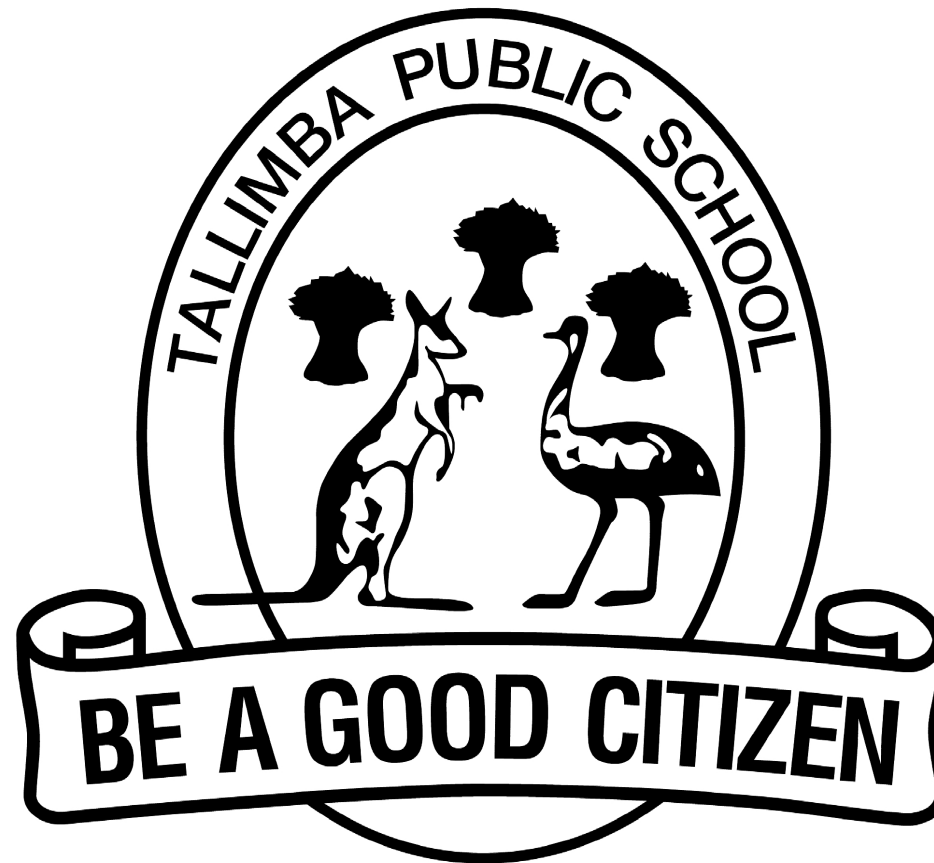


Strategic Improvement Plan 2023-2026

Tallimba Public School 3153



School vision and context

School vision statement

In partnership with our school community, Tallimba Public School learners are inspired to thrive in a respectful, collaborative, inclusive environment that promotes high expectations. The school maximises academic growth, supports wellbeing and empowers self-directed learners for positive future pathways. By embedding these core values and aspirations, every student, every teacher and every leader is driven to improve every year.

School context

Tallimba Public School is found on the lands of the Wiradjuri people and is located in the Central West of New South Wales, 132 kilometres from Griffith's regional centre. The village of Tallimba has a population of fewer than 20 residents and is located 33 kilometres southwest of West Wyalong.

In 2023, the enrolment is nine students, one of whom identifies as Aboriginal. Students come from a diverse range of socio-economic backgrounds and are taught in multi-stage classes. Enrolments have ranged from 9-29 students over the past ten years. Drought, availability of housing, access to services, farms being bought out by local farmers as well as corporations and families moving to seek employment elsewhere, were identified by the school as contributing factors to this enrolment fluctuation.

The school has a committed staff, a supportive Parents & Citizens Association and a local community that works together to provide rich learning opportunities and excellent resources for all students.

The school is an active member of the Rural Innovative Educator's Network, a small school collaboration. A range of extracurricular activities is offered to students through this alliance with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

Tallimba Public School continues to partner with community groups to provide students and parents with successful transition programs from preschool to Kindergarten and Year 6 to High School. Each Thursday, Year 6 children participate in the Middle School program at West Wyalong High School.

Through the situational analysis, the school identified student growth and attainment, high-impact teaching practice and a high expectation culture as future directions. Tallimba Public School will target these three strategic directions systematically. Initiatives will be planned, monitored and evaluated to support student learning, ensuring students are reaching their potential and achieving their goals. These include:

- Data-informed personalised learning
- High-impact teaching practice
- Partnerships for Success

Tallimba Public School enjoys strong positive relationships with parents and the wider community. The school has co-developed Positive Behaviour for Learning values that drive school culture and reflect the school motto, *'be a good citizen'*. Our co-developed values of respect, responsibility and citizenship form the basis of a safe, happy and supportive learning environment and promote equity and excellence. Individualised learning ensures students connect, succeed and thrive as lifelong learners.

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure every student maximises their learning potential and improves every year in reading and numeracy, staff will use data-driven, evidence-based practices to personalise learning.

Improvement measures

Achieve by year: 2026

In Reading, increase the number of students, in Year 2 to Year 6 achieving at or above the Australian mean per year group in the Progressive Achievement Test.

Achieve by year: 2026

In Numeracy, increase the number of students in Year 2 to Year 6 achieving at or above the Australian mean per year group in the Progressive Achievement Test.

Achieve by year: 2026

School assessment in the School Excellence Framework (SEF) shows improvement from *Sustaining and Growing* to *Excelling* in the following elements;

- Data skills and use
- Curriculum
- Assessment

Initiatives

Data informed personalised learning in Literacy and Numeracy

Development and implementation of a school wide system where staff:

- gather, analyse, and interpret data and use it collaboratively to inform planning
- identify intervention and modify teaching practice to drive student personalised learning
- apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement

Success criteria for this strategic direction

Teachers regularly and collaboratively analyse quality, valid and reliable data that informs teaching practice.

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 effectiveness.

Providing explicit teaching and feedback to students during the teaching-learning cycle which is data-driven, visible and informs personalised learning goals, ensuring students have a clear understanding of how to improve.

Personalised learning goals are updated, progress monitored and feedback given at the point of need/end of the teaching and learning cycle.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. They know where they are and where to next.

The learning goals for students are informed by internal and external student progress and achievement data.

Teachers review learning with each student ensuring all students have a clear understanding of how to improve.

Evaluation plan for this strategic direction

Question: To what extent have our data-driven, evidence-based practices improved in reading and numeracy?

Data: These data sources will be collected and analysed:

- External-NAPLAN and Check-in assessments
- Internal-Progressive achievement tests (PAT), Literacy and Numeracy Progressions, Personalised Learning Plans, School Excellence Framework Self Assessment and other school determined measures.

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure sustained application of high impact teaching practices we will collaborate so that every student and every teacher improves every year.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of Year 2 to Year 6 students achieving or exceeding expected growth using the Progressive Assessment Test Reading assessment.

Numeracy growth

Achieve by year: 2023

Increase the percentage of Year 2 to Year 6 students achieving or exceeding expected growth using the Progressive Assessment Test Mathematics assessment.

Achieve by year: 2026

School assessment in the School Excellence Framework shows improvement from *Sustaining and Growing* towards *Excelling* in the following elements;

- Effective classroom practice
- Learning and Development

Initiatives

High impact teaching practice

Development and implementation of embedded and explicit collaboration systems that facilitate professional dialogue, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Selection and application of evidence-based professional learning on high-impact teaching strategies.

Establishment of a process to ensure the fidelity, consistency and confidence of its implementation in classroom practice.

Engage with the High Potential and Gifted Education policy to identify students and make adjustments to learning.

Success criteria for this strategic direction

Teachers regularly collaborate to share curriculum knowledge, evidence-based teaching practices, data, feedback about student progress and achievement, which meet the learning needs of all students.

High impact professional learning model is embedded to build teacher capabilities and collective teaching practice, which is evaluated to identify, promote and implement the most effective strategies to improve teaching and learning.

Teaching and learning programs are dynamic and all are lessons are systematically planned as part of a coherent program that has been collaboratively designed.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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.

Teaching activities incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Evaluation plan for this strategic direction

Question: To what extent have high-impact teaching practices supported growth in reading and numeracy?

Data: These data sources will be collected and analysed:

- External-NAPLAN and Check-in assessments.
- Internal-Literacy and Numeracy Progressions, Progressive achievement tests (PAT), School Excellence Framework Self Assessment, Professional learning evaluations, Professional

Strategic Direction 2: High impact teaching practice

Evaluation plan for this strategic direction

Learning Plans including observations of practice, evidence of a five-weekly professional learning cycle, dynamic teaching and learning programs, Keep Calm and Collaborate agendas, satisfaction surveys and other school-determined measures.

Strategic Direction 3: High expectations culture

Purpose

In order to ensure the educational and wellbeing aspirations of every student, the school will foster partnerships that strengthen high expectations and cultural safety and awareness.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school more than 90% of the time to at least or above the system-negotiated target of 70%.

Wellbeing

Achieve by year: 2023

Wellbeing

Assessed by school-based measures in the areas of advocacy, sense of belonging and high expectations for success, levels of wellbeing show improvement above the baseline with a positive trend.

Achieve by year: 2026

School assessment in the School Excellence Framework shows improvement from *Sustaining and Growing* towards *Excelling in the following elements*:

- Learning Culture
- Wellbeing
- Educational leadership

Initiatives

Partnerships for Success

Consistently promote and expand high expectation partnerships across the school and wider communities to support student engagement and wellbeing with a focus on creating positive learning environments.

Evidence based practices in attendance and wellbeing will be rigorously implemented across the school to ensure that all students connect, succeed, thrive and learn.

Invest in professional learning and partnerships with our Aboriginal colleagues and community groups to further develop our understanding of cultural safety and awareness.

Success criteria for this strategic direction

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 in consultation with parents/carers.

Teachers, parents and the community partner together to support consistent and systematic processes that ensure student attendance is valued and maximised.

Strong implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to improve learning.

The school demonstrates respect for, and embeds, cultural safety and awareness.

Effective partnerships in learning with parents, community, outside agencies and students mean students are motivated to deliver their best and continually improve.

The school is recognised as a place of cultural safety and awareness by students, staff and the community.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing and attendance?

Data: These data sources will be collected and analysed:

- Attendance, network surveys, school partner surveys, student wellbeing data, School Excellence Framework Self Assessment and other school-determined measures.