

Strategic Improvement Plan 2023-2026

Tirranna Public School 3222



School vision and context

School vision statement

At Tirranna Public School our vision is for students, families and school to work in partnership to create an innovative, inspiring and inclusive school-wide learning culture where students attend, engage and excel. We want to empower every student to deeply engage as an aspirational learner who understands what they need to learn and how to be successful.

Dynamic collaboration across learning communities engages students, staff and families in shared knowledge and purpose about student learning, that inspires a culture of continuous improvement and life-long learning.

School context

Tirranna Public School is a small rural school located 7 minutes outside Goulburn. The school site overlooks surrounding rural farming land, providing our students with a picturesque and natural environment to grow and learn. The school receives strong support from the local community, maintaining strong partnerships with the Goulburn Art Gallery, The Goulburn Conservatorium of Music, Wakefield Park, The Royal Botanic Gardens, Wooglemai Environmental Education Centre, Landcare, The CSIRO and Welby Garden Nursery.

Our current enrolment of 11 students, includes approximately 18% from diverse multicultural backgrounds and 27% identifying as Aboriginal and Torres Strait Islander. Our school has a Family Occupation and Educational Index (FOEI) of 93. Our school works closely with families to provide ongoing support to ensure equitable and inclusive access to a broad range of learning opportunities.

Our school is part of three professional collaborations including the Goulburn Community of Public Schools (GCoPS), Tablelands Rural Education Community (TREC) and the Goulburn Small Schools Network. Through these collaborations, students are offered a range of curricular and co-curricular opportunities. The school has a strong culture of involvement in sporting pursuits, student leadership and excellence in the performing and creative arts. Technology is integrated across the curriculum, with commitment to ensuring that students develop the digital literacy skills required to actively contribute to and engage with a highly digitalised society.

The school's wellbeing initiatives include promoting living a healthy and active lifestyle and using the Positive Behaviour for Learning (PBL) model with a focus on Integrity, Leadership and Aspiration.

High expectations and aspirations will underpin a strategic and planned approach to wellbeing supporting students to connect, succeed, thrive and learn.

Our teachers are university trained educators who expertly deliver a highly differentiated curriculum to our K-6 cohort through a culture of establishing individual learning goals, ensuring that the individual learning needs of all students are met each day.

Through our situational analysis we identified Learning Culture, Explicit Teaching Practice and Collaboration and Engagement as future directions.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy we will grow and refine use of explicit teaching practices using evidence-based programs and practices that inspire aspirational, self-directed learners. Effective data collection, analysis and reflection will drive collaborative planning of needs-based teaching and learning leading to continuous improvement in student results.

Improvement measures

PAT Assessment Data

Achieve by year: 2026

All students can demonstrate a minimum 60% growth and improvement in Pat Reading from Term 1 to Term 4, using PAT as a key data point.

PAT Assessment Data

Achieve by year: 2026

All students can demonstrate a minimum 60% growth and improvement in Pat Mathematics from Term 1 to Term 4, using PAT as a key data point.

School Excellence Framework School Self Assessment SEF-SAS

Achieve by year: 2026

In the SEF-SAS domain Teaching in the area Effective Classroom Practice school evaluation using comprehensive data collection and analysis, will grow from Sustaining and Growing to Excelling.

Initiatives

Learning Culture

Classroom teachers use evidence-based programs and explicit teaching modes, strategies and practices to establish an effective learning culture so every student improves every year.

Students:

- Students learn through inquiry and problem-based learning. Teachers engage students in higher-order teaching and learning opportunities and use expert questioning to deepen student understanding.
- Students are empowered to use metacognitive strategies and become leaders of their own learning. Students routinely use Learning Intentions, Success Criteria and Feedback to deepen student understanding.
- Students are aspirational learners who aim to achieve the highest standards by pursuing deep understanding of learning content. Students contribute to growing the knowledge of others by reflecting on and sharing their learning in innovative ways.

Teachers:

- Teachers establish a high-expectations classroom culture.
- Teachers co-plan and deliver data-informed lessons using evidence-based programs.
- Teachers co-construct Individualized Learning Programs with students and families. ILPs inform differentiated, needs-based and small group learning that caters to the learning needs of students requiring intervention and extension.
- Teachers are committed to engaging with professional practices associated with Curriculum Reform and implementing new syllabus.
- Teachers undertake goal-oriented professional learning in collaboration with the APC&I.

Success criteria for this strategic direction

Students:

- Inquiry pedagogy is evident in the higher-order tasks and questioning strategies being used in the classroom.
- Students are automatically using metacognitive strategies (Learning Intentions, Success Criteria and Feedback) to track, monitor and redirect their own learning.
- Students routinely reflect on and share their learning in innovative ways.

Teachers:

- A high-expectations classroom culture is evident.
- School systems facilitate co-planning and the delivery of data-informed lessons.
- Evidence-based programs are being implemented..
- Every student has an Individualized Learning Program that is regularly reviewed and modified to reflect the needs of students.
- Teachers have engaged with professional practices associated with Curriculum Reform and implementing new syllabus.
- Professional Learning Journals are collaboratively developed and contributed to.

English:

- Teaching and learning programs prioritised a focus on Language Structure and Phonological Awareness
- Teacher assessment practices are aligned with the school Assessment schedule.

Mathematics:

- Teaching and learning programs prioritise a focus on Working Mathematically and Multiplicative Strategies.
- Teacher assessment practices are aligned with the school Assessment Schedule and PAT Mathematics has been implemented each year.

Strategic Direction 1: Student growth and attainment

Initiatives

English and Mathematics

English:

- Teaching and learning programs in English prioritise improving student knowledge and skills, particularly in the areas Language Structure and Phonological Awareness.
- Teachers implement explicit and evidence-based teaching and learning programs for English., with a focus on spelling, reading and writing.
- Teachers assess students before, during and after learning. PLAN 2 Spelling Diagnostic, PLAN 2 Phonological Awareness and Diagnostic Assessments for Reading are used periodically to collect longitudinal English data.

Mathematics:

- Teaching and learning programs in Mathematics prioritise improving student knowledge and skills, particularly in the area Working Mathematically and Multiplicative Strategies.
- Teachers implement explicit and evidence-based teaching and learning programs for Mathematics.
- Teachers assess students before, during and after learning. Diagnostic Assessments are used to collect longitudinal mathematics data.

Evaluation plan for this strategic direction

Questions:

Are inquiry, problem-based learning and the use of metacognitive strategies evident in the classroom? Do student surveys and student results indicate increased engagement and retention?

Are evidence-based teaching and learning programs being implemented for English and Mathematics?

Data:

Data sources will be collected and analysed by relevant teachers, leaders and teams, and will include: tracked student growth data, triangulated data from a variety of internal and external sources, observations of classroom practice, SEF-SaS evaluation data, professional learning minutes/reflections, PDP Journals and teaching and learning programs.

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 leading to continuous improvement, ensuring student improvement trends remain upward and are either comparable or exceed state averages.

Strategic Direction 2: Collaboration and engagement

Purpose

Purposeful collaboration, and robust and effective educational partnerships within the school community and across professional learning networks will lead to engagement in shared purpose and collective efficacy for effectively improving student results.

Improvement measures

School Excellence Framework School Self Assessment SEF-SAS

Achieve by year: 2026

In the SEF-SAS domain Learning in the area Curriculum school evaluation using comprehensive data collection and analysis, will grow from Sustaining and Growing to Excelling.

School Satisfaction Survey

Achieve by year: 2026

100% of staff, students and families engaged with school surveys.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Maintain an attendance rate that is 95% or higher from 2023-2027.

Initiatives

Learning communities

Staff collaborate within learning communities to strengthen collective efficacy and learning partnerships. This improves student outcomes.

Professional learning:

- Teachers engage with collaborative Professional Learning Communities (PLC) to strengthen connections within and outside the school.
- Teachers collaborate to analyse their own and others' teaching through lesson observation, walk-throughs and team teaching.
- Teachers are provided with specific feedback about their lessons.
- A distributive leadership model establishes a culture of shared leadership and shared responsibility for student outcomes.

School learning community:

- Staff, students and families participate in 3-Way parent/student/teacher conferences and information sessions to establish a shared understanding of student learning. Areas of improvement and future directions are identified and planned for.

Staff learning culture

Teachers learn better when they learn together.

- Teachers learn from each other by collaborating at all stages of a Learn, Do, Reflect professional learning model.
- Teachers engage in inquiry to understand the needs of students and develop and implement innovative solutions to improve student results.
- Ongoing reflection and evaluation nurtures a culture of refining and improving teaching practice that effectively improves student learning results in literacy and numeracy.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Evaluation plan for this strategic direction

Question: How has collaborative practice been embedded into everyday processes? How has collaborative practice improved teaching quality?

Data: Data sources will be collected and analysed by relevant teachers, leaders and teams, and will include: tracked student growth data, triangulated data from a variety of internal and external sources, observations of classroom practice, SEF-SaS evaluation data, professional learning minutes/reflections, PDP Journals and teaching and learning programs.

Strategic Direction 2: Collaboration and engagement

Evaluation plan for this strategic direction

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 improvement trends remain upward and are either comparable or exceed state averages.