

Strategic Improvement Plan 2024-2027

Tarrawanna Public School 3820



School vision and context

School vision statement

At Tarrawanna Public School, we embrace a culture of inclusivity, equity and high expectations for every student, parent and staff member. We value authentic collaboration and student voice to develop explicit and creative learning opportunities that are responsive to individual need. As an educational community, we take shared responsibility for the learning and wellbeing growth of every student, every year.

School context

Tarrawanna Public School is located on the land of the Dharawal Nation, situated between the ocean and the escarpment. We are a diverse learning community with 155 students across eight mainstream classes. Currently 18% of our school population identify as Aboriginal and 25% of our students have a language background additional to English. School enrolment numbers have increased in recent years, with the school steadily increasing enrolments by 38% over a 5 year period. Tarrawanna Public School also hosts the Itinerant Support Teams (Hearing and Vision), providing adjustments for students with hearing and/or vision loss across the Illawarra.

Classrooms are vibrant and well-resourced learning spaces where students are challenged, extended and nurtured. Staff composition ranges from early career to highly experienced teachers. The school prides itself on providing a range of extra-curricular opportunities for students including permaculture gardening with our living classroom; music classes with the Conservatorium of Music; technology and STEM; enrichment programs and sport. We celebrate academic growth and achievement, sporting success, creativity, collaboration and perseverance. The decisions we make are always informed by the needs of our students and community, within a strong culture of trust, empathy and inclusion.

Through the situational analysis we have identified specific areas for improvement which closely align with the goals of the Department's Our Plan for NSW Public Education. This includes a continuing focus on improving literacy and numeracy outcomes for all students through teaching that is explicit, differentiated and data-informed. Development of teacher curriculum knowledge and assessment practices will be achieved through high-impact professional learning, delivered by the in-school curriculum team. Strong teacher understanding of data skills and use is necessary to ensure decision-making is accurate and targeted towards individual student need.

Authentic and inclusive partnerships are required to develop a shared community responsibility for student academic success and wellbeing. We will continue to set high standards for our teaching practice through collaborative planning opportunities, observations of practice and peer feedback. By harnessing external expertise, including the knowledge of Aboriginal Elders, we can build our capacity in teaching, learning support and leadership and strengthen cultural safety and inclusion. Our collaborative approach is underpinned by effective systems and processes, including clear and consistent communication at a school, classroom and individual level.

Student engagement, challenge and leadership are a priority, requiring an emphasis on learning that is creative, encourages critical and creative thinking, and is pitched at the appropriate level of challenge. When underpinned by quality explicit teaching, a strong inquiry learning approach will provide the opportunity for learners to be extended. Combined with the continued focus on our Leadership League and engagement with the Northern Illawarra AECG, these enrichment opportunities will increase student voice, agency and sense of belonging.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student literacy and numeracy outcomes, quality instruction must be explicit, differentiated and underpinned by effective feedback. We will strengthen teacher capacity to establish reliable student learning goals through quality assessment practices and data analysis. Data will be used to evaluate impact, adapt teaching practices and implement evidence-informed teaching strategies.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.

Initiatives

Explicit literacy and numeracy instruction

Staff will deliver high quality teaching and learning programs, aligned to the curriculum, to improve literacy and numeracy outcomes for all students. This will be achieved by:

- Strengthening teacher understanding of the new English and mathematics syllabuses through high-quality, evidence-based curriculum resources and professional learning.
- Providing differentiated professional learning focussed on explicit teaching practices, underpinned by high expectations and modelled through quality demonstration lessons and peer teaching in classrooms.
- Building educational and instructional leadership capacity by drawing on internal expertise to lead professional learning and collaborative planning of literacy and numeracy programs.

Data informed practices

We will improve how data is used to inform teaching, enabling us to comprehend students' learning stages and strategise the next steps effectively by:

- Strengthening school-wide practices for assessment to monitor, plan, analyse and report on student learning, with valid and consistent teacher judgement.
- Building staff capacity in formative and summative assessment data, using the Literacy and Numeracy Learning Progressions to differentiate teaching, inform delivery of quality feedback, and regularly review individual learning goals.
- Building staff capacity to track and analyse student data over the short and longer term, identifying areas of student growth, future need and to evaluate the impact of teaching on student outcomes.

Success criteria for this strategic direction

Teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas.

Teachers employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers understand, develop, and apply a full range of formative and summative assessment strategies. They gather data that informs teaching decisions, enabling ongoing monitoring and assessment of student progress and achievement, and reflection on teaching effectiveness.

Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data.

Evaluation plan for this strategic direction

- **Question:** To what extent has the school achieved growth and attainment in reading and numeracy?
- **Data:** SCOUT data (NAPLAN, Check-in assessment), internal school assessments (PAT, AGAT, Literacy and numeracy ALAN/PLAN2 data), class programs, assessment data, student focus intervention groups, work samples and peer observation.
- **Analysis:** Regular analysis of the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic direction will be embedded through progress and implementation monitoring.
- **Implications:** Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Collaborative partnerships

Purpose

Our community share a collective responsibility for improving the learning, wellbeing and attendance outcomes of all students. We will strengthen student, staff and parent capacity through the development of collaborative, engaging and inclusive whole-school practices.

Improvement measures

Attendance

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

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 88.84% in 2023 to 89.9% in 2027.

Educational Leadership

Achieve by year: 2027

Improvement in the element of Educational Leadership as measured by the School Excellence Framework.

Learning and Development

Achieve by year: 2027

Improvement in the element of Learning and Development as measured by the School Excellence Framework.

Initiatives

Building collective capacity

We will deliver whole school improvement through a culture of trust and collaboration, underpinned by high expectations and professional dialogue. This will be achieved through:

- Establishment of high expectations and opportunities for instructional leadership, including peer review of teaching programs, observations and quality feedback.
- Collaborative analysis of student assessments, work samples to support consistent teacher judgement.
- Inclusive practices professional learning for all staff, informing proactive and effective adjustments for students with diverse learning needs.
- Performance and development processes, built on professional trust, reflective practice and a culture of continuous improvement.
- Leveraging of teacher and external expertise to build teacher skills, knowledge and leadership capacity.

Community partnerships for wellbeing

Through collaborative partnerships we cultivate a dynamic school community where the wellbeing of each student is a collective responsibility. This will be achieved through:

- Implementation of systems, processes and clear expectations to facilitate consultation, collaboration and communication at a school, class and individual level.
- Evidence-informed school wellbeing programs that align to our school values and goals, and explicitly teach social-emotional skills.
- Authentic partnerships with community to support student learning and wellbeing, including with the Northern Illawarra AECG, Corrimal Community of Schools and local support services.
- Planning and delivery of a consistent, whole-school approach to improve and monitor student attendance

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning, and success is shared and underpinned by strong connections, high expectations and inclusivity.

A high-performance culture and strong relational trust enable professional growth and collaborative feedback.

The school has a high-performing teaching staff whose capacities are continually built to ensure every student experience high quality teaching.

Positive and respectful relationships are evident, promoting student wellbeing and creating an optimal learning environment.

There is a culture of high attendance rates for all students and the school.

The school has implemented evidenced-based whole school practices and streamlined communication and systems with measurable improvements in wellbeing and engagement.

Evaluation plan for this strategic direction

- **Question:** How have we strengthened student, staff and parent capacity to support learning and wellbeing?
- **Data:** Tell Them From Me, feedback from information sessions, CTJ evidence analysis, teacher feedback surveys, PDPs.
- **Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.
- **Implications:** Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Collaborative partnerships

Initiatives

Strategic Direction 3: Voice, equity and challenge

Purpose

An inclusive school environment values student voice and supports challenge through quality leadership and enrichment opportunities. We will design and deliver integrated and differentiated inquiry learning opportunities that challenge learners and effectively integrate Aboriginal perspectives across the curriculum.

Improvement measures

Wellbeing

Achieve by year: 2027

Improvement in the element of Wellbeing as measured by the School Excellence Framework.

Skills-challenge

Achieve by year: 2027

Improvement in the measure of Skills-challenge as indicated by the Tell Them from Me student survey.

Curriculum provision

Achieve by year: 2027

Improvement in the element of Curriculum as measured by the School Excellence Framework.

Initiatives

Enrichment through inquiry and leadership

Students are intellectually engaged in an environment where the level of challenge matches their own ability and skill. Inclusive leadership and enrichment opportunities foster a strong sense of belonging through celebration of culture and amplification of student voice. This will be achieved through:

- Collaborative design and delivery of inquiry learning to develop critical and creative thinking, so students can ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.
- Collaboration with external learning partners and expertise, including the Corrimal Community of Schools and STEM Communities of Practice, to deliver quality leadership and enrichment opportunities.
- Authentic integration of Aboriginal and Torres Strait Islander perspectives across all areas of the curriculum, ensuring cultural knowledge and history is acknowledged and celebrated.
- Development of systems and processes to identify, monitor and support the growth of high potential and gifted students across the four domains of potential (intellectual; creative; socio-emotional; physical).
- Increased opportunities for student leadership through the Leadership League program, including refinement of existing practices and broadening the reach of student decision-making.

Success criteria for this strategic direction

Curriculum provision promotes high expectations for student learning and nurtures student agency.

Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools and organisations.

Students' learning pathways are monitored over the longer term to ensure sustained challenge and optimal learning outcomes.

All students are challenged at their level of skill, with all adjustments leading to improved engagement for learning.

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection.

Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Evaluation plan for this strategic direction

- **Question:** How have students, staff and community developed a sense of belonging and connection to our school?
- **Data:** NAPLAN, PAT and Check-in assessment data; student focus groups and exit slips; lesson observations; Tell Them from Me data; LifeskillsGo data.
- **Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring.. Data will be analysed for insight in relation to improvement and progress measures.
- **Implications:** Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future planning.