



Improvement Plan 2022-2024

Vision: Representing, advocating, informing and celebrating the sustainable excellence (world-class) of education in small communities in South Australia

KEY LEVERS	DfE GOALS	SSASA GOALS	2022 ACTIONS
<i>Expert teaching</i>	Teachers to have the skills, knowledge and support they need to enable growth for children and students	<p>Advocate for sustainable models of small schools' excellence in teaching and learning, transition, staffing, facilities and community partnerships by:</p> <ul style="list-style-type: none"> - Building capacity for providing guaranteed and viable curriculum in composite classes through use of Curriculum Resources - Strengthening professional network for teachers in small schools - Promoting small schools as a desired destination for quality teachers (combat staffing/teacher shortage) - Building sustainability of small schools in South Australia. 	<p>2022 actions:</p> <ol style="list-style-type: none"> 1. Maintain and extend links with the Department for Education's Curriculum team to keep abreast of curriculum work that will support curriculum delivery in our contexts; and work together to meet teacher and leader needs. 2. Support use of curriculum resources in small schools with a focus on delivering Units of Work in composite classes <ol style="list-style-type: none"> a. Refer Practical Advice 1: using units of work for multi-age classrooms and composite classes b. Potential support: LGU, Partnership Curriculum Leads <p>2023-2024 actions:</p> <ol style="list-style-type: none"> 1. Plan and facilitate an annual conference to meet the professional learning and development needs of small-school teachers; and provide the opportunity for teachers (and leaders) to network with other small-school educators.
<i>Quality leadership</i>	All school-based preschools and schools to have quality leadership that drives achievement and improves professional practice	<p>Advocate for small school leaders by supporting the development of effective teaching, learning and management improvement processes by:</p> <ul style="list-style-type: none"> - Building capacity of leaders to manage small school demands - Supporting the wellbeing of leaders in small schools in South Australia - Maintaining and increasing representation and contribution to DfE and education relevant bodies/personnel as a small school advocate & conduit 	<p>2022 actions:</p> <ol style="list-style-type: none"> 1. Participate in discussions with Workforce Strategy, SASSLA and relevant associations/personnel for the reclassification of Band A leadership to better reflect and align with complexity of sole site-leadership roles and responsibilities, and support attraction and retention of quality leadership in small schools. 2. Provide consultation on DfE Strategies, as relevant including those that support new, early career and aspiring leaders to develop knowledge and skills in small school contexts. 3. Conduct site visits and/or Teams calls with small school leaders to identify current concerns, challenges, strengths and weaknesses of small school leadership, to determine and/or clarify Association priorities moving forward. (Target = 20 site visits/calls in T3 of 2022) <p>2023-2024 actions:</p>
<i>Engaged parents and communities</i>	To partner with parents, carers, industry and employers to support children and young people's learning	<p>Represent and advocate for small-school leaders through open and effective communication with all stakeholders by:</p> <ul style="list-style-type: none"> - Increasing SSASA membership - Building confidence and sense of belonging among members by meeting face-to-face - Promoting small schools as quality education services 	<p>2022 actions:</p> <ol style="list-style-type: none"> 1. Update communication list to reallocate sites to new committee members; and clarify communication plan to ensure consistent and timely communication of matters that impact small schools. 2. Review, update and develop sustainable plan to maintain Association website that provides relevant, current information for members and visitors. 3. Email minutes of Exec meeting to members, keeping them abreast of Association actions, updates and information, and facilitate sharing of best practice. <p>2023-2024</p> <ol style="list-style-type: none"> 1. Develop a structure to enable the sharing and amplification of work of Partnerships for small schools teaching, leading improvement, and community and culture-building; to lift the profile of small schools. 2. Provide a mid and end of year general update of actions and activity to members

<p><i>Resourcing and investment</i></p>	<p>To ensure that resources are deployed where they are most needed, and make strategic investments to ensure the quality and sustainability of public education</p>	<p>Advocate for a model of sustainable excellence (world-class) of small schools SA by:</p> <ul style="list-style-type: none"> - Advocating for adequate resourcing of small schools in South Australia - Providing guidance and resources for initiatives to support small schools, where possible 	<p>2022 actions:</p> <ol style="list-style-type: none"> 1. Provide consultation on DfE Strategies 2. Maintain and seek additional opportunities to participate in or contribute to association/personnel discussions on matters that impact small school education. 3. Conduct site visits and/or Teams calls with small school leaders to identify current concerns in relation to resourcing, to identify Association advocacy priorities. <p>2023-2024</p> <ol style="list-style-type: none"> 1. Explore opportunities to resource the sharing and amplification of work of Partnerships for small schools teaching, and leading improvement (eg cluster work of Southern Yorke Partnership; meet twice a term with LGU to support literacy improvement).
---	--	---	---