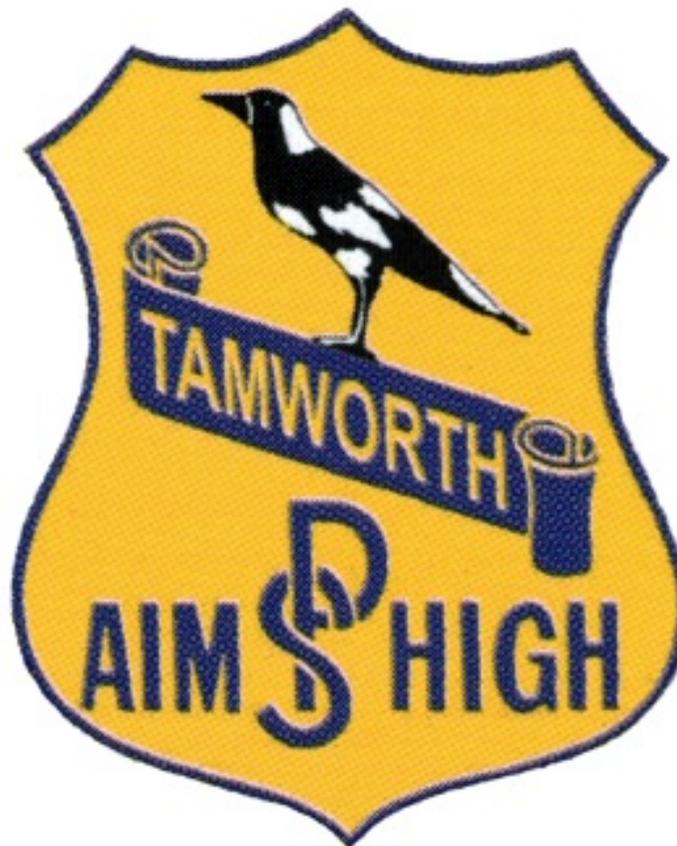


School plan 2015-2017

Tamworth Public School 3157



School background 2015–2017

School vision statement

Standing upon our commitment to working in partnership with our families, Tamworth PS seeks to empower students to acquire, articulate, demonstrate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world. We guide our students to 'Aim High' by firstly having a go and then expanding on their efforts to achieve the best they can. The pursuit of excellence is actively encouraged by assisting students to work on bettering their best in academic, cultural and sporting spheres. This is aimed at us providing explicit teaching and learning to develop students who are; knowledgeable and resourceful thinkers, creative and critical inquirers, effective and confident communicators, collaborative contributors, supportive team members, resilient and responsible risk-takers and engaged and aware global citizens. Throughout this, we work with our students to practise the core values of the school: care, courtesy and consideration.

School context

Tamworth Public School has an enrolment of 910 students (including 9% Aboriginal and 7% EAL/D students). The school has grown a class per year for the past four years and has a large waiting list of non-local applicants wishing to enrol. The school has had five demountable buildings installed up to Term 4 2016 to cater for increased enrolments and another was installed for the start of 2017. The school provides education for a broad range of students from a multitude of backgrounds and has a strong, English as an Additional Language/Dialect program. The school caters for a wide variety of student abilities and includes a designated Opportunity Class, as well as two Special Education classes, one being an IM (Moderate Intellectual) class and the other an MC (Multicategorical). The school is situated in East Tamworth and has a long heritage with the area being established in 1855. All teaching spaces have interactive whiteboard technology and were recently refurbished. Tamworth Public School runs a number of extra curricula programs, including gymnastics, tennis and music and prides itself on its extensive history of excellence in participation and achievement across many and varied academic, cultural and sporting programs. Our school enjoys the support of Parents/Carers and students working to develop a learning community providing a balance between maintaining traditional values, while keeping pace with technology and social change. We have an extremely motivated and supportive Parents/Carers and Citizens Committee. Survey results indicate students enjoy their time in their school and Parents/Carers feel welcome and valued. Care, Courtesy and Consideration is the school's statement of purpose with regard to the relationship we encourage between students, Parents/Carers, staff and the wider community.

School planning process

TPS, based on departmental and school needs, chooses various curriculum areas each year to evaluate. There are many areas of management and practice that are also evaluated as a part of our annual review of performance.

The planning process has been dynamic and responsive to departmental shifts in focus, as well as our own. It is an ongoing aim to gather more information and input as needed from various sections of our school community. We now use a more formal process than previously, with particular reference to using IT resources, whilst also enabling those without digital resources, or experience and confidence, the opportunity to have input. Various members of the school community have taken part in Tell Them From Me surveys in the past couple of years, besides anecdotal collection as part of usual interactions with, and in between, the sectors of our community.

Information sessions at P&C meetings, other parent information sessions and distribution of associated reference support material, is also done via the school's newsletter, The Magpie, the school website or by special purpose notes and notices. Various DEC resources are also a matter of course re gathering data to assist in goal setting at school and classroom level. The planning process itself is reviewed as part of our evaluations and the dynamic nature of our school plan. Community input will continue to be gathered as time goes and the process is implemented. The latest revision of our plan was done as part of the use of the new 'Sparo' system for school planning and reporting. Future reviews and further planning for 2018 will take place later in the year.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Quality Students – Raising expectations and enhancing the quality of student learning

Purpose:

To develop learning experiences for each student so they reach their full potential by analysing their development of learning outcomes and skills. We aim to have every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

STRATEGIC DIRECTION 2

QUALITY STAFF Fostering quality teaching and leadership

Purpose:

To build a community of learners where teachers collaborate through engaged dialogue to build on professional practices that enhances students' learning. We aim to build a workforce capacity through focused professional learning and development that creates a culture for schools where staff members are engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

STRATEGIC DIRECTION 3

QUALITY DELIVERY New and better ways of delivering public education

Purpose:

To foster the delivery of a high standard curriculum that inspires all students to achieve and learn in a modern learning environment.

Strategic Direction 1: Quality Students – Raising expectations and enhancing the quality of student learning

Purpose

To develop learning experiences for each student so they reach their full potential by analysing their development of learning outcomes and skills. We aim to have every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Improvement Measures

Increased numbers of and use of iPad technology across stages for teachers and students

High percentage reporting of student satisfaction re engagement and relationships in school settings.

High percentage participation in all KLA and extra curricular related programs.

People

Students

Students will have focused learning experiences in all KLAs with particular focus on literacy (including oral language), numeracy, technological skills, global knowledge and social understandings.

Staff

Staff will have developed engaging and authentic learning experiences which are enhanced through a well planned assessment process, student feedback and self-regulation

Parents/Carers

Parents/Carers will have improved awareness of classroom practice and curriculum implementation.

Community Partners

Community partners will have closer links with our student body through improved and consistent liaising with school programs and events.

Leaders

Leaders will have successfully planned implementation of policies, procedures and programs which support Staff and Students in their performance.

Processes

Curriculum Implementation

– Developing a quality learning environment by providing opportunities for all students across all of the curriculum areas.

Communication and Technology

– Providing students with the skills and opportunities to engage in quality ICT learning experiences.

Wellbeing

– Encouraging students to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Implementation and regular monitoring of Individual Learning Plans involving staff, students and parents demonstrated by frequent reviewing of plans.

Training of staff in behaviour management leading to improved student engagement and positive attitudes to learning.

Implementation of increased resourcing and use of ICT in all classrooms.

Provision of a wide range of school based opportunities in academic, cultural and sporting areas which enables students to participate and improve in performance and relationships.

Implementation of an across school Social Skills Program to guide students in positive behaviour for learning.

Products

Goals successfully met in Individual Learning Plans.

Students reporting positively at or above State norms about learning experiences and practices in Tell Them From Me Survey.

Less than State Average student reporting as victims of bullying in Tell Them From Me Survey.

Maintain attendance rates at equal to or above State Average for all students.

Maintain the average achievement gain (Yr3–5 Naplan) to reach Band 6 or higher in Reading, Writing and Numeracy as per

Strategic Direction 1: Quality Students – Raising expectations and enhancing the quality of student learning

Improvement Measures

People

Processes

Practices and Products

My School Graph indicator.

Maintain equal to or higher % of students in top two bands compared to similar schools and all Australian schools.

Maintain less than 5% of students below National Minimum Standards in Naplan Assessments.

60% of Kindergarten students achieving at instructional level 8+ in Reading

50% of Kindergarten students with Writing Vocab of 50 + words

75% of students meet/exceed PLAN Literacy / Numeracy expectations for their year / grade

Strategic Direction 2: QUALITY STAFF Fostering quality teaching and leadership

Purpose

To build a community of learners where teachers collaborate through engaged dialogue to build on professional practices that enhances students' learning. We aim to build a workforce capacity through focused professional learning and development that creates a culture for schools where staff members are engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Improvement Measures

Full implementation of the Professional Development Plan process as part of quality teaching and learning.

Funded professional learning plans which meet staff, school and departmental aims.

Staff reporting satisfaction with their roles and the school's policies and procedures, whilst participating in a range of Wellbeing activities to contribute to their ability to complete work.

People

Students

Students have opportunities to evaluate lessons/units of work and provide feedback on learning experiences to staff, with particular reference to engagement generally or through technology in particular.

Staff

Staff have collaborated with others and reflected on student data from a range of assessments to develop their own capacity as teacher leaders to activate explicit learning in all syllabus areas. They will have ensured that data gathered and the quality teaching framework informs teaching practice. They will be given appropriate PL opportunities in the areas of curriculum, ICT development and professional development plans.

Parents/Carers

Parents/Carers have consultation opportunities with teachers about the educational, social and emotional well-being of their child. They will be given opportunities to attend information sessions on a broader range of school programs, including curriculum areas and, in particular, the use of school / home technology interface.

Community Partners

Community Partners have more professional learning and data sharing opportunities provided as requested.

Leaders

Processes

Curriculum Implementation

– Continue to focus on new syllabus implementation, review as need and enhance knowledge and practice in demonstrating the Australian Professional Standards for Teachers.

Communication and Technology

– Providing staff with the skills and professional expertise to provide quality ICT learning experiences.

Wellbeing

– Teachers care for self, students and contribute to the wellbeing of others and the wider community.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Implementation of school developed History / Geography scope and sequence.

Ongoing school based/outside Professional Learning (PL) on History/Geography (H/G) syllabus

Revision of above and other curriculum areas as required.

Continuation of PL and classroom practice of widespread use of Information & Communication Technology (ICT) in class programs.

Introduction of a Staff Wellbeing Committee to support across school staff welfare.

Ongoing revision and implementation of Student Welfare resourcing, adjustments and teaching and learning practices and PL to support students, staff and parents/carers.

Development and implementation of a revised School Supervision Policy which includes and supports Professional Development Plans (PDPs) and improved knowledge of the Australian Professional Standards for Teachers.

Products

Successful review and implementation of curriculum areas, with a focus on the new History and Geography documents.

Increased PL and implementation of Mindfulness Practices across all stages.

Increased knowledge and confidence of staff in the implementation of ICT across

Strategic Direction 2: QUALITY STAFF Fostering quality teaching and leadership

Improvement Measures

People

Leaders have strong processes to ensure effective supervision and differentiated professional development within the accreditation framework. They will ensure new syllabuses are being effectively implemented and supported by appropriate PL opportunities, developments and practices.

Processes

Practices and Products

class and school programs.

Increased numbers of staff using ICT in class programs and school/home interface.

High level staff participation in Staff Wellbeing activities and positive feedback in staff evaluations.

Successful implementation of collegial practices and PDPs completed as required.

Staff focusing on and meeting Executive expectations re programming and student welfare documentation requirements.

Strategic Direction 3: QUALITY DELIVERY New and better ways of delivering public education

Purpose

To foster the delivery of a high standard curriculum that inspires all students to achieve and learn in a modern learning environment.

Improvement Measures

Staff reporting satisfaction with school based professional learning processes.

Staff using increased range of ICT resources in teaching and learning.

Increased awareness of Mindfulness matters and the importance for staff and students.

People

Students

Students will have significant contribution opportunities to future planning through participation in various evaluation processes, both school based and external.

Staff

Staff will have collegial and productive input into personal and school goals through their improved PL opportunities in all areas. They will have supported the clearly defined processes of student support via our Learning Support Team, Student Welfare Policy, new curriculum implementation and special projects such as Mindfulness practices. They have improved understanding of the complexities of strategic school planning and have been part of the process.

Parents/Carers

Parents/Carers will have significantly increased involvement in, and awareness of, school planning and practices re implementation ideas and evaluations, school based or externally.

Community Partners

Community partners will have improved opportunities to be involved in school programs via increased awareness of programs, sponsorship or across sector planning.

Leaders

Leaders will have implemented new developments in school planning processes, initiated further widespread

Processes

Curriculum Implementation

– New in-school staff PL plans implemented and special information sessions on PDPs planned.

– PL for some Exec staff on producing policy and procedure for implementing same.

– Implementation and review of focus syllabus areas as well as PL on new areas as able

Communication and Technology

– review of infrastructure and resourcing of ICT across the school

Wellbeing

– staff wellbeing committee formed and organise various events to promote a healthy, productive staff

– community support for Mindfulness projects sourced as able

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

New staff meeting roster established to allow for across stage time in addition to whole staff PL time.

New school developed History/Geography Syllabus Scope & Sequence trialled

Ongoing consultation and sharing of implementation of Learning Support Team practices and associated Student Welfare Policy review.

PL and associated school, community and classroom promotion of Mindfulness practices. Mindfulness Gardens established with P&C and wider community funding support

Use of Computer Co-Ordinator funds to support ICT resource and infrastructure management across the school.

Products

Improved school based professional learning.

Widespread use of various ICT resources to assist individual and school based programs.

Establishment and use of Mindfulness Gardens for class and school use.

Strategic Direction 3: QUALITY DELIVERY New and better ways of delivering public education

Improvement Measures

People

development of processes and procedures for special projects, staffing, program and/or PL opportunities across a range of areas.

Processes

Practices and Products