

# School plan 2015-2017

## Tweed Heads South Public School 4111



# School background 2015–2017

## School vision statement

### Tweed Heads South Public School is:

- **Vibrant**
- **Caring**
- **Successful**

Academically, Tweed Heads South Public School delivers excellence in learning that is characterised by high expectations relationships and evidenced based teaching that personalises every child's individual learning journey from Preschool to Year 6 and the transition to secondary education.

A wide variety of artistic, musical, sporting and talent development programs ensure every child has the opportunity to excel and explore the world around them as 21 Century learners.

## School context

Tweed Heads South Public School is a vibrant, caring and successful school located on the picturesque Far North Coast. Our students and families enjoy the benefits of living, learning and working in an area surrounded by waterways, beaches and mountain ranges that provide an abundance of healthy lifestyle choices.

Community partnerships and authentic relationships between home, school and the staff are highly valued and nurtured at every opportunity. The learning spaces are fully equipped with the latest technology and staff continually updates their knowledge, understanding and skills to ensure every child experiences high quality engaging learning experiences, every lesson, every day.

The school community is characterised by a diversely rich community that includes aspirational families, a proud Indigenous community and a concentration in the community of low SES background families. There are presently 248 students enrolled, made up of 130 girls and 118 boys from Preschool to Year 6. Of these students 37.5% identify as Aboriginal and or Torres Strait Islander and 4.8% identify with a nationality with a Language Background other than English.

## School planning process

The school plan has been developed in consultation with staff, parents and students over the past twelve months. This process has included seeking feedback through written processes including the school newsletter, surveys and discussion groups. Regular opportunities for the community and staff to spend time together have afforded valuable opportunities to interact and for our families to be heard.

A key process included the conducting of a Dare to Lead Snapshot with the school communities Indigenous and non-indigenous members.

The previous year's plans and evaluations including those conducted under Nation Partnership programs have also provided valuable insight into the needs and dreams of the school and its community.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Safe and collaborative learning culture

### Purpose:

To establish and embed a safe and collaborative culture that will ensure the staff and students are able to engage in substantive work both within THSPS and across schools. This is fundamental to our work at Tweed Heads South Public School.

Here we define the rules of our work and how we follow them, what happens when they are not followed and most importantly how do we work together to make the school run at its finest.

## STRATEGIC DIRECTION 2

Effective & excellent teaching in every classroom

### Purpose:

To ensure high quality instruction in every classroom that meets the individual learning needs of every student.

School leaders are charged to ensure classroom teachers are using instructional processes (pedagogy) that reaches the needs and learning preferences of every student. Processes to ensure teacher performance and development is focused to achieve this is every individual teacher and leaders responsibility. This is characteristic of an effective school.

## STRATEGIC DIRECTION 3

Leadership that delivers a guaranteed and relevant curriculum

### Purpose:

The same curriculum must be taught by every teacher to ensure every student has an equal opportunity and the necessary support to master it.

Teachers need to have a manageable curriculum to teach and time and systems that ensure that is achievable. Monitor, plan and report student learning across the curriculum using school wide practices for assessment and reporting. Report to parents and carers about student achievement against relevant and comparable standards.

# Strategic Direction 1: Safe and collaborative learning culture

## Purpose

To establish and embed a safe and collaborative culture that will ensure the staff and students are able to engage in substantive work both within THSPS and across schools. This is fundamental to our work at Tweed Heads South Public School.

Here we define the rules of our work and how we follow them, what happens when they are not followed and most importantly how do we work together to make the school run at its finest.

## Improvement Measures

Student evaluation analysis and attendance increase in students showing positive behaviours for effective learning and reduced suspension rates (Indigenous and non-indigenous).

## People

### Students

- Receive regular lessons that explicitly teach the expectations for student and teacher social behaviour in classes, the playground and all other school activities.
- Leadership skills are developed through their participation in the Student Parliament.

### Staff

Will develop high level school and classroom management and organisational skills, knowledge and professional capabilities that enable Quality Teaching and the development of improved teaching standards.

### Leaders

Will develop and implement clearly defined role statements and operational procedures including mentoring and interpersonal skills aided by school processes to support decisions and action plans.

### Parents/Carers

Are involved and aware of policy and procedures through forums and workshops, P&C and Yarn-Up.

### Community Partners

Establish learning alliances with our partner secondary school and community schools to support and extend programs and student learning across teams including Aboriginal Education, preschool, leadership and curriculum foci.

## Processes

Provide training for staff, parents and students that delivers deep understanding as to the PBL philosophy and approach.

Attendance monitoring procedure fully implemented.

Broaden the communication and school promotion strategy; review the effectiveness of existing structures and processes.

## Evaluation Plan

Create strategic, school wide evaluation plan that includes:

- PBL data
- QSL survey
- WHS school self-evaluation
- AITSL teaching standards
- Leadership Capabilities

## Practices and Products

### Practices

PBL data evidence is systematically reviewed and drives intervention and proactive learning and development strategies.

Proactive leadership teams across the school support quality educational and organisational practices that comply with all DEC and school policy; and, SASS professional development and Australian performance standards for teachers and leaders.

### Products

- % students achieving "Excellence" as part of the PBL program increases 2015-2017.
- % student suspension data reduces 2015-2017.
- % student attendance increases 2015-2017.
- % achievement above national minimum standards for literacy and numeracy in NAPLAN for Year 3 & 5 students increases across 2015-2017.
- Tell Them From Me data analysis.

# Strategic Direction 2: Effective & excellent teaching in every classroom

## Purpose

To ensure high quality instruction in every classroom that meets the individual learning needs of every student.

School leaders are charged to ensure classroom teachers are using instructional processes (pedagogy) that reaches the needs and learning preferences of every student. Processes to ensure teacher performance and development is focused to achieve this is every individual teacher and leaders responsibility. This is characteristic of an effective school.

## Improvement Measures

Student NAPLAN and other criterion referenced achievement.

## People

### Students

Will be able to clearly articulate their knowledge of learning goal (WILF) for each lesson and use their Personalised Learning Plan (PLP) to drive achievement

### Staff

- Will engage in collaborative professional learning to develop and deliver evidence based teaching programs that meet all learners needs and clearly incorporate all elements of the NSW Quality Teaching (QT) Framework providing effective teaching in every classroom.
- Demonstrate currency of curriculum knowledge and teaching practice in all areas and use their Performance and Development Plan to monitor and continually develop their capabilities to maintain and pursue higher-level accreditation.

### Parents/Carers

Will develop clear understandings of the continuum of learning their children engage with at school across all KLA's.

### Community Partners

Careers market day involves increasing diverse representatives of the community who develop deeper understandings of and connection to THSPS.

## Processes

Students trained and supported to develop learning goals and regularly review their progress toward achievement.

Teachers and support staff guided to collaboratively engage in Quality Teaching Rounds and targeted professional learning.

## Evaluation Plan

Create strategic, school wide evaluation plan that includes:

- DEC Business Intelligence and Tell Them From Me data analysis.
- AITSL teaching standards for teachers and principals.
- Review of SASS professional learning plans leading toward introduction of performance and development framework for SASS.
- Leadership capabilities reflection and planning.

## Practices and Products

### Practices

- Quality Teaching Rounds process provides structured and focused professional conversations and feedback for staff.
- Walk through provides ongoing support and feedback to staff in support of the Performance and Development process.
- Teaching programs are developed collaboratively and reflect the NSW Quality Teaching Framework and teacher development against the AITSL standards for teachers and principals.
- Teaching practice encompasses the explicit instruction for all students to develop knowledge, skills and capabilities to self and peer monitor learning against clearly articulated lesson goals (i.e. WILF).

### Products

% achievement above national minimum standards for literacy and numeracy in NAPLAN for Year 3 & 5 students increases across 2015–2017.

Staff development as tracked against AITSL standards for teachers and principals.

Performance and Development Plans. Professional learning plans (SASS).

Teaching programs reflect learning achieved through Quality Teaching Rounds and feedback from "Walk Throughs".

# Strategic Direction 3: Leadership that delivers a guaranteed and relevant curriculum

## Purpose

The same curriculum must be taught by every teacher to ensure every student has an equal opportunity and the necessary support to master it.

Teachers need to have a manageable curriculum to teach and time and systems that ensure that is achievable. Monitor, plan and report student learning across the curriculum using school wide practices for assessment and reporting. Report to parents and carers about student achievement against relevant and comparable standards.

## Improvement Measures

Increased achievement against individual self-evaluation of Australian professional standards for teachers and principals; and, SASS and teacher achievement of Performance and Development Plans and Professional Learning Plans (SASS).

## People

### Students

Students are taught to be active leaders in evaluating their learning against PLP goals and their contribution toward the school's strategic directions.

### Staff

Teachers engage in professional learning to ensure their delivery of curricula exemplifies high expectation, evidence based quality teaching.

### Leaders

- Are equipped to lead high order "Quality Teaching Rounds" programs and "Walk Throughs" for teachers that rigorously examine teaching practices against the Quality Teaching framework and syllabus implementation throughout the teaching learning cycle.

### Parents/Carers

Parents and community members have the opportunity to engage in a wide range of school-related activities.

### Community Partners

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

## Processes

Leaders develop high order team facilitation, coaching and organisational skills to support meaningful learning and reflective practices for all staff.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

## Evaluation Plan

Create strategic, school wide evaluation plan that includes:

- Student learning outcome data evaluation against a wide range of evidence measures including systemic and school based measures.
- Leadership evaluation against AITSL standards.

## Practices and Products

### Practices

Practices and processes are responsive to school community feedback.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

Administrative evaluation practices provide explicit information about the school's functioning to promote ongoing improvement.

### Products

Student's self-report learning achievement in conjunction with their teacher to parents and carers as documented in Personalised Learning Plans.

Systematised collection, analysis and reporting of student data and school performance across all KLA's as recorded against syllabus based continuums.

Performance and Development Plan review for teachers and Professional Learning Plan review for SASS.

Documented evaluation for Careers Market Day and linkages with community partners.