

School plan 2018-2020

Tanja Public School 3159



School background 2018–2020

School vision statement

Tanja Public School's Motto–

Not For Ourselves But For All.

School's Vision–

Caring for each other, our school and our world.

Personal Best In All Things.

School context

Tanja Public School is a TP1 school meaning there is an enrolment between 1 and 25 students. There is one multistage classroom. The school is located on the Far South Coast of New South Wales and is designated as an isolated, rural, remote school. There is a permanent full time teaching principal position and a permanent part time teacher one day a week.

We are currently part of the Early Action For Success initiative; this enables us to have an instructional leading teacher which is shared with three other schools across the Far South Coast area.

There is a very strong link within the Tanja Community, which is very involved and supportive of the school. The Tanja Community is itself recognised as an arts centre for the region. The creative and performing arts are very strong within the school and local artisans are a regular feature in the schools visual arts, music, dance and drama programs. In 2018 the school will be part of the Four Winds experience and have visits from musicians as well as being part of the mentored music program.

The school has a very strong environmental focus and as such is part of the sustainable school's network and has strong links with both the Bournda Environmental Education Centre (BEEC) and the local National Parks and Wildlife.

School planning process

The first step of the planning process was an evaluation of the whole school incorporating Students, staff, parents and community members.

The whole school community was surveyed, through multiple methods, including: a school community consultation meeting, staff consultation meeting, community discussions, community surveys including backpack and the creation of a word cloud summarising Tanja public school, a keep/lose/more/less quadrant chart creation and a P&C led survey.

Following these surveys the data was analysed and taken to the P and C for discussion and modification.

From here the principal and staff co-ordinated the direction of the school for the future.

The final copy was then again taken to the P and C where agreement was confirmed.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Creativity and Sustainability

Purpose:

Tanja students are active and informed citizens sharing their culture of sustainability, environmental awareness and responsibility with the wider community and schools across the country through incorporating local Indigenous culture and knowledge with future technology to ensure a sustainable future.



STRATEGIC DIRECTION 2

Connected confident
communities

Purpose:

Tanja community works as one to share their knowledge and learn new skills, promoting an aspirational culture producing confident individuals equipped with skills to thrive in their future endeavours.

Strategic Direction 1: Creativity and Sustainability

Purpose

Tanja students are active and informed citizens sharing their culture of sustainability, environmental awareness and responsibility with the wider community and schools across the country through incorporating local Indigenous culture and knowledge with future technology to ensure a sustainable future.

Improvement Measures

Whole school program developed embedding sustainable practices across the curriculum

Whole school actively engaged in sustainability program, evident by establishment and ongoing usage of permaculture and bush tucker gardens and school environment.

School is featured in local media and SCLC as sustainable school with strong community ties and commitment.

People

Community Partners

Support the embedding of sustainable practices into school culture.

Staff

Develop school programs that support sustainability across the curriculum.

Leaders

Leaders will promote the schools practices and achievements across the local and wider community and schooling networks.

Processes

Developing community partnerships and school based initiatives that promote the ideals of sustainability across all areas of the curriculum.

Evaluation Plan

* community involvement and sharing of their knowledge – attendance at meetings, shared learning and teaching, financial and physical support of programs.

* school wide program and practices embedded – programs, scope and sequence

Practices and Products

Practices

Teachers will develop programs that support environmental awareness and sustainability across the curriculum.

Community partners share their local knowledge and culture to support sustainability learning and practices.

Students will actively participate in sustainability practices across the curriculum.

Products

Sustainability programs and practices are embedded in school culture.

Tanja is recognised across the region as a 'lighthouse school' for sustainability.

Students are environmental warriors. championing sustainability.

Strategic Direction 2: Connected confident communities

Purpose	People	Processes	Practices and Products
Tanja community works as one to share their knowledge and learn new skills, promoting an aspirational culture producing confident individuals equipped with skills to thrive in their future endeavours.	Leaders <ul style="list-style-type: none"> * keep staff involved and informed of current pedagogy through identifying and providing professional development *create opportunities and support for community to be active learners 	Individualised learning <p>The school will develop structures that support students individualised learning to meet their personal aspirations..</p>	Practices <p>School leaders promote aspirational expectations of learning progress and achievement for all students.</p>
Improvement Measures	Staff <ul style="list-style-type: none"> * Ensure learning intentions are clear, displayed, discussed with students and a driver for every lesson * Ensure all students have a current, relative and working Personalised Learning Plan with learning goals reviewed every 5 weeks *Track students achievements in tracking folder and against learning progressions and use data to review programming 	Quality Teaching <p>The school will develop structures that support teacher professional development in current research based pedagogy. (Eg visible learning, STEAM, how2learn)</p>	<p>Effective partnerships in learning with parents, community and students mean students are motivated to deliver their best and continually improve.</p>
All students are tracked on learning progressions and have a tracking folder that contains 5 week goals and 3 pieces of evidence for each goal achieved.		Effective partnerships <p>The school will strengthen and enhance existing partnerships between the school, students, parents and the wider community.</p>	<p>Teachers will ensure clear learning intentions are a driver for every lesson derived from students learning goals and reviewed student data.</p>
All programming and planning begins with Learning intentions that are clearly recorded, displayed, demonstrated and discussed.			<p>Students will take responsibility for their learning by setting clear goals and be able to provide feedback on their ability and progress towards achieving quality outcomes.</p>
All teachers are working with the Quality teaching framework and tracking their improvement	Students <ul style="list-style-type: none"> *Take responsibility for own learning * Set goals every 5 weeks based on learning progressions and curriculum. * Gather 3 pieces of evidence for each goal to prove achievement – keep the evidence in tracking folder 	Evaluation Plan <ul style="list-style-type: none"> * parents/community as learning partners – evidence of coming into school and participating or conducting lessons. *students s PLPs are an active document * students have a progressions folder clearly demonstrating their achievements and growth. 	
Students will have a wide range of learning strategies that enable them to be successful in all aspects of learning.	Parents/Carers <ul style="list-style-type: none"> *actively support the high aspirations of school and students *actively engage in learning by sharing in learning experiences and sharing own skills with school students and staff 		Products <p>Parents and the wider community are actively engaged in learning by sharing their skills or learning new skills within the school environment and have a greater understanding of the need for high aspirations.</p> <p>Students are actively engaged in their learning, reflecting on learning and setting goals to continually improve.</p> <p>Students will be willing to take risks around their learning and have resilience to persist with tasks.</p>