

School plan 2018-2020

Tarago Public School 3162



School background 2018–2020

School vision statement

Tarago Public School will promote and foster a culture of care, respect and enrichment. Promoting excellence and equity by ensuring all students become successful learners, confident and creative individuals and active and informed citizens.

School context

Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north–east of Canberra, falling within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn–Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas, with many students catching buses to and from school. The school offers an inclusive learning environment catering for the needs of the individual student, with a focus on providing a safe and motivating learning experience. The core values of Respect, Responsibility and Participation build on the school motto of Strive To Excel. Tarago Public School is part of the Queanbeyan Principals Network and the Ningimurra Professional Learning Community. It is also an active member of the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

School planning process

A consultative, inclusive approach to planning was implemented across all levels, students, staff and community, at Tarago Public School. Current practice, procedure and organisation was analysed prior to the development of a shared school vision. Through the scaffold of the school planning tool the development of three strategic directions overarching the next three years, 2018–20, were developed. The implementation of key strategies and processes and the monitoring of efficacy and achievement against determined milestones will be undertaken through regular staff and community meetings. Embedded within the plan and linked to the School Improvement Cycles are Evaluation processes which reflect the School Excellence Framework.

School strategic directions 2018–2020



Purpose:

- To provide high quality teaching and learning programs which ensure all learning addresses the needs of all students.
- To provide student learning experiences that result in and promote an aspirational school culture.

Purpose:

- To build staff capacity and empower leadership through relevant and ongoing professional learning.
- To develop a collaborative approach to decision-making and the implementation of consistent systems and practices.

Purpose:

- To develop stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of all students.

Strategic Direction 1: Learning

Purpose

- To provide high quality teaching and learning programs which ensure all learning addresses the needs of all students.
- To provide student learning experiences that result in and promote an aspirational school culture.

Improvement Measures

All students, unless identified through student Individual Learning Plans, meet or exceed expected growth in literacy and numeracy as measured against Learning Progressions and Tarago Public School's Assessment Schedules.

Students with specific learning needs will achieve the goals indicated in their Individual Learning Plan or Personalised Learning Plan.

Aboriginal students will achieve equal to or greater than expected growth in Year 5 NAPLAN in Reading and Numeracy.

People

Students

Develop the capabilities of our students to analyse their overall learning progress and performance, to make informed judgement about their successes and future steps in their learning.

Engage in learning with a focus on critical and creative thinking, collaboration and problem solving.

Staff

Develop staff capabilities to effectively deliver teaching and learning characterised by high interest, high engagement, differentiation and quality feedback for the full range of learners.

Leaders

Provide effective and relevant professional learning. Support staff to develop systems for monitoring and tracking of student achievement

Parents/Carers

Develop an understanding of differentiated learning and actively support their children in the achievement of their learning goals.

Processes

Develop staff and student skills in the provision of explicit criteria for learning, and specific and timely formative feedback.

Build staff capacity to collect, analyse and report on internal and external student and school performance data.

Evaluation Plan

Tell Them From Me surveys – students,parents& staff.

Focus Groups – parents, staff and students.

Literacy and Numeracy Learning Progression data.

Student self–assessment against learning goals.

Practices and Products

Practices

Students reflect and report on the achievement of their own learning goals in literacy and numeracy. They demonstrate confidence as learners and map their progress against their learning goals.

All teachers can accurately assess and plot student achievement against the literacy/numeracy Learning Progressions and Tarago Public School Assessment Schedules.

Analysis of internal and external student performance data supports early intervention strategies and differentiation within classroom teaching and learning programs as well as targeted support through the Learning and Support Team.

Products

All students, unless identified through their ILP, meet or exceed expected growth in literacy and numeracy as measured on the Tarago Public School Assessment Schedule.

Students with specific learning needs will achieve the goals indicated in their Individual Learning Plan or Personalised Learning Plan.

Aboriginal students will achieve equal to or greater than expected growth against the Tarago Public School Literacy and Numeracy Assessment Schedule.

Strategic Direction 2: Teaching and Leading

Purpose

- To build staff capacity and empower leadership through relevant and ongoing professional learning.
- To develop a collaborative approach to decision-making and the implementation of consistent systems and practices.

Improvement Measures

All teachers, non-teachers and leaders demonstrate responsibility for their professional growth through successful implementation of the performance and development cycle evidenced by:

- Identification of professional goals and required professional learning.
- Implementation of strategies, collation of evidence, and ongoing reflection and refinement.
- Self-assessment and annual review.

Feedback from stakeholders demonstrates an increasing level of satisfaction with the school performance.

People

Staff

Understand and meet the National Teacher Standards and seek accreditation through NESA where appropriate.

Develop the confidence and skills to collaborate with, observe and provide feedback to their colleagues.

Build understanding of a range of technology applications and tools for teacher and student use.

Leaders

Provide the learning conditions to facilitate teacher collaboration and improved practice, and to ensure high standards.

Provide opportunities for staff to lead programs and initiatives.

Parents/Carers

Parents/Carers will through formal and informal communications, better understand the teacher professional learning priorities and the implications for the classroom.

Processes

Teachers collaborate to observe and provide collegial feedback to improve teaching practice.

Design systems that encourage teacher and non-teacher improvement including Performance and Development process, accreditation, time for collaboration, peer review, lesson study and feedback.

Evaluation Plan

Feedback will be sort from stakeholders (parents, students, staff, community) on the performance of the school.

Teachers will document the achievement of their learning goals and the level of satisfaction with their teaching practice.

Practices and Products

Practices

Professional learning and development meetings are scheduled each term for collaborative planning, consistency of teacher judgement and reflective practice.

The annual performance and development cycle including documentation of observations and feedback is normal practice.

Products

All teachers and leaders will have a Performance and Development Plan that aligns professional goals to school plans and the Australian Professional Standards for Teachers. Non-teaching staff fulfill requirements for Performance and Development.

Teacher and school leader feedback and reflection on their own performance, growth and development will document an improvement in classroom practice.

Tell Them From Me survey results and focus group feedback will demonstrate increasing levels of satisfaction with the performance of the school.

Strategic Direction 3: Community

Purpose

- To develop stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of all students.

Improvement Measures

Parents who regularly attend P&C meetings demonstrate a clear understanding of the three-year strategic directions, annual milestone and budgets that support key initiatives.

Survey feedback from students, parents and staff demonstrates a high level of satisfaction with home-school partnerships and communication.

People

Students

Students engage in being focused, quality learner in the class and home environments.

Students interact positively with parents and community members and respond positively to parent-school interaction.

Staff

Develop positive rapport with students and parents to facilitate open communication, effective listening and the valuing of all contributions.

Leaders

Parents/Carers

Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

Community Partners

Build partnerships with the broader community to provide additional learning opportunities, and share expertise, knowledge and skills.

Processes

School analysis of student performance data is provided to the community on a regular basis. The school leadership team engages the school community.

Build the profile of the school within the community through technology, communication and involvement in community events and groups. Promote an appreciation and understanding of the role the school plays in the local community.

Clearly communicate current pedagogy and understanding of syllabus content through a variety of modes including:

- formal and informal meetings

- newsletters

- notes

- assemblies

- meetings

Evaluation Plan

Community Satisfaction and Tell Them From Me Surveys – students, parents, staff

Level of parent access of school website and School Newsletter.

Practices and Products

Practices

The school website is updated to incorporate current and relevant information including the weekly newsletter, notes, calendar items and photographs of school events.

All newsletters and notes are uploaded to school website, providing digital access for families.

School news is included within the Tarago Times for distributed to the broader community.

Focus groups of students, parents and staff ensure all stakeholders are consulted regarding school evaluation and planning process.

Products

Parents actively engage with the school and contribute to school decision making through:

- attendance at P&C meetings
- participation in focus groups to support school evaluation and planning processes

- high completion rate of school surveys

- strong patronage of school events

- high levels of attendance at curriculum and parent information sessions

- attendance at parent / teacher conferences as part of the student reporting process and contribute in the process of appropriate feedback.

Parents who regularly attend

Strategic Direction 3: Community

Practices and Products

P&C meetings demonstrate clear understanding of three-year strategic directions, annual milestone projects and budgets that support key initiatives.

Increased access of the school website and School Newsletter.