School plan 2018-2020

Tea Gardens Public School 3175

School background 2018–2020

School vision statement

Tea Gardens Public School is committed to providing high quality, evidence based teaching and learning within an inclusive, safe and positive learning environment.
We uphold a strong partnership with the community to ensure that students develop as respectful, responsible global citizens of the future who value lifelong learning and strive to be their personal best.

School context

Tea Gardens Public School opened in 1888 and is located in the idyllic seaside town of Tea Gardens. Our school is at the heart of the township servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and other organisations.

In March 2018, the school had an enrolment of 182 students across 8 classes K–6 with 23% of our students identifying as Aboriginal. School enrolment numbers can vary from year to year, largely due to a high level of transience within the community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area, native gardens as well as our own vegetable patch.

The school continues to pride itself on being a welcoming and friendly school. Other features are our student parliament, which has been in operation since 1988, a school and community band, our Annual Easter Art and Craft Expo and our sporting teams who participate in the NSWPSSA State Knockout competitions with select students representing the school at both regional and state levels.

The school is a proud member of the Myall Learning Community which incorporates other schools including Booral, Bungwahl, Bulahdelah and Coolongolook. Our partnership within this Community of Schools and other collegial networks provides professional learning opportunities leading to enhanced teaching and learning practices and structures and procedures for student wellbeing. Positive Behaviour for Learning was introduced as part of the 2015–2017 planning cycle, developing whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

School planning process

Every year, the school undertakes rigorous self–assessment against the Schools Excellence Framework (SEF) with the results driving the strategic directions of the school plan based on the specific needs of the school.

Opportunities for parents and community to participate in the consultation process occurred at a number of school events throughout 2017. These included at Education Week open day and Election Day where surveys were offered to a broad cross–section of respondents.

Through surveys, respondents were asked to identify which group best described their connection with the school and to answer questions to help identify our future directions as a school community. To gain a broader perspective across the school, a randomised sample of parents were contacted to improve response rates and gain a better understanding around the school's strengths and areas for future development.
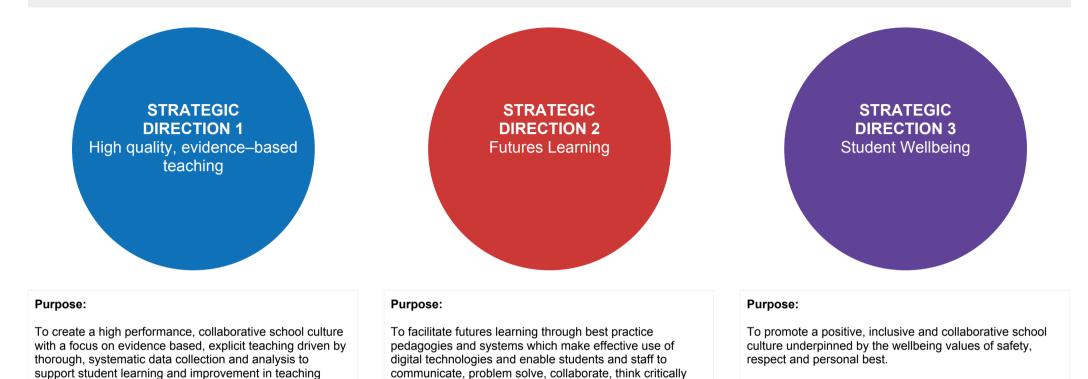
In addition, staff, parents and students in Years 4–6 were offered the opportunity to respond to the Tell Them From Me Survey (TTFM). The surveys also provided an insight into how our students, our teachers and staff and the broader community are perceived.

Staff have participated in ongoing planning sessions and professional learning around the School Excellence Framework to support the development of the current plan.

Consultation drafts were discussed at school Parents and Citizens Association (P&C) meetings and a copy sent home via electronic means to the broader parent population seeking their views on the nominated draft directions.

The three strategic directions of this school plan have been developed through this process and the rigorous analysis of school data has informed the key improvement

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
High quality, evidence–based teaching

STRATEGIC DIRECTION 2
Futures Learning

STRATEGIC DIRECTION 3
Student Wellbeing

Purpose:

To create a high performance, collaborative school culture with a focus on evidence based, explicit teaching driven by thorough, systematic data collection and analysis to support student learning and improvement in teaching practice.

Purpose:

To facilitate futures learning through best practice pedagogies and systems which make effective use of digital technologies and enable students and staff to communicate, problem solve, collaborate, think critically and creatively.

Purpose:

To promote a positive, inclusive and collaborative school culture underpinned by the wellbeing values of safety, respect and personal best.

Tea Gardens Public School 3175 (2018-2020)

Strategic Direction 1: High quality, evidence–based teaching

Purpose

To create a high performance, collaborative school culture with a focus on evidence based, explicit teaching driven by thorough, systematic data collection and analysis to support student learning and improvement in teaching practice.

Improvement Measures

The school is able to evidence growth from *delivering to sustaining and growing* in the elements of Assessments, Data Skills and Effective Classroom Practice within the Schools Excellence Framework.

Increase the percentage of students in top two bands for reading, writing and numeracy by 15% from the averages attained during 2015–2017. Baseline Year 3: Reading 35.9%, Writing 39.7% and Numeracy 21.3%. Baseline Year 5: Reading 14%, Writing 7.6% and Numeracy 6.5%.

People

Students

Build on their functional understanding of the progressions and begin to apply this understanding when discussing their learning with their teacher(s).

Develop ability and confidence to articulate short term and long term learning goals and success criteria for themselves and their peers in literacy and numeracy.

Staff

Develop the skills and confidence to effectively differentiate the curriculum to support student learning and make valid judgements of student placement individually and collaboratively.

Leaders

Develop an expert knowledge of the learning progressions and coordinate human and physical resources to ensure that the progressions are authentically applied and used across the school setting.

Parents/Carers

Have an understanding of the learning progressions and their impact on student learning and achievement.

Processes

Assessment

Implement consistent school–wide practices for assessment to monitor, plan and report on student learning across the curriculum.

Data Analysis

Strengthen the use of student assessment data across the school to identify student achievements and progress, reflect on teaching effectiveness and inform future learning directions.

Collaborative Practice

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation Plan

Progress towards improvement measures will be evaluated through surveys, meeting minutes, professional learning records, analysis of school–based and external assessment data, self–assessment against the School Excellence Framework, external validation, lesson observations and evaluations, student goal portfolios and teaching and learning programs.

Practices and Products

Practices

Assessment

Teachers use Learning Progressions to monitor student progress and to inform future differentiated teaching.

Teachers inform their teaching through systematic data collection, documentation and analysis to adapt their practice and meet the learning needs of students.

Students and teachers actively engage in goal setting. Students articulate their learning and demonstrate their understanding of what they need to learn next.

Every teacher uses data to inform, differentiate and evaluate their teaching to optimise student learning outcomes.

Data Analysis

Teachers collaborate to analyse, interpret and extrapolate data to inform whole school planning, identify interventions and build staff capacity.

Collaborative Practice

Teachers use embedded and explicit systems to facilitate professional dialogue and collaboration.

Teachers engage in quality teaching rounds which include the modelling of effective practice and the provision of specific and timely feedback between teachers.

Products

Tea Gardens Public School 3175 (2018-2020)

Strategic Direction 1: High quality, evidence–based teaching

Practices and Products

Assessment

A whole school assessment schedule includes explicit processes to collect, analyse and report specific student performance data on a regular basis.

Differentiated learning goals are visible in classrooms and teacher programs as clearly defined learning intentions and success criteria.

There is a culture of high expectations for all students, with a strong focus on the delivery of high quality, evidence–based teaching and learning experiences as evidenced by improved student outcomes in literacy and numeracy.

Data Analysis

Structures and processes within the school support regular meetings and opportunities to collaboratively reflect upon data, plan, improve and deliver evidence informed pedagogy.

Collaborative Practice

A culture of collaboration and collegial support exists within the school community and drives ongoing improvement in teaching practice and student results.

Strategic Direction 2: Futures Learning

Purpose

To facilitate futures learning through best practice pedagogies and systems which make effective use of digital technologies and enable students and staff to communicate, problem solve, collaborate, think critically and creatively.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning from 2018 baseline.

Increased teacher capacity and confidence in the effective use of technology as a tool to support student learning.

Increased student skill levels in the effective use of technology for learning.

People

Students

Develop the knowledge and skills required to successfully engage with digital technologies to complement and enhance their learning as positive global digital citizens.

Staff

Develop capabilities and a positive mindset towards the use of digital technologies to enhance teaching effectiveness and student learning.

Engage in ongoing professional development and develop their personal learning network.

Embed high quality, reliable technology into their teaching and learning programs in meaningful ways to enhance student learning and engagement.

Utilise the classroom environment to facilitate future focused learning.

Embed digital citizenship throughout the curriculum.

Leaders

Coordinate human and physical resources to build staff capacity to effectively embed high quality, reliable technologies into their teaching and learning programs.

Parents/Carers

Possess a greater understanding of the use of digital technologies and how they are used to transform learning within the school setting.

Processes

Digital Technologies in Focus (DTiF).

Whole school focus on the development of staff and student capability in the use of digital technologies for learning and futures learning skills such as communication, collaboration, problem solving and creative and critical thinking.

Evaluation Plan

Progress towards improvement measures will be evaluated through analysis of school based and external data sources, collecting student work samples, recording student voice, recording illustration of practice, professional learning records, skills matrix, SAMR audit, analysing reflection data at various points across the project, class observations and collegial conversations, teacher reflections and sharing projects.

Practices and Products

Practices

Digital Technologies in Focus (DTiF).

Students demonstrate high levels of competency in the use of technology in learning tasks, as well as thorough knowledge and understanding of the place of technology in current and future settings.

Teachers integrate digital technologies across the full range of Key Learning Areas as evidenced in digital work samples and programs.

Students engage with digital technologies to enhance their learning and to collaborate with others.

Products

Digital Technologies in Focus (DTiF).

Digital technologies are embedded and utilised appropriately in teacher practice and student learning K–6.

Staff and students use a variety of digital technologies with cultural and social sensitivity and respect.

Strategic Direction 3: Student Wellbeing

Purpose

To promote a positive, inclusive and collaborative school culture underpinned by the wellbeing values of safety, respect and personal best.

Improvement Measures

All tracked students demonstrate positive growth of their social and personal capabilities as evidenced by data on the ACARA Personal and Social capabilities continuum.

Effective implementation of Positive Behaviour for Learning (PBL) improves from 2017 baseline.

The school is able to evidence growth from *delivering to sustaining* and *growing* in the element of *Wellbeing* in the School Excellence Framework.

People

Students

Engage in consistent and explicit learning around positive behaviour and strive to be safe, respectful learners who work to their personal best in all aspects of school life.

Staff

Implement PBL and engage in ongoing self and whole school evaluation.

Leaders

Evaluate the progress of the PBL team.

Analyse student data to monitor the effectiveness of the implementation of PBL

Provide ongoing professional learning and support and lead through best practice.

Parents/Carers

Engage in consultation processes and reinforce PBL values.

Engage with communication platforms to access information related to school events and gain a deeper insight into their children's classrooms.

Processes

Positive Behaviour for Learning

Fully implement whole–school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation Plan

Progress towards improvement measures will be evaluated through lesson plans, 'drop in' notes, wellbeing data, comparative report of student placement on Personal and Social Capabilities Continuum, teaching and learning programs, notes from quality teaching rounds, classroom observations, PBL tools e.g Schoolwide Evaluation Tool (SET), Benchmark of Qualities (BOQ) and Tell Them From Me (TTFM) surveys.

Practices and Products

Practices

Positive Behaviour for Learning (PBL)

The Positive Behaviour for Learning team collect, analyse and use data to monitor and refine a whole school approach to wellbeing and engagement and to improve learning.

Students, parents and teachers demonstrate positive, respectful relationships and promote student wellbeing.

All teaching staff authentically and explicitly teach targeted behaviours and social skills.

All staff plan and promote school practices that support the social and personal capabilities of all students, resulting in improved educational outcomes, positive behaviour and more effective engagement.

Products

Positive Behaviour for Learning

A positive school wide culture based on safety, respect and personal best exists.

Teaching and learning programs include PBL core values and teaching focuses.

A strong school culture exists in which Aboriginality, identity and the diversity of cultures are valued, respected and promoted.