

# School plan 2018-2020

## Tenambit Public School 3180



# School background 2018–2020

## School vision statement

Tenambit Public School is a public school in New South Wales committed to the pursuit of excellence in the care and education of our young learners.

Our school values of Respect, Responsibility and Excellence underpins all our actions and beliefs.

After extensive consultation with our community and in an effort to make our school vision clear and memorable, the following vision statement has been developed:

***Tenambit Public School will be known as an authentic school learning community that develops independent critical learners, prepared for their future.***

## School context

Tenambit Public School is primary school to the east of Maitland. Enrolments in 2018 are approximately 370 students with an equal number of boys and girls. In addition, 18% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English. Tenambit Public School has two support classes, a hearing class and a multi-categorical class.

At Tenambit Public School, a dedicated team of qualified professional staff are dedicated to improving educational outcomes for all students. Tenambit Public School is a proud member of Maitland Learning Community of partner schools comprising eight primary schools and one high school.

Tenambit PS receives equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index (FOEI) for 2018 is 141, which recognises our community's socio economic standing.

Tenambit Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. We enjoy the support of a highly committed and supportive P&C which has operated continuously since 1991.

Tenambit Public School is a strong participant in the DoE initiative, Early Action for Success and implements Positive Behaviour for Learning (PBL) practices. The school is a member of the Maitland Aboriginal Education Consultative Group (AECG) and has strong links with Mindaribba Local Area Land Council. The school is also supported by business partnerships formed within the community.

## School planning process

The annual evaluation of Tenambit Public School was led by the school executive and involved participation and consultation with our key stakeholders. These included executive and teaching staff, administrative staff, students, parents, P and C, Aboriginal Education Committee members and community members.

In developing the 2018–2020 school plan the following processes were used:

A school planning committee was formulated and consulted throughout the process.

Surveys were conducted with staff, students, parents, carers and community members through various avenues.

Discussions with staff and parents were undertaken and suggestions for improvement, growth and directions were taken on board.

Analysis of policies and programs, plans, budgets, student work samples and assessment data was undertaken by the School's Executive Team.

Formal and informal classroom lesson observations by executive staff as part of PDP process were part of the evaluation of practices and processes at the school.

Analysis of student achievement data using PLAN, L3, L3 Stage 1, Best Start, Focus on Reading, SENA mathematics assessments and term maths achievement assessments.

Key DoE strategies such as the School Excellence Framework, Every School Every Student, Literacy and Numeracy Plan, and Local Schools Local Decisions were also considered and contextualised.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Equipping students with the skills for success.

### Purpose:

To create independent, responsible learners prepared for their future, with a sense of social purpose. We will differentiate the curriculum and update our pedagogy to ensure we are providing the broadest opportunities for our students to build future focused skills – Problem solving, evaluating, working in teams, communicating ideas and creating and innovating, and social development.

## STRATEGIC DIRECTION 2

We maximise the potential of every student.

### Purpose:

To create a positive school culture that supports the wellbeing of the whole child, so that they are prepared for their future, through well-developed and evidence based approaches and programs.

## STRATEGIC DIRECTION 3

We build a community culture of personal excellence in teaching, learning, leading

### Purpose:

To work collaboratively as a whole school community, to support continuous improvement in practice providing all students with the necessary skills to create effective citizens of the future.

# Strategic Direction 1: Equipping students with the skills for success.

Purpose	People	Processes	Practices and Products
<p>To create independent, responsible learners prepared for their future, with a sense of social purpose. We will differentiate the curriculum and update our pedagogy to ensure we are providing the broadest opportunities for our students to build future focused skills – Problem solving, evaluating, working in teams, communicating ideas and creating and innovating, and social development.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively to goal set, having active participation in their own learning, creating genuine learning partnerships between school, home and community &amp; will be engaged in meaningful, challenging and explicit learning experiences with authentic use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure and encourage high expectations of all school stakeholders, stage leaders collectively challenge /critique classroom teaching and learning &amp; consistent teacher judgement.</li> <li>• Deliver Professional learning to all staff to increase knowledge of Literacy and Numeracy, practices and pedagogies with collective professional practice through regular mentoring sessions.</li> </ul>	<p><b>Practices</b></p> <p>All teachers track and monitor student progress on PLAN 2 &amp; EAfS ILs and APs provide support to teachers for the implementation of quality literacy and numeracy delivery</p> <p>Student self– direction and Goal Setting evident in classrooms reflective of REAL Projects &amp; Learning practices</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>• In 2018 all Aboriginal students will demonstrate growth in reading and number.</li> </ul> <p>To increase the number of students in the top two NAPLAN bands in number and reading.</p> <ul style="list-style-type: none"> <li>• Students demonstrate a strong growth mindset with a focus on enquiry and critical thinking.</li> <li>• All teaching programs reflect the philosophy of REAL Projects.</li> <li>• Early Action for Success Benchmarks will demonstrate consistent improvement in results from             <ul style="list-style-type: none"> <li>• More than 80% of students on track in reading</li> <li>• More than 80% of students on track in comprehension</li> <li>• 60% to 70% of students on track in writing</li> </ul> </li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Provide innovative, alternative learning tools and/or environments that facilitate students to actively engage in their learning &amp; establish meaningful and challenging expectations for students that meet school standards.</li> <li>• Design and utilise quality teaching and learning programs that are differentiated and challenging to meet the needs of diverse learners, actively gather and analyse data to inform teaching and learning programs and practices through use of identified assessments.</li> <li>• Provide timely, meaningful and relevant feedback to students &amp; demonstrate meaningful celebration of achievement.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Initiate and develop professional development opportunities that enable staff to meet requirements and personal goals &amp; monitor, evaluate and provide feedback &amp; feedforward to staff on teaching and learning programs, assisting with skills, strengths and strategies.</li> <li>• Continue regular and ongoing professional dialogue and reflection</li> </ul>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Regular reporting against the progress made towards stated milestones. Feedback from mentoring sessions. Use of the school excellence framework to determine progress.</li> <li>• Process monitored through self–reflective assessment, consultation with team leaders (supervisors) using agreed improvement measures, such as objective &amp; subjective data, inventories, observational profiles, interviews, focus groups, documents &amp; artefacts, teacher programs, student assessments, Sentral data, surveys, PLAN 2 &amp; progressions data.</li> <li>• Demonstrated success in an increasing number of students demonstrating visible, legacy interactions with the wider school community in a proactive manner.</li> <li>• Academic results for students are demonstrating an increase in assessments both formative and</li> </ul>	<p>Continuous collaboration of staff to improve CTJ and to develop and design rich authentic learning and assessment using the syllabus and progressions to encourage inquiry and critical thinking</p> <p>LAST programs reflect growth in data and are implemented by AP's, Interventionist and LAST</p> <p><b>Products</b></p> <p>100% of all teaching programs to demonstrate differentiated learning using ongoing assessment and review of data</p> <p>Effective systems are in place to support EAfS along with whole school summative and formative assessment</p> <p>Classrooms reflect REAL learning and projects and classroom pedagogy reflects research and practices that are relevant and future focused.</p> <p>Structures are in place to enable meetings and opportunities for teachers to goal set with students and parents and Student self–direction and goal setting evident in classrooms</p>

# Strategic Direction 1: Equipping students with the skills for success.

<b>People</b>
through professional development and mentoring sessions. Lesson observations and learning walks.
<ul style="list-style-type: none"><li>• Develop capabilities of staff to plan and implement effective learning programs, track and monitor student's progress using PLAN 2 and use to differentiate the learning.</li></ul>
<b>Parents/Carers</b>
<ul style="list-style-type: none"><li>• Be more involved in the process of achieving higher expectations for all learners. Higher learning goals and positive student feedback (and feedforward) will help to achieve a better understanding among students, parents and staff.</li></ul>

<b>Processes</b>
summative.

# Strategic Direction 2: We maximise the potential of every student.

<p><b>Purpose</b></p> <p>To create a positive school culture that supports the wellbeing of the whole child, so that they are prepared for their future, through well-developed and evidence based approaches and programs.</p>
<p><b>Improvement Measures</b></p> <p>100%of students will obtain personalised learning goals and will meet individual targets.</p> <p>Improved levels of student self-confidence and empowerment as measured in student surveys.</p> <p>Increased and consistent use of PBL messages and language by the whole school community and decrease of negative incidents recorded on Sentral.</p> <p>Increased community involvement in school events, workshops and information sessions.</p> <p>A positive school culture as evidenced by staff, student and community surveys.</p>

<p><b>People</b></p> <p><b>Students</b></p> <p>Actively connect to their learning and strive to achieve learning goals.</p>
<p><b>Students</b></p> <p>Regulate their behaviour and become confident and resilient learners who are self-disciplined.</p>
<p><b>Students</b></p> <p>Maintain positive and respectful relationships with each other, their teachers and community.</p>
<p><b>Staff</b></p> <p>Collaborate with students and parents to personalise student learning and ensure every student experiences success.</p>
<p><b>Staff</b></p> <p>Follow whole school systems and processes to ensure students are provided a school environment that is fair and consistent.</p>
<p><b>Staff</b></p> <p>Nurture professional relationships with the whole school community which are safe, respectful and supportive.</p>
<p><b>Leaders</b></p> <p>Establish and improve processes that focus on personalised student learning</p>
<p><b>Leaders</b></p> <p>Collaborate with the school community to</p>

<p><b>Processes</b></p> <p>Implement an integrated whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling e.g. student goal setting, IEPs, parent consultation.</p>
<p>Draw on evidence-based approaches and programs in order to develop and provide a consistent message across the whole school community e.g. PBL, community consultation.</p>
<p>Implement an inclusive whole school approach to cultivating and maintaining positive relationships e.g. consistent communication, professional learning.</p>
<p>Actively include the broader community in whole school events and provide workshops and information sessions e.g. Assemblies, Meet &amp; Greet, Special Events, STEM workshops, information sessions.</p>
<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Students can articulate individual learning goals and understand what is required to achieve these goals.</li> <li>• Students achieve set goals and feel a sense of empowerment.</li> <li>• Improved PBL data and a consistent approach to PBL with clear and consistent messages across the school community.</li> <li>• Positive interactions and consistent community involvement in whole school systems, processes and events.</li> <li>• Whole school surveys indicate a positive school culture.</li> </ul>

<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>Personalised learning experiences are reflective of students' cognitive, social, and emotional wellbeing.</p> <p>Whole school wellbeing practices and processes will be implemented consistently and address the changing needs of our community.</p> <p>Staff, students and the broader community experience a sense of belonging and interact positively and respectfully.</p>
<p><b>Products</b></p> <p>Structures are in place to enable regular consultation with parents/carers to devise and revise personalised learning experiences and goals so that all students <b>succeed</b>.</p> <p>A consistent message across the whole school community as well as comprehensive systems and processes in place so that all students <b>thrive</b>.</p> <p>Student, staff and community awareness of how to maintain a positive school culture so that all students <b>connect</b>.</p>

# Strategic Direction 2: We maximise the potential of every student.

<b>People</b>
improve systems and processes that are consistent and address the needs within the school.
<b>Leaders</b>
Collectively create a climate of care and positivity that aims to build individual and collective wellbeing.
<b>Parents/Carers</b>
Support& contribute to the development of structures, resources, learning &social environments that connect home, school, community.

# Strategic Direction 3: We build a community culture of personal excellence in teaching, learning, leading

## Purpose

To work collaboratively as a whole school community, to support continuous improvement in practice providing all students with the necessary skills to create effective citizens of the future.

## Improvement Measures

Consolidation & growth of relationships with parents, community, students evident through increased parent satisfaction.

Professional Learning audits indicate that staff participate in the skill development, planning activities and collegial sharing that underpins improved practice with an increase in strategic thinking that seeks to deeply understand the factors that drive improvement.

Increased observation, collaboration & sharing of excellence in practice in relation to Literacy & Numeracy, & other School Plan goals.

## People

### Students

Receptive & actively involved in school programs to improve educational capabilities, emotional resilience and social intelligence and take responsibility for their own behaviour and learning.

### Staff

Actively develop collaborative practices to provide inclusive and engaging curriculum and teaching and learning activities.

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### Leaders

Be from all context of the school community, staff, students, parents, community to support a shared understanding, & strengthen teaching & learning practices in a wider global community.

### Leaders

Support planning within the context of the school to facilitate change and the embedding of a culture of preventative system wide delivery.

### Parents/Carers

Parents see their important role in supporting the school and its goals & actively work with the school community to enhance, foster and instil a culture of personal achievement in their family culture.

## Processes

### Targeted TPL to support learning:

School staff will undergo specific TPL to meet literacy & numeracy needs, Project Based Learning, Positive Behaviour Learning, Visual Learning in the Classroom to specifically support the learning of students, provide a supportive environment inductive to learning. Success will be evident through measurable data, observational evidence, student engagement.

### Students develop wider knowledge & understanding of processes, concepts & expectations required for success:

All students taught explicitly (what it sounds and feels like) the desired behaviours aligned with school values and driven by Positive Behaviour for Learning (PBL) data, the required learning skills to enhance learning & the necessary social emotional competencies for successful outcomes in life. This leads to less conflict, more engagement, stronger capabilities.

### Supporting Leadership in staff:

TPL with a focus to provide teachers with the necessary skills to interact with the wider community in an effective manner.

Leadership will drive and support opportunities for staff to research, explore and develop skills in the implementation of curriculum & pedagogies that support goals in L & N, PBL, Enquiry Learning and social wellbeing. Wider development of knowledge will lead to increased sharing of expertise, wider understanding of student needs and collaboration in development of differentiated curriculum.

## Practices and Products

### Practices

Staff create this culture within their classrooms, sharing the importance of goal setting, high expectations, achievement through failure with students & families while valuing the ongoing parent contribution and involvement in the classroom and throughout the school.

A school environment where appropriate behaviours will be important outcomes for all students will lead to a safe school for all.

Increased communication between staff and community. Informing parents and the wider community through phone calls and general interactions.

Staff are strongly positioned to lead continued reform with the additional support structures.

### Products

A committed and proactive school staff, who collaborate with full 'buy-in', sharing expertise, embracing change & PL, supporting colleagues, students, parents to facilitate a supportive high success learning culture in our school.

A strong school culture where a common language is used in planning, monitoring and reflecting on classroom practice, learning and participation.

# Strategic Direction 3: We build a community culture of personal excellence in teaching, learning, leading

## People

### Community Partners

AECG & Community members are valued and active in the life of the school. Local business and community groups are encouraged to support school goals, to be involved in school activities & invest in the wider school community.

## Processes

### Evaluation Plan

- Cooperative learning & a learning philosophy of high expectations is embedded in school culture & stakeholders understand the protocols for working collaboratively & are skilled at providing considered feedback & feedforward to each other, evident through observational data, feedback surveys, articulation of learning.
- Students take responsibility for their past and future learning – they understand the standards expected of them, set and monitor their own learning goals, and develop strategies for working towards them. Teachers & community work together to give them the skills, confidence & strategies to support success.

Evident through tracking achievements and objectives through the milestones & providing opportunities for the school community to give feedback through a variety of targeted channels.