



# School plan 2018-2020

## Teralba Public School 3183



# School background 2018–2020

## School vision statement

At Teralba Public School we are committed to valuing, nurturing, and developing the whole child socially, emotionally and academically. As a community we strive to develop skills that support lifelong learners and believe that education is empowering and can make a difference. We guide, inspire and challenge our students to become creative, resilient and resourceful, succeeding today and being prepared for tomorrow.

## School context

Teralba Public School is a small school on the northwest shores of Lake Macquarie in the Hunter region.

It has 18% of students identifying as having Aboriginal heritage.

Teralba Public School has an Index of Community Socio-Educational Advantage (ICSEA) of 917. The Australian average is 1000. We have a Family Occupation and Education Index (FOEI) number of 133.

Teralba Public School has strong connection with the school community and the wider community through the P&C. Staff actively seek consultation from the local AECG, Mankillikan, and Aboriginal parent body.

Teralba Public School entered the Early Action for Success (EaFS) program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in evidence based Learning and Wellbeing programs and all K–2 staff are trained in and use Language, Learning and Literacy (L3).

## School planning process

The Planning Process began with a review of current practices and consultation with staff, students and community to review our vision statement.

Following this, consultation and feedback practices assisted in determining the three main strategic directions for the school for the 2018 – 2020 period and beyond.

Community Consultation: Staff, students, parents, AECG and the wider community were actively involved in the planning and writing of the 3 year plan. This consultation was through focus groups, open discussions, surveys and data collection.

Staff Consultation: Surveys including school culture and satisfaction and a swot analysis to determine whole school strengths and areas for development. School and LMG Staff meetings were held to determine common directions.

Data Analysis: Included – tracking student progress through PLAN, NAPLAN and assessments, school based well-being data and LST records.

*DEC reforms and associated initiatives, and DEC 5P planning guidelines were shared and discussed with staff and community.*

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Rich engaging and diverse learning

### Purpose:

Teralba Public School students are engaged in rich, meaningful learning experiences, developing the vital skills for flourishing at school. All students are supported to make informed decisions that enable successful future learning, social and emotional interactions and employment opportunities. Our students will become equipped with the necessary skills required to make informed contributions as citizens and leaders now and into the future.

## STRATEGIC DIRECTION 2

Committed, collaborative and accountable teaching

### Purpose:

Teaching at Teralba Public School is distinguished by high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence based. Individually and collaboratively, all teachers evaluate the effectiveness of their teaching, with a shared responsibility for student improvement through the observation of each other's practices.

## STRATEGIC DIRECTION 3

Supportive, strategic and inspiring leadership

### Purpose:

Strong, strategic and effective leadership is fundamental to school excellence. Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, social development and success. Teralba Public School staff are highly committed to realising the school's vision through inspiring leadership in staff and its students, and by planned and proactive engagement with parents and the wider community.

# Strategic Direction 1: Rich engaging and diverse learning

## Purpose

Teralba Public School students are engaged in rich, meaningful learning experiences, developing the vital skills for flourishing at school. All students are supported to make informed decisions that enable successful future learning, social and emotional interactions and employment opportunities. Our students will become equipped with the necessary skills required to make informed contributions as citizens and leaders now and into the future.

## Improvement Measures

Increase the percentage of students achieving higher than expected growth in literacy and numeracy, based on internal school progress and PLAN 2 achievement data.

Increase the percentage of students achieving minimum stage appropriate outcomes in all 4 areas of ACARA's 'Critical and Creative Thinking' continuum.

Reduce the number of negative school based data incidents each year, including the number of students attending Reflection Room.

## People

### Leaders

The school leadership team adopts a coordinated approach to learning and wellbeing, where a high expectation of teaching and learning is valued in order to increase improvement standards across the school.

### Students

Our students become partners with teachers in providing quality feedback to improve lesson quality and outcomes.

### Staff

All staff become familiar with the ACARA 'Critical and Creative' and 'Personal and Social Capabilities' Continuums, including how they can be embedded into teaching and learning, and where each student sits on the continuum.

### Staff

All staff embed school expectation language within their interactions with students, in all school settings.

### Students

All students develop skills in growth mindset, where the learnt knowledge is transferred into all areas of their lives to become more resilient, reflective and flexible, both socially and academically.

## Processes

### Student Wellbeing

In line with the "Wellbeing Framework for Schools", refine and improve an integrated whole school and community approach to student wellbeing.

### Curriculum and Learning

There is a school wide systematic approach towards developing and implementing high quality teaching that directs individualised future learning for all students.

## Evaluation Plan

Progress toward improvement measures will be assessed through: School Assessment Framework school self assessment survey; monitoring and evaluating teaching and learning programs and student work samples; student and teacher surveys; PLAN 2 data analysis; student behaviour data analysis; evaluation of the effectiveness of whole school wellbeing programs.

## Practices and Products

### Practices

All teachers challenge students to become flexible and innovative learners by embedding the ACARA 'Critical and Creative Thinking' Continuum into learning.

Teaching and learning programs show evidence that individual student needs are addressed..

Expectations of positive student behaviours are explicitly and consistently taught and understood.

All teachers support the development of social and emotional capabilities with guidance from the ACARA 'Personal and Social Capabilities' Continuum.

The instructional leader and K-2 staff work with collaboration and cohesiveness to achieve expected literacy and numeracy learning outcomes.

### Products

Higher than expected growth on PLAN2 Literacy and Numeracy progression data.

School expectations language is embedded throughout the school and the wider community.

Improved learning outcomes and student wellbeing through the explicit teaching of growth mindset.

Positive and respectful relationships are widespread among students and staff, promoting student wellbeing through evidenced based whole school practices.

# Strategic Direction 2: Committed, collaborative and accountable teaching

## Purpose

Teaching at Teralba Public School is distinguished by high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence based. Individually and collaboratively, all teachers evaluate the effectiveness of their teaching, with a shared responsibility for student improvement through the observation of each other's practices.

## Improvement Measures

All teaching staff use PLAN2 data to inform and differentiate all teaching and learning programs.

All teachers have an in-depth knowledge of the Literacy and Numeracy Progressions with an ability to link this to classroom practices and syllabus outcomes.

There is an increase in the proportion of students demonstrating active engagement within their learning.

## People

### Leaders

Through mentoring and coaching, using the Instructional Leader (EAfS), support will be provided to all staff to ensure ongoing development and improvement of evidence based best practice in all areas of teaching.

### Staff

All staff actively evaluate and identify professional learning opportunities, collaborate and share their knowledge with other staff members.

### Staff

All teachers use PLAN2 data to inform teaching of literacy and numeracy through appropriate differentiation to all students and are accountable through qualitative statistics.

### Students

Our students build skills to self assess and self regulate, communicating personal expectations and learning goals with a focus on being the best they can be.

### Students

Students increase their dialogic talk within the classroom and become more reflective of their learning.

## Processes

### Evidence Based Pedagogy

Staff analyse and interpret student data to inform and direct school planning, teaching and learning. All teaching programs are underpinned by well researched evidence based pedagogy that enhances student engagement and learning opportunities.

### Evaluation Strategies

All staff and students buy into an evaluative culture whereby rich dialogue, self reflection and peer observation are key contributors towards maximising teaching and learning effectiveness.

## Evaluation Plan

Progress toward improvement measures will be evaluated through: School Excellence Framework school self assessment survey; evidence based best practice directing professional learning; the creation of a school research bank to support the professional learning taking place; the improvement in PLAN2 data specific to the targeted professional learning taking place; all teaching and learning programs reflecting research from professional learning; an increase in staff and student reflection, feedback and staff observations; rich professional and student dialogue is occurring throughout the school.

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the ACARA Learning Progressions.

Lesson observations are scheduled across the school and within the learning community.

Teachers employ well researched, evidence based teaching strategies, ensuring the most effective teaching methods provide optimal learning progress for all students.

All students are immersed in a dialogic classroom environment where rich discussion and personal reflection are encouraged.

### Products

Teaching and learning programs are research based, directed by data analysis, differentiated for individual learning needs and align with syllabus outcomes.

Staff PDP's are aligned with individual areas of professional development that will contribute towards personally maximising teaching effectiveness.

Teaching and learning programs demonstrate where appropriate adjustments have been made through guidance from collegial observations, peer and self reflections and observations made during student reflection and classroom dialogic discussions.

# Strategic Direction 3: Supportive, strategic and inspiring leadership

## Purpose

Strong, strategic and effective leadership is fundamental to school excellence. Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, social development and success. Teralba Public School staff are highly committed to realising the school's vision through inspiring leadership in staff and its students, and by planned and proactive engagement with parents and the wider community.

## Improvement Measures

Increase the proportion of parents that are satisfied with the communication received.

All teaching programs, aligned with student work samples, demonstrate a well researched performance culture that is directed by current best practice to embed high expectations, with a clear focus on student progress.

Increase in staff accessing leadership opportunities which support the school vision.

## People

### Parents/Carers

Parents develop an understanding of and value for the teaching practices that underpin the school's educational philosophy and expectations, and how that directs their child's learning.

### Staff

All staff adopt a well researched, uniform approach to teaching and learning programs, with an expectation of improving student learning outcomes through the delivery of a high expectations mindset.

### Leaders

School Leaders and staff identify key areas of strength and need within the school and teachers, leading and training staff to develop a culture in which leadership has a distributive and coordinated approach.

### Students

Students will become leaders in their own learning, increasing their reflective practices and ability to set meaningful goals to increase individual progress.

## Processes

### Leading Through Communicating

Through effective communication systems, high expectations of aspiring and current leadership qualities are fostered and enhanced for staff, students and the wider community.

### Research Informed Pedagogy

Leaders develop and implement high quality professional learning that is supported by research based best practice, underpinned with an expectation of improved literacy and numeracy standards across the school.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: School Excellence Framework self assessment survey; student and parent surveys including the Tell Them From Me (TTFM) survey and 360 Reflection Tool; regular gathering of data for analysis of student achievement on the ACARA progressions and continuums; identifiable individual literacy and numeracy learning goals for every student; program supervision and observational rounds; collective sharing of programs for peer reflection and collegial sharing of ideas; a well planned distributive professional learning schedule where all staff are leading programs and professional development.

## Practices and Products

### Practices

Leadership teams implement a school wide purposeful leadership approach, improving community satisfaction by ensuring practices and process are responsive to the school and community vision.

All staff contribute to a distributed leadership culture that promotes evidence based teaching through well researched best practice.

Parents are informed of their child's teaching and learning direction, and included in discussion about their individual goals and progress.

All staff hold regular meetings with students, discussing individual goals and areas to develop for further progression.

### Products

Increased, purposeful communication to parents based on school teaching and learning programs and individual literacy and numeracy progression.

Enhanced leadership capacity in students and staff, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.