

# School plan 2018-2020

## Tingha Public School 3218



# School background 2018–2020

## School vision statement

At Tingha Public School we are a family that loves and values our school community.

Our staff is committed to fostering emotionally intelligent students. Teachers daily engage all students in high quality learning and teaching practices in a nurturing and inclusive environment.

Our students apply a range of skills, knowledge and understanding to be proud, strong, safe and respectful citizens in an ever changing world.

Our parents, and the wider community work in collaboration with the school to support the learning and wellbeing needs of our students.

We have a positive school culture that values lifelong learning.

## School context

Tingha Public School is a rural school, situated within a small community 26 kilometres from its main service town, Inverell. The school has 55 students, with 82% who identify as Aboriginal. The school is committed to providing a well-rounded education which fully develops the capabilities of all students.

The school provides our dedicated staff with valuable professional development to ensure all students learn in quality environments. Tingha Public School is committed to implementing high quality evidence based practices to extend student achievement. The school works in partnership with the Sapphire Community of Schools to implement research based 'Visible Learning' strategies to enhance student outcomes.

Students of Tingha Public School are encouraged to succeed and celebrate achievements. Our school has a strong focus on developing the students' emotional intelligence. Explicit teaching of positive behaviours for learning aims to engender in students a sense of pride, self-worth and purpose. The schools Positive Behaviour For Learning Core Values are Proud, Strong, Safe and Respectful.

Tingha Public School encourages active partnership within the school and wider community. We value the participation of parents and community members in sharing in the education of their children at every opportunity.

Our dedicated staff are committed to working with families to equip students with the skills and confidence to become positive and active citizens of the school, Tingha and wider community.

Tingha Public School is a very caring and supportive learning environment which is student focused.

## School planning process

The School Self Evaluation process was applied throughout 2017 to evaluate the school's progress against targets set in the 2015–2017 School Plan. The areas focussed upon were quality teaching and learning practices and organisational systems. Regular consultative processes were undertaken with students, staff parents/carers and community members. This allowed feedback to be provided in a variety of ways. The data received assisted in forming this three year plan. The evaluation process included:

Students interviewed and supplied responses to school based surveys.

Parents were provided surveys to complete.

Parents and community members were invited to attend school planning meetings.

Staff responded to school based surveys, participated in professional discussions and reviewed the 2015–2017 School Plan and applied the Schools Excellence Framework.

Consultation occurred with the P&C as well as AECG representatives.

As a result of this School Self Evaluation and Planning process;

Aspirational evidence based teaching and learning practice for high expectations of student achievement and

Effective systems, processes, leadership and partnerships that foster a culture of success have been identified as strategic directions for 2018–2020.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Aspirational evidence based teaching and learning practice for high expectations of student achievement.

### Purpose:

A whole school approach to building a shared direction for learning culture is evident. This is aspirational in its expectations of progress and achievement for students, staff and community.

## STRATEGIC DIRECTION 2

Effective systems, processes, leadership and partnerships that foster a culture of success.

### Purpose:

Enhanced organisational systems and processes that foster a culture of optimum learning success based upon strategic, positive and respectful alliances and partnerships. This will support a culture of high expectations, continuous improvement, continuity of learning and respect for culture.

# Strategic Direction 1: Aspirational evidence based teaching and learning practice for high expectations of student achievement.

## Purpose

A whole school approach to building a shared direction for learning culture is evident. This is aspirational in its expectations of progress and achievement for students, staff and community.

## Improvement Measures

Value adding of student achievement is evident in school based and external formative and summative assessments.

Student achievement of quality learning outcomes is evident by student progress along the literacy and numeracy progressions.

School culture and professional discussion will reflect accessible high expectations for student achievement.

Self-monitoring of learning progress reflects optimism and a growth mindset.

## People

### Students

Students are actively engaging with curriculum content, making informed judgements to assess their progress.

### Staff

Staff will apply contextually relevant, high quality professional practices. Staff will continue to build deeper knowledge of the Australian Professional Standards for Teachers (APST) and Quality Teaching Framework (QTF) to ensure students are learning in an equitable, engaging and relevant setting.

### Parents/Carers

Parents will work in active partnership with the school to increase their child's aspirations and self-belief in learning. This will involve constructive conversations about the qualities of effective learners.

### Community Partners

Trust between the school and relevant community agencies enhances the understanding of key roles in supporting contextually relevant high quality learning.

### Leaders

Leaders will facilitate a culture of trust to communicate aspirational expectations of learning progress. They are committed to continual improvement for staff and students.

## Processes

Implement evidence based learning practices to build student capacity to be successful learners who display a growth mindset, are assessment capable and future focussed.

Highly effective implementation of the NSW Curriculum through contextually relevant, evidence based teaching practices with a focus on literacy and numeracy achievement.

Using a systematic approach to monitor and analyse student assessment data and information for improved teaching, learning and reporting.

## Evaluation Plan

Five weekly impact cycles applied to assess student achievement and progress.

Term reporting against milestones by leadership team.

Feedback provided on a termly basis from students, staff, parents and community to support the reporting against milestones.

School Self-Assessment against SEF 2 (twice yearly).

## Practices and Products

### Practices

Visible learning strategies are evident in professional learning, delivery of teaching programs and classroom observations

Students demonstrate enhanced engagement through the application of visible learning strategies to become assessment capable.

The school's annual professional learning plan is evidence based and referenced to APST.

A strong Sapphire Community of Schools (SCOS) professional learning community creates collective efficacy to enhance strategies for diverse learners.

### Products

Enhanced teacher clarity is evidenced by the implementation of identified visible learning and differentiation strategies.

Students have a strong foundation in literacy and numeracy.

Student achievement is evident informative assessments and student progress along the literacy and numeracy progressions.

Students apply learner dispositions and feedback to improve their learning.

School culture and professional discussion reflects high expectations for student achievement.

Self-monitoring of learning progress reflects optimism and a growth mindset.

# Strategic Direction 2: Effective systems, processes, leadership and partnerships that foster a culture of success.

## Purpose

Enhanced organisational systems and processes that foster a culture of optimum learning success based upon strategic, positive and respectful alliances and partnerships. This will support a culture of high expectations, continuous improvement, continuity of learning and respect for culture.

## Improvement Measures

Positive, respectful relationships are evident promoting student wellbeing and ensuring optimum conditions for learning.

Collective responsibility for student learning and success is shared by staff, students and parents.

Learning is informed by sound holistic information about a student's wellbeing and learning needs.

Implementation of evidence based change results in measurable improvements in wellbeing and engagement to support learning.

## People

### Students

Students' learning will be enhanced through processes facilitating effective links between positive wellbeing and academic achievement resulting in active engagement in school life.

### Staff

Staff applies a strong understanding of the relevant learning strategies that create a positive learning culture. They consistently implement systems and processes to ensure inclusive learning occurs that challenges students to set high achievement expectations.

### Parents/Carers

Trust relationships further enhanced through open communication between home and school emphasising the importance of this partnership and how it supports a positive school culture that values learning.

### Community Partners

Trust and relationships between school, key educational and community bodies, SCOS, City Country Alliances and relevant agencies maintained, promoting a culture that values learning.

### Leaders

Build relational trust with all sectors of the school community to assess systems and processes to increase a positive learning culture. Actively seek leadership opportunities for staff and students.

## Processes

Whole school organisational systems and processes promote an inclusive and positive school culture that values, improves and sustains all students' wellbeing, learning and achievement.

Partnerships and relationships with the community and outside agencies will be strategically maintained. These connections will support the promotion of a whole school community culture that values learning.

## Evaluation Plan

Increase in community involvement in the school evidenced by engagement in school activities.

Engagement with the school and wider community to review the effectiveness of implemented systems and processes in creating a school culture that promotes learning.

Term reporting against milestones by leadership team reflecting on feedback from students, staff, parents and community.

School Self– Assessment against SEF 2

Analysis of collated data demonstrates high levels of students' wellbeing.

## Practices and Products

### Practices

Staff and leaders work with whole school community to facilitate genuine collaboration to inform organisational structures and positive school culture

Utilise Community and Engagement team to identify and implement best practice to build a genuine community partnership.

The regular collation and analysis of data monitors the effectiveness of systems and processes to ensure they achieve intended impact.

### Products

The whole school community fosters a collaborative environment with key stakeholders involved in the processes that create a positive culture for learning

Effective parent partnerships encourage students to deliver their best and continually improve.

Positive, respectful collaborative relationships are evident within the school to ensure positive conditions for learning.

Well–developed procedures, systems and processes identify, address and monitor student learning needs.

School documents reflect Department of Education, National Education Standards Authority expectations and effective evidence based practices to optimise growth student.

Five weekly collated data demonstrates highlevels of students' wellbeing.