

# School plan 2018-2020

## Tirranna Public School 3222



# School background 2018–2020

## School vision statement

Tirranna Public School expects to provide our students with an environment that is safe and caring and that implements a broad range of opportunities for relevant student engagement and maximised student outcomes. This will enable them to become lifelong learners who are responsible, respectful and proud citizens.

## School context

Tirranna Public School is a small school that is located near Goulburn and is strongly supported by the local community with a recent history of growth. The school is a member of the Goulburn Community of Public Schools (GCoPS) as well as working closely with the other small schools in the Tablelands Rural Education Community (TREC).

It is a school that is an important part of the local community because of its long history and educational context. There are 21 K–6 children from 14 families. The school has a Family Occupation and Educational Index of 101 which indicates medium levels of socio-economic disadvantage.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all the students.

## School planning process

The school planning process at Tirranna Public School is consultative at all levels— students, staff and community. The first step was the creation of a shared School Vision.

This process included a review of the strengths, opportunities and areas for further development across the school.

It forms the basis for the school's improvement and development efforts for the next three years, in partnership with members of the whole school community. Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through the implementation of the school plan.

# School strategic directions 2018–2020

**Purpose:**

Deliver innovative and measurable individualised teaching and learning programs designed to move students along Learning Progressions.

Raise students' awareness of where their development lies along the Learning Progressions.

Devise appropriate assessments that align with the teaching intentions.

**Purpose:**

To create collaborative and engaging learning networks to support holistic wellbeing through social emotional and cognitive practices for all students, staff members and community stakeholders.

# Strategic Direction 1: Quality teaching and Learning

Purpose	People	Processes	Practices and Products
<p>Deliver innovative and measurable individualised teaching and learning programs designed to move students along Learning Progressions.</p> <p>Raise students' awareness of where their development lies along the Learning Progressions.</p> <p>Devise appropriate assessments that align with the teaching intentions.</p>	<p><b>Students</b></p> <p>Will develop skills to be able to understand the literacy and numeracy Learning Progressions and identify their next Individual Learning Intentions.</p> <p><b>Staff</b></p> <p>Implement high quality, integrated and innovative teaching and learning programs incorporating 21st Century Learning techniques and strategies.</p> <p>Develop understanding of innovative classroom practices such as, The Daily 5, Focus on Reading, How2Learn and Genius Hour, Quality Teaching Rounds and Berry Street Strategies.</p> <p>Create and nurture an environment that uses best practice to embed a culture of High Expectations.</p> <p><b>Parents/Carers</b></p> <p>Parents are engaged in and understand the learning progress of their children and how to effectively help them to learn. They are also engaged through the provision to give regular feedback on school performance.</p> <p><b>Leaders</b></p> <p>Practices are embedded to work collaboratively with the TREC small schools network to develop innovative and collaboratively learning experiences for all students.</p> <p><b>Leaders</b></p>	<p><b>Learning Culture</b></p> <p>Development of individual learning intentions by students, that are linked to the Literacy and Numeracy Learning Progressions.</p> <p><b>High Expectations</b></p> <p>Individualised learning experiences to develop independence and engagement. Including Robotics, collaborative and learning experiences with other schools in our network.</p> <p><b>Assessment</b></p> <p>Use assessment data to monitor achievement and gaps in student learning to inform teaching and learning programs that target individual needs.</p> <p><b>Learning and Development</b></p> <p>Identification of strategic professional learning goals for staff supported by the Growth Coaching process.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Ongoing review of NAPLAN and PLAN data</li> <li>• Personalised learning data – Smart Goals and M Goals</li> <li>• Recording student progress on the Learning Progressions</li> <li>• Student achievement in Reading Benchmarks</li> <li>• Regular reporting against the milestones</li> <li>• 8% of students moving from the middle</li> </ul>	<p><b>Practices</b></p> <p>Students, staff and families work collaboratively to identify individual learning goals.</p> <p>Personalised Learning plans are used to inform teaching and learning planning and programming.</p> <p>Proformas are developed that indicate targets for desired student learning traits.</p> <p><b>Products</b></p> <p>100% of students improving at expected rates of growth as measured against the Literacy and Numeracy Learning progressions.</p> <p>Students can identify where they are on the literacy and numeracy learning progressions and what learning intentions they are setting next. Learning intention spaces in the classroom will display this information.</p> <p>Students identify weekly individual learning intentions and can articulate where they are headed with their learning.</p> <p>Teachers in the learning network collaborate in regular school Professional Development sessions.</p> <p>The development of high quality teaching and learning programs allow for individual learning and development.</p> <p>Regular assessments are conducted to gather appropriate data and evidence of student achievement.</p>
Improvement Measures			
<p>Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Learning Progressions.</p> <p>The school communities commitment to the school's strategic directions and practices is measured through initial surveys to determine baseline data.</p> <p>Increase the percentage of students in the top two NAPLAN bands by 8% by 2020.</p> <p>Aboriginal students in the top two bands for Literacy and Numeracy.</p>			

# Strategic Direction 1: Quality teaching and Learning

## People

Work collaboratively with learning networks to provide diverse opportunities for students to contribute to the wellbeing of others and the wider community as well as their own.

## Processes

NAPLAN bands to the higher bands

## Strategic Direction 2: Effective community networks.

Purpose	People	Processes	Practices and Products
To create collaborative and engaging learning networks to support holistic wellbeing through social emotional and cognitive practices for all students, staff members and community stakeholders.	<b>Students</b> <p>Participate in programs and activities to build self-awareness and the awareness of the wellbeing of others.</p> <p>Students collaborate to identify their behavioural expectations, responsibilities and consequences.</p> <p>Students collaborate with peers from the Learning Networks to participate in rich and engaging programs and experiences.</p>	<b>Wellbeing</b> <p>Continue and revise and implement the Positive Behaviour for Learning framework within the school community. Continuing making it relevant for the evolving student population.</p> <p>Supporting student resilience and wellbeing through the Bounce Back program facilitated in partnership with the school Welfare teacher allocation.</p>	<b>Practices</b> <p>Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement.</p> <p>Students engage in collaborative learning experiences across the a variety of learning networks..</p> <p>School uses "Filmpod" platform to creates experiences to further engage community via the school's website.</p>
Improvement Measures	<b>Staff</b> <p>Engage in effective and positive professional networks to create a shared vision and Consistent teacher judgement for Tablelands Rural Education Community (TREC).</p> <p>Develop professional capacity to enhance teacher quality and achieve teacher accreditation.</p> <p>Participate in the development of school policies and practices and engage with the school community to support the wellbeing of students.</p>	<b>Learning Culture</b> <p>Participation of students in collaborative learning programs and experiences across the learning networks including TREC and GCoPS such as choir, sporting and STEM initiatives.</p> <p>Provide children with opportunities through the TREC learning community to develop peer networking. This will be done at sporting events, excursions, education events, cultural days and end of year celebrations.</p> <p>Involvement of Stage 3 children in leadership programs and experiences through participation in Young Leaders Day and the GRIP Leadership conference. They will also be given opportunities within the TREC learning community to develop their leadership skills.</p>	<b>Products</b> <p>Teachers use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.</p> <p>The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students.</p> <p>A stimulating and engaging learning environment within networks is established to educate students and enable them to experience a variety of activities and learning opportunities that are flexible, reflective, relevant and dynamic.</p>
<p>An increased number of opportunities for students through collaboration with learning networks.</p> <p>Extra-curricula learning activities and learning programs across TREC. and GCoPS developing increased student participation at school.</p> <p>Increased student/parent satisfaction with school and network initiatives measured through student and parent surveys.</p>	<b>Leaders</b> <p>Develop leadership capacity through sharing collaborative practices and professional development through combined staff meetings and collegial development sessions with the learning networks.</p> <p>Create inclusive and collaborative programs and practices to ensure the wellbeing of students is paramount across</p>	<b>Educational Leadership</b> <p>Involvement of the school's leadership in the reformation of the Goulburn AECG by attending meetings and registering as an associate member. The AECG will review the school strategic plan.</p>	

## Strategic Direction 2: Effective community networks.

### People

the network.

#### Parents/Carers

Parents are invited and encouraged to make meaningful connections with student learning and wellbeing programs within the school.

#### Community Partners

Work closely with the Goulburn AECG to foster and build stronger relationships between the school and the local Indigenous community.

Actively engage community partners, such as Wakefield Motor Raceway and other providers to continue to build relationships with the school community.

### Processes

Inclusion of the school as part of the GCoPS initiative to introduce M Goals into all the primary schools in the network.

Engagement of Staff from across the Learning network in a planned and timetabled Professional Development schedule where collaboration and planning occurs and professional development is delivered.

### Evaluation Plan

Tell Them From Me Survey

Other surveys – Student/Parent Network Satisfaction

Attendance

Newsletter

Acknowledgement systems

Quality Teaching Rounds

Meeting minutes