

# School plan 2018-2020

Tumut Public School 3278



# School background 2018–2020

## School vision statement

Tumut Public School enables excellence by providing quality teaching programs to inspire every child, every day to achieve their full potential.

**'STRIVE TO LEARN –  
LEARN TO STRIVE'**

## SCHOOL VALUES

- student achievement and student wellbeing are the fundamental pursuits of Tumut Public School
- every student can succeed regardless of personal circumstances
- it is our responsibility to act in ways that make individual success a reality
- the harder you work the smarter you get
- as a school be on a journey of excellence

## School context

Tumut Public School is situated in rural New South Wales. The school caters for 350 students Kindergarten to Year 6.

The school maintains a culture which is based upon continuous student improvement and learners operating collaboratively with their classmates. Learning is becoming increasingly student-centered with teachers becoming facilitators ensuring that knowledge is generated not just delivered. Our students are seen as lifelong learners. Our curriculum has been reshaped so that it is progressively more connected to students' interests, experiences, talents and the real world. We are increasing the use of technology in our everyday learning as it becomes a tool for gaining and presenting information. Students are encouraged to use research to find answers to the questions raised in their learning.

Students have access to a wide variety of experiences to enhance and extend their learning. These include excursions, debating, chess competitions, *Tournament of Minds*, ICAS competitions, instrumental music lessons, *NSW Premier's Spelling Bee*, *NSW Premier's Reading Challenge*, public speaking, dance festivals, choir and musical productions. Tumut Public School promotes a healthy awareness of the importance of physical activity through our physical education and sport activities. Students are involved in knockout competitions and representative teams in a variety of sports.

## School planning process

In 2017 the school used a consultative process to seek the opinions of staff, students and parents. Our planning processes included consultation with staff, students, parents and community members. An extensive review of our current educational practices was undertaken. This involved using *Simon Sinek's – The Golden Circle* and information sessions about the current reforms; the *Melbourne Declaration*, *Great Teaching–Inspired learning*, *Local Schools–Local Decisions* and *Rural and Remote Education*. These assisted our whole school community in understanding the importance of engaging with the planning process. School personnel and community members are aware of the current model for school planning and reporting developed by the Department of Education. School staff revisited the school vision and mission statements and aligned them with current documents. The school executive assisted with the writing of the School Plan and participated in learning modules so that they were familiar with the layout of the Planning Tool. The School Plan was continually taken back to all stakeholders for ongoing consultation and refinement.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 LEARNING

### **Purpose:**

Our purpose is to provide a learning culture based on high expectations and quality teaching and learning thereby enabling students to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as self-directed learners.

**HIGH EXPECTATIONS AND QUALITY TEACHING AND LEARNING RESULTING IN ENGAGED MOTIVATED LEARNERS.**



## STRATEGIC DIRECTION 2 TEACHING

### **Purpose:**

Our purpose is to ensure that teaching is a practice of ongoing learning in a culture of collaboration, innovation, reflection, communication and empowered leadership in which passionate and skilled teachers inspire lifelong learning. We are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.



## STRATEGIC DIRECTION 3 LEADING

### **Purpose:**

Our purpose is to embed quality leadership and organisational practices which support a culture of high expectations and community engagement. This will result in sustained and measurable whole-school improvement.

# Strategic Direction 1: LEARNING

## Purpose

Our purpose is to provide a learning culture based on high expectations and quality teaching and learning thereby enabling students to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as self-directed learners.

### HIGH EXPECTATIONS AND QUALITY TEACHING AND LEARNING RESULTING

## Improvement Measures

**VA3–5**, measuring the contribution between Year 3 and Year 5. Average Reading and Numeracy **NAPLAN** scores are used for both years.

**VA–5**, measuring the contribution between Year 5 and Year 7.

*Tell Them From Me Student Survey* particularly analysing the belonging and engagement component.

Reflection and learning journals.

## People

### Students

Develop an understanding of their role and responsibility in identifying and engaging with their learning; to take control over their learning (metacognition).

Understand the role of effective feedback and its impact on their learning.

Students use future focused skills to problem-solve, think critically, investigate, collaborate and communicate.

### Staff

Build capacity to deliver explicit, high quality teaching and learning programs.

Develop reflective practice by actively engaging data to inform teaching.

Understand powerful learning.

### Leaders

Establish structures and processes to identify, address and monitor students learning needs, through the analysis of data to guide decision making.

### Parents/Carers

Take a collective responsibility for learning whilst demonstrating aspirational expectations of learning progress and achievement, and a commitment to the pursuit of excellence.

### Community Partners

Engage expertise of school community to support classroom programs.

## Processes

### Curriculum and Learning

Deliver teaching and learning programs which are dynamic, showing evidence of planning based on assessment and feedback.

Learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

### Performance Measures

Establishment of benchmarks for key aspects of learning.

Writing of learning goals and the monitoring of progress towards success.

Implementation of the progressions for learning.

### Capacity Building

Build a framework for continuing learning, guided by professional standards.

### Learning Protocols

Adopt consistent learning protocols in all classes.

## Evaluation Plan

Data collection by triangulating data between self-observation, peer observation and leader observation. This may be done by developing surveys, group process observation tools, and journals.

Achievement of personal learning goals.

## Practices and Products

### Practices

Teachers accurately identifying student benchmarks, using *PLAT* and the continuum, leading to successful tiered intervention for identified students.

Feedback for all which is genuine, responsive and focused.

A school policy or framework on learning, identifying the key learning skills required and the use of self assessment.

Middle school program

### Products

When we adopt consistent learning protocols all students will experience an enhanced capacity to learn and to develop skills, confidence and curiosity.

A successful transition program that strengthens existing school-based programs to support and improve students' experiences as they move from primary to secondary school.

# Strategic Direction 2: TEACHING

## Purpose

Our purpose is to ensure that teaching is a practice of ongoing learning in a culture of collaboration, innovation, reflection, communication and empowered leadership in which passionate and skilled teachers inspire lifelong learning. We are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.

## Improvement Measures

- increased use of evidence-informed pedagogy by all teachers
- improvement in NAPLAN results

### Reading

At least 50% (2018), 55% (2019) and 60% (2020) of Year 3 & 5 students achieving in the highest two bands in NAPLAN Reading.

At least 80% (2018), 85% (2019) and 90% (2020) of students achieving exit reading levels, meeting the following benchmarks:

Kinder–Level 7, Yr 1–Level 16 and Yr 2–Level 26.

### Numeracy

At least 40% (2018), 45% (2019) and 50% (2020) of students Years 3 & 5 achieving in the highest two bands NAPLAN Numeracy.

- Increased student achievement on A–E reporting

## People

### Staff

The achievement and learning of students is at the centre of all that teachers do.

### Students

When the focus is on powerful learning then students attain more and develop their cognitive and social skills.

### Leaders

A culture of teaching and learning will be established with a common whole school focus and approach.

### Parents/Carers

Families will engage with children's learning, building capacity to best support their child's learning, behaviour and well-being at school and home.

## Processes

A focus on strategies that accelerate student achievement and emphasise inquiry focused teaching.

- set challenging learning tasks
- scaffolding of learning tasks
- learning intentions, narrative and pace
- consistent teaching protocols
- inquiry focused teaching
- high expectations
- authentic relationships
- higher order questions
- assessment for learning
- cooperative learning
- feedback

Data is used to monitor, provide feedback about and enhance student performance.

## Evaluation Plan

Were goals set for student achievement?

Was the curriculum and teaching strategies the most appropriate for meeting and exceeding those standards?

Was effective professional development undertaken on the teaching and learning cycle?

Was effective professional development undertaken on learning intentions?

Was effective professional development undertaken on feedback (*Hattie Visible Learning*) ?

## Practices and Products

### Practices

High expectations of students and staff.

An environment conducive to increasing the rigor of classroom instruction.

Set tasks within a student's zone of proximal development.

Provide feedback – behavioural and academic.

Assessment for learning and peer assessment.

Giving students a voice in their own learning

Consistent teaching protocols with a shared vision.

### Products

Developing curiosity through fertile questions, (*Harpaz 2005*) setting challenging learning tasks using task scaffolding .

Develop a common practice of teaching and learning with an emphasis on Literacy and Numeracy.

Establishment of procedures that provide formative, ongoing and transparent data on the performance of the student, school and system.

# Strategic Direction 3: LEADING

## Purpose

Our purpose is to embed quality leadership and organisational practices which support a culture of high expectations and community engagement. This will result in sustained and measurable whole-school improvement.

## Improvement Measures

Improvement according to the school excellence framework.

Analyse school excellence framework data reports, especially value-added, student attainment, attainment of equity groups and attendance.

Internal data analysis

## People

### Leaders

Leadership is instructionally focused and widely distributed with the formation of a school improvement team.

### Staff

Build leadership and technology skills at all levels through authentic opportunities to lead the implementation of school projects and manage the associated resources required to attain desired products and practices.

### Students

Provide formative feedback to their teachers and the school regarding teaching, learning, well-being and engagement practices.

### Parents/Carers

Provide formative and summative feedback to the school regarding educational and management practices.

Develop an understanding of, and value, the models of learning and strategic directions that underpin the school's educational philosophy.

## Processes

### Educational Leadership

The school leadership team and expert teachers model instructional leadership and high quality management practices that support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Evaluation Plan

To build into the curriculum problem solving and the application of knowledge.

The school purposefully developed new ways of working, that over time, add value to the school.

## Practices and Products

### Practices

Assist teachers in learning how to create and maintain a rigorous environment in their classrooms.

Build capacity for continuous improvement, particularly through professional learning communities.

Keep focus on the core purpose of schooling, prioritise high expectations, authentic relationships and the focus on student learning.

### Products

Lessons predominantly structure discussions as independent peer-to-peer. The teacher facilitates and redirects the discussion, as needed, while evaluating the quality.

The next generation of teachers and school leaders are being developed and are modelling the life-long approach to learning that we want our students to embody.

There is a shared understanding across the school about learning and achievement.

Experimentation and risk taking is encouraged on the understanding that real learning lies in understanding the failures and the successes.