

# School plan 2018-2020

Tamworth South Public School 3882



# School background 2018–2020

## School vision statement

Tamworth South Public School is a vibrant, innovative learning community, committed to personal excellence through an active demonstration of Respect for Self, Others and School.

Every student has the opportunity to achieve their personal best in a supportive, active environment that supports individualised engagement and meaningful learning.

Tamworth South works together to ensure teachers, students and families are supported and recognised as important members of our community.

## School context

Tamworth South Public School is a large rural school situated on the western side of the Peel River within the confines of Tamworth.

Tamworth South Public School is a school that has changed significantly within a short period of time and as a result, has increased its low socio economic and Aboriginal loading in RAM due to increased numbers of Aboriginal students which now stands at 34% of total school population.

Enrolment in 2018 is was 655 students including: 5 special education classes; a GAT (Gifted and Talented) class, a senior Behaviour Class (CCO– Choice Change and Opportunity) an Early Intervention class 2 IO classes and an MC class . These classes operate as regional resources (eligibility determined by a panel following application).

The schools general NAPLAN performance indicates that students average growth between year 3 and year 5 in both literacy and numeracy is meeting state expectations.

In 2017, the school's FOEI was 137. The Learning and Support Team continue to work with the school community to best support the additional learning needs of students.

The school employed extra School Learning Support Officers to work closely with the students in classrooms.

Students in regular classes with a confrimed disability who required moderate to high levels of adjustments access Integration Funding support allocations and Low Level Adjustments for Disability Funding.

The growth of Aboriginal and Torres Strait Islander student enrolment remains steady with a population of 34%.

Each student sets learning goals in the form of a Personalised Learning Pathway. Each goal is based on an educational and wellbeing outcome.

## School planning process

A review of the 2015–2017–school plan was conducted, beginning in term 3 of 2017. Extensive consultation was undertaken with staff, parents and students to develop a plan for the future of Tamworth South and to identify the areas that contributed to school growth.

The school used:

- The Schools Excellence Framework;
- Community consultation processes through the P and C;
- focus group information;
- Tell them from me surveys.
- School based data including: External validation process in 2017.
- SCOUT; and
- detailed NAPLAN/PLAN data.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 LEARNING

### Purpose:

All students at Tamworth South will be literate, numerate, creative and cooperative. Excellence in teaching will lead to improved learning for every student, regardless of background. Quality learning conditions challenge all students to develop their potential through engaging future focused experiences, leading to enhanced confidence and the development of self monitored and directed learners.



## STRATEGIC DIRECTION 2 TEACHING

### Purpose:

Every student will be known, valued and taught by highly qualified staff who provide future focused educational opportunities and develop successful, responsible, respectful learners through Positive Behaviour for Learning.



## STRATEGIC DIRECTION 3 LEADING

### Purpose:

Leadership at Tamworth South ensures a high performance culture and a focus on effective distributed instructional leadership, ensuring continuous improvement which delivers and sustains effective, evidence-based teaching and ongoing improvement. Every student makes measurable learning progress and gaps in student achievement decreases.

# Strategic Direction 1: LEARNING

## Purpose

All students at Tamworth South will be literate, numerate, creative and cooperative. Excellence in teaching will lead to improved learning for every student, regardless of background. Quality learning conditions challenge all students to develop their potential through engaging future focused experiences, leading to enhanced confidence and the development of self monitored and directed learners.

## Improvement Measures

### Improved Literacy and Numeracy

Increase the percentage of students demonstrating expected growth in literacy and numeracy by 15% (base line data in evidence bank)

### Effective Assessment for Learning

Broaden staff professional knowledge and understanding of effective and timely feedback. Feedback is evident in all student evaluation portfolios.

Student self assessment rubrics linked to Learning Progressions give students greater confidence in their own Learning shown in 'Tell them from Me Surveys' with a 95% confidence rating in 'learning is meaningful'.

### Positive Behaviour for Learning

Negative behaviour entries in Student Wellbeing demonstrates a 15% improvement in students demonstrating improvements in self regulation over three years.

All staff demonstrate improved input at the

## People

### Staff

All staff engage in professional learning focused on best practice, research and capacity building which ensures that every student is provided with quality learning conditions that challenge students to develop to their potential.

All staff demonstrate explicit knowledge, understandings and application of curricula ensures that all students are provided with tailored differentiated, future focused learning experiences.

All staff demonstrate explicit understandings of data and its use in embracing excellence and continued growth for all students.

### Leaders

Develop and build capacities of staff through modelling high expectations for student achievement in the provision of effective professional learning, collaborative feedback and building team capacity.

### Parents/Carers

Parents work with the school in developing a shared understanding of the purpose of schooling and improved outcomes for their children

Parents embrace initiatives that enhance a collaborative approach to increased understandings about learning progressions at all stages of schooling.

### Community Partners

## Processes

### Improved Learning in Literacy and Numeracy

1. In 2018 K–6 focus on entry and use of data to inform effective teaching/ learning sequences. Specifically, development of understandings in effective use of learning progressions and links to curricula. Data entry on a 5 weekly cycle (K–2) and 10 weekly cycle (3–6).
2. In 2019 K–6 focus on professional development of all staff in use of Learning Progressions, as milestones of learning linked to curricula, enhance writing for a purpose in literacy and numeracy and increased learning capacity across KLAs in all stages.
3. In 2020: Professional development, driven by best practice through targeted professional intervention, develops explicit understandings, consistency and confidence in delivering mandated curricula and increased understanding of literacy and numeracy across all KLA's with writing as a focus..

### Effective Assessment for Learning

Current research, whole staff development and implementation of effective student focused feedback, reflection and self-assessment models, improves quality teaching and student's knowledge, skills and understandings across all Key Learning Areas.

### Positive Behaviour for Learning

Structured implementation of PBL in classroom spaces with a focus on professional learning that develops

## Practices and Products

### Practices

#### Effective Assessment for Learning

Teachers routinely use effective student feedback to build learner's capacity to know what they have learnt and what they need to learn. This will be evidenced through teacher's ability to articulate learning goals and success criteria in program planning, lesson delivery and student focused assessment tasks.

#### Improved Learning in Literacy and Numeracy

Staff routinely demonstrate explicit understandings of teaching for effective differentiated learning in literacy and numeracy, with a focus on writing for a purpose, in all Key Learning Areas as evidenced in program plan monitoring, application collaboratively developed assessment tasks that link to lesson delivery and improved growth in learning, (sustaining and growing across all grades –SCOUT).

#### Positive Behaviour for Learning

All teaching staff demonstrate a **deep knowledge** of, **application** to and **ownership** of School PBL focus areas: 'Respect Self, Others and School', consistently applied in all settings. This will be evident in teacher, student and parent 'Tell them from me Surveys over three years reporting improved engagement and connection to their school, evidence of school policy change to reflect deeper understandings of 'Positive Behaviour for Learning' impact on school culture and through refinement of rubrics in

# Strategic Direction 1: LEARNING

## Improvement Measures

planning level for PBL initiatives over three years.

## People

Community partners enhance the engagement of students in the early and middle years in ensuring effective transitions result in successful learners.

## Students

All students are provided with high quality differentiated learning experiences, are provided with timely feedback to increase capacity to develop, track and set learning goals.

All students will be known, cared for and taught by highly qualified staff and supported cognitively, socially and emotionally.

## Processes

consistency in practices and inclusive of all stakeholders is used to improve:

1. Learning and engagement;
2. Shared responsibility; and
3. Respectful relationships.

**Staff meeting information sessions, re: Risc, Behaviour and learning plans.**

**One on one teacher support for plans.**

## Evaluation Plan

We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.

## Practices and Products

all school settings to reflect change.

All students demonstrate a deep understanding of PBL as evidenced in improved self regulation and greater control when challenging situations occur. This is evident with increased time on-task and decreased class disruption resulting from disengagement. This achievement will be captured through ongoing staff and student reflection and a significant (20%) decrease of entries on SENTRAL that result from disengaged behaviour.

## Products

### Effective Assessment for Learning

Student feedback processes are embedded as a structured approach to enhancing learning and engagement. This builds capacity in knowing what needs to be learnt through understanding and using rubrics as a reference point for quality criteria and success with teachers demonstrating deep knowledge about and of learning.

### Improved Learning in Literacy and Numeracy

Literacy and numeracy knowledge, skills and understandings for all students is improved as a result of targeted professional learning and application of 'writing' as a focus across all KLAs.

All teachers use assessment to routinely demonstrate understandings of student progress to improve student outcomes through careful and considered planning and implementation processes against state expectations as indicated in the NSW

# Strategic Direction 1: LEARNING

## Practices and Products

State Plan.

### Positive Behaviour for Learning

Respect for Self, Others and School is widespread and modelled by the school community.

An efficient and progressive PBL committee with designated roles increases develops strategies to improve collaboration between the parents/carers. students and teachers resulting in widespread collective responsibility for improved wellbeing, self regulation and learning successes.

# Strategic Direction 2: TEACHING

## Purpose

Every student will be known, valued and taught by highly qualified staff who provide future focused educational opportunities and develop successful, responsible, respectful learners through Positive Behaviour for Learning.

## Improvement Measures

### Quality Teaching

By 2020, 85% of student's value added data will be equivalent to or better than state averages for Literacy and Numeracy. (Currently 56%).

All teachers will demonstrate increased engagement with Instructional Leaders by 2020 as indicated by teacher impact surveys.

Future Focused understanding of ICT elements taught as per use of a school based assessment rubrics.

All teaching and learning programs demonstrate an integration of ICT as monitored in program supervision.

### Positive Behaviour for Learning

By 2020 respectful students are engaged in their school demonstrated through;

- 10% (40 students) weekly increase in the number of students receiving 'I've been Caught' tickets, for positive behaviours. (Currently an average of 80 students per week).
- 10% (40 students) increase in the number of students receiving nominations for P.B.L. 'star of the month' in each stage. (Currently 37

## People

### Students

STUDENTS can expect:

- to be included and actively engaged in their learning process;
- that their learning to be differentiated, targeted and measureable;
- curriculum design to be child centred;
- high quality teaching, drawing on current research to be delivered in every classroom;
- designed intentions for learning are clearly articulated; and
- to be taught in supportive environments to ensure productive learning

### Staff

STAFF will:

- know and understand the impact they have on learning within their classrooms;
- develop a range of strategies to enhance learning process at the individual and class level;
- design and implement quality teaching and learning experiences based upon strategic evaluation of assessment tasks including quality criteria and Intended Learning intentions;
- seek professional learning opportunities to enhance learning and teaching;
- deliver Australian Curriculum with confidence in all mandated subjects; and
- teach a differentiated curriculum.

## Processes

### Quality Teaching

Formal mentoring and support from ILs to ensure ongoing development and improvement of all teachers.

Instructional Leaders will work with teachers to develop quality teaching practices reflecting current pedagogy.

Teacher observations followed by written and oral feedback.

Formal mentoring, the modelling of effective practice and the provision of feedback between teachers.

Professional development of staff informs analysis and strategic use of data. Utilise CESE and the Evaluation resource hub to guide research in best practice.

### Future Focused Learning

Students access ICT through increased Literacy and Numeracy skills development using explicit modelling, guiding and independent work reflected in whole school practice.

Staff engage in professional develop of ICT knowledge and skills as addressed in Australian Teaching Standards.

Students competently code and manipulate robots for everyday use.

### Positive Behaviour for Learning

Students demonstrate a change in behaviour, attitude to learning by engaging in consistent best practice modelling of values education to strengthen

## Practices and Products

### Practices

#### Quality Teaching

All staff engage in quality professional development that is research based to develop best practice in teaching, deep understandings of pedagogy for differentiation and the analysis of data to inform the teaching and learning cycle.

This will be evidenced through:

- key accountabilities for valid data collection being used consistently in all stages against syllabus documents and learning progressions to drive student improvement in outcomes;
- staff being actively engaged with Instructional Leaders in building capacity of all staff to deliver high quality educational opportunities for all students
- engagement in quality teaching rounds and observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

#### Future Focused Learners

All staff demonstrate explicit understandings, behaviours, knowledge and skills in developing creative and critical thinkers.

This will be evidenced through:

- Creative use of a range of ICT resources to prepare students for futuristic learning, employment and everyday/explicit life skills.



# Strategic Direction 2: TEACHING

## Improvement Measures

students per month in 2017).

- For breaches in minor repeated incidents to decrease by 5%. (Currently 15 students daily).

## People

### Leaders

LEADERS will:

- enhance a culture of learning;
- develop and build capacities of staff through the provision of effective, collaborative feedback;
- lead staff in developing self-evaluation processes for improved student learning;
- seek opportunities to further develop leadership;
- develop PDPs that reflect the role of leadership within the overall school context and National Standards Framework; and
- engage the community in developing an understanding of the 'role of the learner' within the parent community.

### Parents/Carers

Assist parents to:

- engage in children's learning;
- work with the school in improving the educational outcomes for their children;
- develop positive relationships focused on the learning of children; and
- engage in reporting processes including interviews, phone conversations and formal school reports.

## Processes

understandings of how respect is represented in the school community.

Staff consistently model high expectations of values that represent best practice for excellence in the philosophy and practices of PBL.

### Evaluation Plan

We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.

## Practices and Products

- All teachers demonstrate the integration of ICT through Literacy and Numeracy programs.

### Positive Behaviour for Learning

The school community is respectful, responsible and valued as contributors in building a school that is reflective of high expectations, values learning and prepares students to be global citizens.

This will be evidenced though:

- Improved student interaction between peers, staff and visitors. As shown in a decrease in student detention and suspension data.
- Improved growth rates for Literacy and Numeracy due to increased quality learning time in the classroom.
- Whole school ownership of PBL expectations in behaviour, language and attitude. Proven by increased student awards, and more positive affirmations from parents and the wider school community.

## Products

### Quality Teaching

Confident, curious and self regulated students actively engaged in driving their individual learning.

Enthusiastic and professional staff deliver high quality data driven teaching and learning programs which are reflective of individual student learning needs.

### Future Focused Learners



## Strategic Direction 2: TEACHING

### Practices and Products

Students engage in learning experiences which are relevant, meaningful and reflective of current NESA standards and futuristic employment opportunities.

Staff deliver safe, responsible and ethical use of ICT in Literacy and Numeracy teaching and learning programs.

### Positive Behaviour for Learning

Students demonstrate in all school settings, Respect for Self, Others and School. By being taught explicit skills, understanding and knowledge for successful social interaction and a learning focused education.

Staff exhibit exemplary behaviours and model consistently the expectations for the school community in delivering respect for self, others and school.

# Strategic Direction 3: LEADING

## Purpose

Leadership at Tamworth South ensures a high performance culture and a focus on effective distributed instructional leadership, ensuring continuous improvement which delivers and sustains effective, evidence-based teaching and ongoing improvement. Every student makes measurable learning progress and gaps in student achievement decreases.

## Improvement Measures

### School Planning, Implementation and Reporting – distributed school leadership.

- quality feedback of term milestone achievements and strategies for improvement as documented in minuted meetings throughout the year; and
- teacher ownership and involvement in school improvement is reflected in improved classroom practices that are clearly aligned to the school management plan. Through programs, assessment, increased engagement and job satisfaction.

### Management Practices and Processes

- completion of the "Tell them from Me" survey by 80% of parents/carers demonstrate improved authentic relationships and parent satisfaction for the school community;
- increased student and parent engagement results in attendance rates for all students is at or above state averages over three years. (Currently 93.7%); and

## People

### Students

#### Students can expect:

- increased consultation and inclusion in decision making process;
- an improved sense of ownership in their school;
- improved class and shared space engagement;
- improved processes of feedback; and
- improved year 6 –7 transition processes and increased engagement in transition.

### Staff

#### Teachers can expect and cultivate:

- stronger levels of trust and professionalism, developed through an increase in individual responsibility and professional engagement;
- a school focus on the development of collaboration activities to improve student learning, program development and personal professional growth; and
- to increase levels of effective communication processes with community to enhance levels of engagement.

### Leaders

#### Leaders will develop:

- capacity of staff to engage with its community to benefit its students;
- an effective distributed leadership model which enhances the capacity of all staff to realise the school's vision

## Processes

### School Planning, Implementation and Reporting – distributed school leadership.

The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

### Management Practices and Processes

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

## Evaluation Plan

We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.

## Practices and Products

### Practices

#### School Planning, Implementation and Reporting – distributed school leadership.

Staff are committed to, and can articulate the purpose of each strategic direction in the school plan as evidenced through collaboration and effective implementation of strategic directions at the whole school and classroom levels.

Staff monitor, evaluate and review processes that are embedded in the school management plan 2018–2020 and undertake routinely every term, the monitoring of milestone processes in teams.

### Management Practices and Processes

Students and the community provide constructive feedback on school practices and procedures through the 'Tell them from Me' surveys, focus group surveys and school satisfaction surveys.

All staff strengthen parental engagement and support for the schools vision as per management plan for improved student learning and engagement. This will be evidenced in an increase of support by the number of positive comments on Facebook, participation in school events and parents satisfaction surveys.

### Products

#### School Planning, Implementation and Reporting – distributed school leadership.

- Effective distributed leadership results

# Strategic Direction 3: LEADING

## Improvement Measures

- 20% increased parental engagement to school functions, including school 'Yarn Ups'. (Currently 5%) over three years.

## People

- through the management plan;
- seek opportunities to develop community engagement with the school; and
- develop strategies to improve communication of student learning with the community.

## Parents/Carers

### Parents can expect:

- increased communication from staff;
- information to parents regarding teacher interviews and specialised evenings;
- respectful and responsive actions to parental feedback from surveys; and
- the development of authentic home and school relationships.

## Practices and Products

in all teachers being empowered to demonstrate connectedness and inter-connectedness to Tamworth South Public School through explicit implementation and monitoring of the school management plan.

## Management Practices and Processes

- Authentic home school relationships result in improved student learning outcomes through a deeper knowledge of what their children are being taught and how they are being taught.