

School plan 2018-2020

Tyalla Public School 4503



School background 2018–2020

School vision statement

Our school community work together collaboratively, respectfully, and inclusively to develop a common understanding of student engagement, wellbeing and success.

Staff, students and the whole school community have a shared understanding and consistent approach to educational and behavioural expectations. High level trust is reflected in open, positive communication and with positive collaboration between all staff. A collaborative and collegial approach to teaching and learning where professional development is relevant and based on individual student and teacher professional needs. The provision of constructive feedback is given in a trusting and resilient environment to both staff and students. It will be explicit, achievable, respectful, solution driven and given in a timely manner to improve learning and teaching outcomes. Learners are self-regulated students who value themselves as engaged participants leading to high levels of achievement in all areas of education.

School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW.

The school has a FOEI of 155. The school population includes approximately 30% Aboriginal students and 16% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multicategorical class catering for students with a range of mild and moderate disabilities.

The school has a strong reputation for positive outcomes for students in academic, cultural and sporting pursuits. We have an emphasis on the Positive Behaviour for Learning (PBL) program.

Our team of teachers and support staff at Tyalla recognise that quality teaching and learning has the greatest impact on the learning outcomes of students. Our educational platform is underpinned by the Quality Teaching Framework as the core focus.

Tyalla Public School prides itself in delivering excellent educational opportunities in a nurturing and supportive environment. It has the support of an active community who contribute to a range of school programs and initiatives. Our school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

Tyalla Public School is a member of the Lighthouse Community of Schools.

School planning process

A School review was conducted in 2017 to inform current position and future directions.

Ongoing professional learning in regard to the SEF V2 has been forthcoming since that time.

Our school community was given the opportunity to provide written feedback in regards to the School Vision statement, which was provided in written form to every family via a note home and via email.

Staff engaged in committees to analyse, evaluate and inform.

District and regional personnel working alongside staff to inform school direction.

Executive team identified focus areas or themes based on input from a range of data sources.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning: Student Focused Learning and Engagement

Purpose:

To develop highly motivated students engaged and empowered in their own learning. Students will develop foundation skills in Literacy & Numeracy. They will develop strong content knowledge and the ability to adapt and learn to be responsible citizens. Teachers use information about students' capabilities and needs to plan effectively for student learning.

STRATEGIC DIRECTION 2

Teaching: Quality Teaching

Purpose:

To develop a committed and collaborative set of strategies and practices that enable teachers and students to effectively engage in learning and produce high quality content. To provide high quality teaching to improve student learning. Our purpose is to employ evidence based teaching strategies. Teaching strategies are evaluated and reflected upon to improve Literacy & Numeracy and embed its development across KLAs.

STRATEGIC DIRECTION 3

Leading

Purpose:

Students, staff and parents to be recognised as school leaders. To build a culture of high expectations and collaborative practice with strong strategic leadership. To ensure a model of succession planning in order to embed practice and direction, establishing an ongoing legacy. To ensure resources are utilised to ensure all students achieve. Create a shared responsibility for student growth supported by high levels of accountability and collaboration.

Strategic Direction 1: Learning: Student Focused Learning and Engagement

Purpose

To develop highly motivated students engaged and empowered in their own learning. Students will develop foundation skills in Literacy & Numeracy. They will develop strong content knowledge and the ability to adapt and learn to be responsible citizens. Teachers use information about students' capabilities and needs to plan effectively for student learning.

Improvement Measures

- 80% of K–2 students achieve expected growth on the literacy & numeracy progressions.
- Attendance rates increase from 91.8% in 2017 to 93% by the end of 2020.
- Refined LST procedures followed by all staff.
- 20% decrease in suspension rates by the end of 2020.

Year 3 to 5 (Numeracy) by the end of 2020

An increase from band 4 to 5 of 23% .

An increase from band 5 to 6 of 25%.

Years 5 to 6 (Numeracy) by the end of 2020.

An increase from band 6 to 7 of 14%.

An increase from band 7 to 8 of 20%.

People

Students

All students will actively engage in learning opportunities and develop an understanding of their learning progress and become more deeply engaged in their learning.

Staff

Staff collaboratively work together to create learning opportunities informed by syllabus, assessment data and student need.

All staff will engage in professional learning in relation to wellbeing with a focus on PBL.

Parents/Carers

Parents and carers become active participants in their child's learning, engaging in opportunities to provide input and become informed about school initiatives and programs. They will ensure their child attends school each day unless sick. Parents and carers will collaborate as a school community to develop a common understanding of student engagement, wellbeing and success.

Leaders

Leaders engage with students, staff and families in leading learning and supporting all students in participating in the learning process. They will be highly visible and promote the school and Public Education.

Processes

Engagement with Curriculum

- Differentiated Curriculum to meet the needs of all students.
- Effective Feedback.
- Visible Learning.
- Targeted Learning Goals.

Student wellbeing focus on Learning Support, PBL and increased engagement at school

- Positive Behaviours for Learning.
- Zones of Regulation.
- Focus on attendance patterns and support.
- Engagement with Wellbeing framework.
- Parental and agency involvement.
- Effective informed Learning Support Team.
- Teachers confidently identifying need and differentiating in classrooms.

Evaluation Plan

- EAFS data.
- NAPLAN & PLAN 2 data.
- Teacher programs and assessment data collection.
- Suspension and Sentral data.
- Increased overall attendance rates –

Practices and Products

Practices

- Teachers providing differentiated lessons and assessment to students.
- Students engaging with effective targeted feedback from teachers and peers.
- Teachers and students reflecting on and monitoring progress utilising Learning Progressions.
- Informed identification of student need and targeted support K–6.
- Teachers utilising systemic LST processes.
- Parents and carers informed of interventions and included in planning meetings/discussions.
- Data used to identify problematic behaviours and inform PBL teaching and learning.
- Teachers using common language linked to PBL and Zones of Regulation.

Products

- Teachers delivering lessons applicable to students point in time learning needs.
- Students understanding where they are at and where to next, creating ownership and engagement.
- Authentic targeted programming and lessons driven by an informed analysis of a range of Assessment strategies.
- Student need identified and interventions in place.

Strategic Direction 1: Learning: Student Focused Learning and Engagement

- Processes**
- including leave types and patterns.
 - TTFM Surveys.
 - LST minutes and data.

- Practices and Products**
- Parents/carers and school working together to support the child's learning.
 - Students understanding and identifying how they can regulate their own behaviour.
 - All staff and community familiar with and engaging in Student Discipline Procedures and Wellbeing Policy.

Strategic Direction 2: Teaching: Quality Teaching

Purpose

To develop a committed and collaborative set of strategies and practices that enable teachers and students to effectively engage in learning and produce high quality content. To provide high quality teaching to improve student learning. Our purpose is to employ evidence based teaching strategies. Teaching strategies are evaluated and reflected upon to improve Literacy & Numeracy and embed its development across KLAs.

Improvement Measures

- Y5 Numeracy NAPLAN growth from 87 to 95 points by the end of 2020.
- Y5 Writing NAPLAN expected growth to increase from 77 to 85 points by the end of 2020.
- 80% of students achieving at or above grade level expectations in K–2 by the end of 2020.
- 100% of staff have been mentored by colleagues and supervisors through participation in instructional rounds to support professional growth and collaborative practice.
- 100% of staff demonstrate differentiated teaching and learning programs driven by curriculum and data.

People

Students

Engage in goal setting and self-reflection on their learning.

Staff

Demonstrate their ability to plan and deliver a differentiated curriculum.

Staff provide effective feedback to students to inform further growth.

Engage positively with mentoring and PL, collaborate to meet students needs.

Parents/Carers

Parents/carers are informed of and have an understanding of curriculum, teaching methodology and differentiated learning of students.

Community Partners

Enable effective communication between school and the wider community.

Leaders

Engage positively and honestly with all staff to mentor, develop classroom practice and improve student outcomes.

Demonstrate highly effective practice.

Communicate clear expectations of staff and support them.

Collaborate with staff regarding focus areas and support.

Identify and promote leaders within the

Processes

Instructional Rounds

- Executive team leading Writing and Number Sense K–6 through Instructional Rounds modelled in all classrooms.
- Professional Learning – whole school and individualised.
- Collaborative lesson planning, sharing practice and classroom observations in English and Mathematics.
- Development of evidence based consistent teacher judgement across all KLAs.

Responsive Curriculum

- Consolidating an in depth syllabus content knowledge K–6.
- Project Based Learning.
- Implementing effective interventions for individuals, groups, classes and stages as responsive to need.

Evaluation Plan

- Timeline of lesson observations, classroom visits and sharing practice.
- Staff Professional Learning Schedule incorporating focus areas.
- Staff feedback on implementation of PL and interventions.
- All teachers programs demonstrating NESAs requirements and syllabus based content.
- Staff and student surveys.

Practices and Products

Practices

- Teachers engaging in sharing practice, collaborative planning and lesson observations and professional dialogue informed by effective feedback.
- Teachers demonstrating increased understanding of the where to, and how to get there through collegial discussions and programming.
- Teachers engaging in identifying, delivering and analysing assessment tasks and data including EAFS data, PLAN 2 and Learning Progressions,
- Whole school focus on the English and Mathematics Syllabus through Professional Learning and collaborative programming.
- Teacher provide explicit effective feedback to students in all KLAs.

Products

- Increased understanding of syllabus, evidence based pedagogy and improved student outcomes.
- Professionals delivering quality teaching which is supported, mentored and coached by the executive team and colleagues.
- Consistent teacher judgement informing student reporting, feedback to students and families, and school focus areas.
- Improved student outcomes and increased engagement with learning.

Strategic Direction 2: Teaching: Quality Teaching

People
teaching staff.
Support staff in engaging with the accreditation process.

Strategic Direction 3: Leading

Purpose

Students, staff and parents to be recognised as school leaders. To build a culture of high expectations and collaborative practice with strong strategic leadership. To ensure a model of succession planning in order to embed practice and direction, establishing an ongoing legacy. To ensure resources are utilised to ensure all students achieve. Create a shared responsibility for student growth supported by high levels of accountability and collaboration.

Improvement Measures

- 100% of staff engaged in forming, implementing and reviewing PDPs.
- Increased percentage of non-executive staff taking on higher level teaching responsibilities and leading PL within the school.
- 100% of Year 6 students demonstrate leadership through the Peer Support Program.
- 100% of staff have a deep understanding of the accreditation process and its role with teaching & learning.

People

Students

Engage in leadership opportunity.

Staff

Understand and recognise we are all leaders.

Acknowledgement of strengths and capabilities.

Staff actively engage in providing informed input and contribute to whole school development.

Staff have high expectations of themselves, their students and families.

Staff engage in providing and receiving effective feedback.

Parents/Carers

Engage in communication in regards to expectations of the school and students.

Community Partners

Enhancing relationships with our Lighthouse Community of Schools and local pre-schools through sharing expertise, knowledge and practice.

Leaders

Leaders are highly visible working with students, staff and the school community.

Support all staff as highly respected professionals and leaders.

Processes

Educational Leadership

- Whole school focus on developing Instructional Leadership skills.
- Succession planning including mentoring.
- Developing Professional Learning Schedule and identifying staff to lead PL and other opportunities within and beyond the school.
- Engagement with Accreditation standards in practice at Proficient, Highly Accomplished and Lead.
- Peer Support program to develop leadership skills in students.

Evaluation Plan

- Professional Learning Schedule identifying focus area, staff delivering and implementation.
- PDPs aligned to School plans, Professional learning, Standards and discussed regularly.
- Staff roles and responsibilities.
- Teacher reflection and goal setting.
- Surveys – staff and students.

Practices and Products

Practices

- Identification of responsibilities and staff roles within the school. Identifying staff and supporting them in leading.
- High expectations of all staff.
- Staff engage in utilising Australian Standards in PDP discussions and self reflection with supervisors.
- Executive as Instructional Leaders through Instructional Rounds, lesson observations and effective feedback.
- Students engage in peer support lessons and activities to develop skills.

Products

- Staff are empowered, valued and engage in authentic self-reflection as lifelong learners.
- Improved student outcomes through highly effective teaching.
- Staff have a deeper understanding of the standards and their purpose.
- Executive demonstrating Instructional Leadership skills focusing on leading development of teacher capacity in English and Mathematics.
- Students feeling empowered and a sense of community.