

School plan 2018-2020

Tarrawanna Public School 3820



School background 2018–2020

School vision statement

Our school vision is to be:

The best school delivering the best education.

School context

Tarrawanna Public School community values a comprehensive education for all its students. Our quest for continual improvement is emphasised in our nine key directional statements:

- * Students are connected successful and thrive;
- * Learning is comprehensive, innovative and personalised;
- * Students are informed and self-directed learners;
- * Teachers are professional, progressive and accountable;
- * Teachers collaboratively focus on continuous teaching practice improvement;
- * Teachers collect, analyse and use data to inform best practice;
- * Systems and processes are strategic, consultative and clear;
- * Parents are informed advocates and partners; and
- * Leaders are constantly building their leadership skills and consistently use data to monitor and shape the school plan.

The school has approximately 130 students, 23% from non-English speaking background and 21% Aboriginal and Torres Strait Islanders.

In 2017 the school became an Early Action for Success partner. We received funding for a 0.6 FTE Instructional Leader to work with teachers, improving practice to better meet the needs of all students. The committed staff regularly engages in ongoing researched based professional learning to continually improve practice.

The school is committed to meeting the Premier's priorities of raising the number of students in the top two bands in reading and numeracy by 8% and by 30% for our Aboriginal and Torres Strait Islander students.

School planning process

The key features which underpin the school planning process:

The School Excellence Framework Version 2– using the key elements of high quality practice across the three domains of Learning, Teaching and Leading. In 2017 the school was externally validated and the school self evaluation together with the validation report was used as baseline data. This identified the the school's strength and areas for development and informed the development of the 2018–2020 School Plan.

Consultation process – meetings with P&C, staff, student and parent feedback. Thinking walls to collect data from all stakeholder around three questions: What is working well at Tarrawanna; What are your dreams for Tarrawanna; and What values, understandings and skills would you want to develop as you/your child finishes their primary education at Tarrawanna Public School? Consulted with the school Aboriginal and Torres Strait Island population by specifically targeting those parents throughout the data collection processes. Sort advice and directions from NIAECG representatives and Departmental ACLO.

Data Informed Decision Making – analysing NAPLAN, PLAN data and internal school performance measures to guide decisions around each strategic direction.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

The Best Learners –
Self-Regulated, Connected and
Successful Lifelong Learners.

Purpose:

To prepare our students to lead rewarding and productive lives in a complex and dynamic world

STRATEGIC DIRECTION 2

The Best Teachers – the Key to
Student Achievement

Purpose:

To develop reflective, progressive teachers of the highest calibre. Professionals who know their students, have a deep understanding of quality pedagogy, assessment and can effectively integrate this information to inform their teaching and learning program. Teachers who actively contribute to the efficacy and leadership of the school beyond their own classroom.

STRATEGIC DIRECTION 3

The Best Leaders –
Collaboratively Translating
Vision into Reality

Purpose:

To develop strong collaborative relationships where the whole school community is empowered and involved in the data driven decision making process. Communication between the whole school community is multifaceted, informative and ongoing to drive continued school improvement.

Strategic Direction 1: The Best Learners – Self–Regulated, Connected and Successful Lifelong Learners.

Purpose

To prepare our students to lead rewarding and productive lives in a complex and dynamic world

Improvement Measures

Formative assessment is a focus in every classroom to build independent lifelong learning skills.

90% of student demonstrating the school values of respect, safe, and learn.

Teachers and students are confident users of ICT for learning and integrate it throughout all KLAs.

All students gain a years learning each year.

People

Students

Students understand that they have responsibility over their own learning and set and monitor them.

Students

Students continually build their knowledge and skills in the use of ICT to enhance learning.

Students

Positive, respectful relationships are evident and widespread among students and staff.

Staff

Intervention staff support students with additional learning needs.

Staff

Behaviour expectations are communicated clearly and consistently, aligned to school and DoE policy.

Parents/Carers

Parents are involved and informed about what their children are learning and the successes they are having.

Community Partners

The CoS community work together to build on each others knowledge and skills in the teaching of ICT.

Processes

Students are connected successful and thrive

Learning is comprehensive, innovative and personalised

Students are informed and self–directed learners

Evaluation Plan

Student data collection against the digital continuum.

Student and Teacher confidence surveys.

Practices and Products

Practices

There is a School–wide, collective responsibility for student learning and success which is shared by parents and students.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Formative assessment and visible learning is a focus in every classroom to build independent lifelong learning skills.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers in ICT.

Students build future focused skills for learning.

Products

95% of students demonstrate resilience and positive behaviour techniques in the playground and classroom.

All students gain a years learning each year.

Teachers and students are confident users of ICT for learning.

The school wellbeing policy is aligned to the DoE Connect, Succeed and Thrive Wellbeing policy.

Strategic Direction 2: The Best Teachers – the Key to Student Achievement

Purpose

To develop reflective, progressive teachers of the highest calibre. Professionals who know their students, have a deep understanding of quality pedagogy, assessment and can effectively integrate this information to inform their teaching and learning program. Teachers who actively contribute to the efficacy and leadership of the school beyond their own classroom.

Improvement Measures

The school achieves excellent value-added* results, significantly above the value added by the average school.

85% of students achieve in the top two bands for NAPLAN reading, writing and numeracy, incorporating the Premier's Priority for literacy and numeracy.

90% of all students are achieving at or above grade expectations in reading, writing and numeracy.

All teachers use data to inform teaching and learning programs

People

Students

Students take an active role in their own learning, to continually set learning goals.

Staff

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Staff

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Staff

Teachers actively participate in research based professional learning in literacy and numeracy.

Leaders

Leaders use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Community Partners

Teaching staff demonstrate and share their expertise within their school and across the CoS.

Processes

Teachers are professional, progressive and accountable

Teachers collaboratively focus on continuous teaching practice improvement

Teachers collect, analyse and use data to inform best practice

Evaluation Plan

Student data against the literacy and numeracy progression.

ALAN and SCOUT value added data.

Teacher surveys.

Practices and Products

Practices

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

The school uses embedded and explicit systems that provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers in and across schools.

Teachers clearly understand, develop and apply a full range of assessment strategies– assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Products

The school achieves excellent value-added* results, significantly above the value added by the average school.

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy, incorporating the Premier's Priority for literacy and numeracy.

90% of students are achieving at or above grade expectations in reading, writing and numeracy.

Strategic Direction 3: The Best Leaders – Collaboratively Translating Vision into Reality

Purpose

To develop strong collaborative relationships where the whole school community is empowered and involved in the data driven decision making process. Communication between the whole school community is multifaceted, informative and ongoing to drive continued school improvement.

Improvement Measures

Data-driven decision making is central to all school planning and classroom teaching and learning programs.

Aboriginal student achievement results improve each year to meet the Premiers' Priorities.

All parents use all school communication media in order to connect with the school and to understand what their children are learning and how they are progressing.

People

Leaders

Leadership team develop their leadership skills through professional learning and coaching.

Staff

Teachers use data consistently to measure impact and inform teaching and learning programs

Staff

Teachers develop resources to keep the community informed about what is being taught in the classroom and how it is being taught to build and strengthen strong home school relationships.

Parents/Carers

There is a strong and productive relationship with the school's Aboriginal community, Department ACLO and school community

Parents/Carers

Parents and carers are avid users of the range of communication media to enable them to make comment, contribute and understand the school's purpose and to support their children to maximize their potential.

Processes

Resources are accessible, modern and appropriate

Parents are informed advocates and partners

Leaders are constantly building their leadership skills and consistently use data to monitor and shape the school plan.

Evaluation Plan

Collection and analysis of media usage data.

Parent surveys. interviews

SPaRo evaluations

PLAN2/Smart

Aitsl Leadership Profiles

Practices and Products

Practices

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

The school Aboriginal Education Focus group uses framework to assess current practices then collaboratively design a plan to improve the educational outcomes for all Aboriginal Students

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and actively develops a productive partnership with them.

The school community is informed about the learning that the students are engaged through clear communication, reporting and interactive apps.