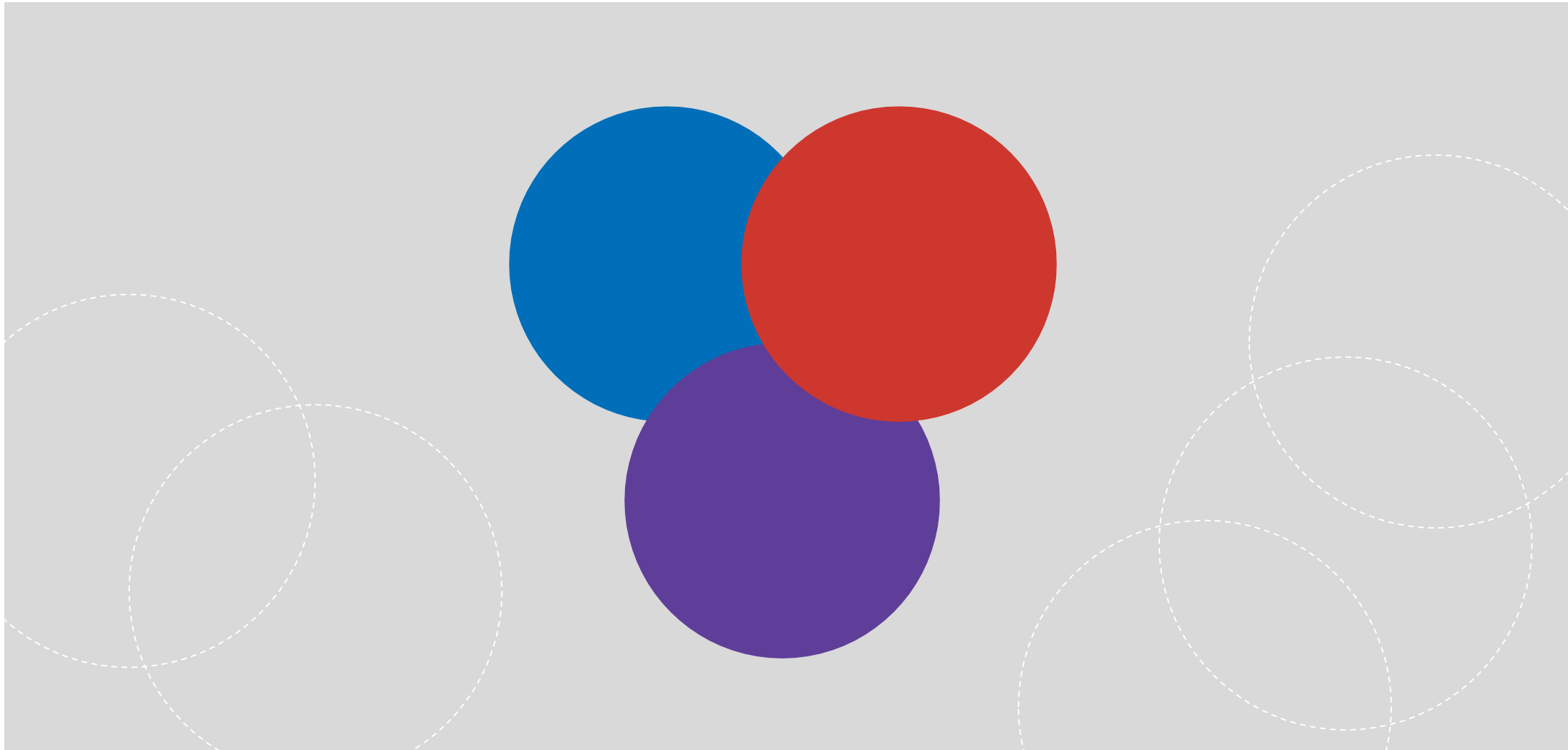


# School plan 2015 – 2017



## Tinonee Public School

3219



We are a great school!



## School vision statement

At Tinonee Public School it is our goal to achieve high quality education outcomes for our students at our school. This coincides with our belief in having high expectations for our students and ourselves. We support our staff and community members in providing challenging and stimulating learning experiences and opportunities that enables all our students to explore and build on their gifts and talents. We do this in order to provide our students and our community with an outstanding, quality school. We support the Melbourne Declaration on Educational Goals for all young Australians that states 'All Young Australians become successful learners, confident and creative individuals, and active and informed citizens'.

## School context

Tinonee Public School has an enrolment consisting of 7 classes supported by a total staff of 19. Tinonee Public School has a Family and Educational Index (FOEI) of 88. We are a proud member of the Community of Wingham schools and our school exudes a warm, caring and friendly atmosphere. We provide quality, public education for the community of Tinonee and for an area extending for some thirty-five kilometres along the Buckett's Way. An enthusiastic staff consisting of early career and experienced teachers are committed to the achievement of quality outcomes for all. Our students are predominately from English speaking backgrounds, including 14 Aboriginal students. Staff at Tinonee Public School and our community values all children and their individuality. We have developed programs in technology, sport, creative and performing arts. We provide quality learning focus in literacy and numeracy including academic extension programs. At our school, we focus on the individual, and systems are in place to cater for the needs of all our students. Tinonee Public School provides an education which is relevant and comprehensive, empowering students to take responsibility in their learning and achieve their potential.

## School planning process

Our school planning team has undertaken an evaluative process to study, prioritise and inform our strategic directions for the three year school plan. The school situation analysis assisted us in identifying strengths, areas to develop and key issues that assist determining priorities for our school.

Staff participated in professional development with the School Excellence Framework (DoE) and the National School Improvement tool (Masters), to assist in developing our new school plan. We identified themes and features of outstanding and high performing schools as a guide for our planning. We investigated Fullan's research in the new approach to school planning utilising a small number of high level strategic directions. Strategic research from Sinek was also introduced. This information was presented for parents and community members to promote knowledge and understanding the new process. This also encouraged parent input to our school planning. Data Collection and consultation included: Tell Them From Me (TTFM) teacher, parent and student surveys, NAPLAN, PLAN software data, school attendance and student wellbeing data. Review of teacher programs, learning plans, budgets, assessment information and school program evaluation were all identified and analysed by the school planning team to inform the review and planning process. Draft plans were reviewed and further developed into the final plan.



## STRATEGIC DIRECTION 1

A high performing & dynamic school

### Purpose:

Embed a culture of excellence in our school, supporting staff to provide challenging, stimulating learning experiences and opportunities that enable all students to gain the knowledge, skills and experiences to lead successful lives in the 21st Century.

## STRATEGIC DIRECTION 2

A committed, expert teaching team

### Purpose:

**Provide a consistent quality education with high standards of teaching practice in a culture of professional learning, evidenced based decisions, collaboration, engaged communication and empowered leadership.**

## STRATEGIC DIRECTION 3

Parent and community engagement and participation

### Purpose:

**Work together in a culture that supports positive learning and engagement which encourages parents, carers and our community to be active educational partners in a quality school.**

# Strategic Direction 1: A High Performing & Dynamic Learning School

## Purpose

**Embed a culture of excellence in our school, supporting staff to provide challenging, stimulating learning experiences and opportunities that enable all students to gain the knowledge, skills and experiences to lead successful lives in the 21st Century.**

## Improvement Measures

- ❖ 80% of students will achieve stage appropriate progress as evidenced by PLAN cluster markers for literacy and numeracy.
- ❖ Improve students' achieving expected growth from 50% of students to 60% in Year 3 to Year 5 NAPLAN literacy and numeracy results.
- ❖ Increase the percentage of students placing in the top three bands in NAPLAN Year 5 writing from 26% to 50%.
- ❖ Students are provided opportunity and participate in extension activities.

## People

**Students:** Will be engaged and supported by quality teachers in being more confident, successful learners who produce quality work demonstrating progress and reflecting the high expectations in a quality school environment.

**Staff:** Will develop a deep knowledge of new curriculum. They will prepare quality lessons and student assessment. Staff will focus on continuous improvement of their teaching skill and build our collective capacity. This will be supported by: planned, rigorous professional development and quality feedback. This will also include effective, proactive learning alliances with our community of schools. 'Sometimes you learn most from those adjacent to you' M. Fullan.

**Parents:** Our parents and community partnerships will have input to and support the educational and organisational innovation that improves school-wide systems and overall education experiences for our students.

## Processes

- PLAN software will continue to be integrated into our practise. Staff will be supported in its use for monitoring and tracking student learning and assist in quality lesson preparation.
- Quick Smart Maths program will continue to lift student progress.
- Teaching Early Numeracy (TENS) Strategies will be in place and taught in class stage one numeracy lessons.
- Focus on Reading (FoR) strategies revised and evident in class lessons.
- Intensive Reading Program continue in stage one.
- The MultiLit program will operate working with early identification of students and support their literacy skill development.
- NAPLAN writing marking and Consistency in Teacher Judgement will be included in professional learning activities.
- Professional Learning with Literacy Language Learning L3 from 2016.
- Lead strong proactive learning alliance projects with the Community of Wingham Schools.
- New Australian Curriculum implementation and technology will be managed and continue to be a focus for professional development.
- Provide opportunity and choice with outstanding extra curricula programs in academic extension learning and in technology, creative & performing arts.

## Products and Practices

- ❖ **Product:** 80% of students will achieve stage appropriate progress as evidenced by PLAN cluster markers for literacy and numeracy.
- ❖ **Product:** Increase the percentage of students placing in the top three bands in NAPLAN Year 5 writing from 26% to 50% by 2017.
- ❖ **Product:** Improve students' achieving expected growth from 50% of students to 60% in Year 3 to Year 5 in NAPLAN literacy and numeracy results.
- ❖ **Product:** Quality learning opportunities and choice provided for students to participate in academic extension and creative & performing arts programs.
- ❖ **Practices:** PLAN data is used to assist teachers planning and preparation using the literacy and numeracy continuums.
- ❖ **Practices:** Quality teaching and learning practices across the school supported by professional learning eg (CTJ, L3) and, demonstrated through differentiated literacy and numeracy lessons and assessment.
- ❖ **Practices:** A culture of learning and improvement that is motivated by the exchange of knowledge within the school and through our learning community.
- ❖ **Practices:** KidsMatter program supporting student well-being.

## Strategic Direction 2: A committed, skilled, quality teaching team

### Purpose

**Provide a consistent quality education with high standards of teaching practice in a culture of professional learning, evidence based decisions, collaboration, engaged communication and empowered leadership.**

### Improvement Measures

- ❖ 100% of teaching staff will use the Australian Professional Teaching Standards to guide professional practice, self-reflection and development as evidenced by PDP and accreditation documentation.
- ❖ School Excellence Framework (SEF) will be used as a measure and guide our continual school improvement as evidenced by plan, act, review mapping documents in staff meetings.
- ❖ Collaborative practices used in professional development activities as confirmed by evidence in the PDP.
- ❖ 100% of staff are supported in improving their teaching skill evidenced by professional learning plans/goals. (Performance and Development Plan, PDP)

### People

**Students:** Will have the opportunity to succeed as learners through their needs being met by quality assessment and quality lessons led by a proactive, quality staff. Students will learn to make informed judgements about their progress against relevant learning outcomes.

**Staff:** High quality professional learning is supported by professional development plans and collaborative collegial partnerships which includes the school leadership to ensure ongoing, focussed teacher development. As research suggests a focus on building a strong culture of improving instructional practice is a must (Fullan). While (Hattie et al) indicates that teachers make the greatest difference to improved student outcomes.

**Parents:** We will coordinate effective and regular communication with our parents about school core business, pedagogy and individual student progress.

### Processes

- All staff will have individual mentor support for reflective feedback and develop professional learning goals matched against standards with the Performance and Development Plans (PDP).
- Teacher professional learning opportunities as mentioned in Great Teaching Inspired Learning will support implementation of a dynamic learning system model PDP and supported by the School Excellence Framework (SEF).
- Executive leadership training in the AITSL 360 leadership profile. With support made available for existing and aspiring leaders through professional learning.
- Informing and training staff & parents in Kids Matter strategies. Embedding this into our teaching and learning practice and school culture of supporting student mental health and well-being.
- KidsMatter implementation maintaining the positive teaching and learning culture in our school. (Wellbeing Policy DoE)

### Products and Practices

- ❖ **Product:** 100% of staff understand and use the Australian Professional Standard for Teachers, Executive and Principals to guide professional practice.
- ❖ **Product:** School Excellence Framework will be used to measure and guide our continual school improvement as evidenced by evaluation in the plan, act, review method.
- ❖ **Product:** Leadership and all teaching staff support collaborative PDP structures for experienced and new teacher development.
- ❖ **Product:** Quality teaching pedagogy and consistency in teacher judgement is supported by school professional learning as identified in teacher PDP learning plans.
- ❖ **Practices:** Collaborative support strategies used to meet the requirements of the Australian Professional Teaching Standards and PDP.
- ❖ **Practices:** Leadership practices and structures support aspiring and current leader development. (SEF,PDP) This includes staff progress working toward and maintaining BOSTES accreditation levels.
- ❖ **Practices:** 100% of staff are engaged in the process of setting instructional practice goals and building their quality teaching skills which includes lesson observation and use of computertechnology.
- ❖ **Practices:** A culture of trust and collaboration supports high quality professional learning activities at our school.

# Strategic Direction 3: Parent & Community Engagement and Participation

## Purpose

**Work together in a culture that supports positive learning and engagement which encourages parents, carers and our community to be active educational partners in a quality school.**

Epstein's (et al) research advocates the benefits of school, family and community partnerships as a method of improving student outcomes.

## Improvement Measures

- ❖ A supportive school community engaged in attending organised school activities, P&C meetings and other organised events as evidenced by meeting minutes, school notes & surveys.
- ❖ 100% of parents in each class participating in communication with class teachers about student progress.
- ❖ Parents downloading and utilising our school App.
- ❖ LST team and executive guide, wellbeing initiatives and report to staff and parents.
- ❖ Use TTFM surveys to gauge success of engagement and communication.

## People

**Students:** Students are supported by our partnership to be actively engaged in meaningful, challenging and future focussed learning experiences to achieve and thrive as learners, leaders and productive citizens.

**Staff:** Participate in learning partnerships that develop and improve our connection with parents and the broader school community to further support student learning which is engaging, authentic and valued.

**Parents:** Our whole school community be involved to develop and engage in a shared vision for our school. We will together promote and participate in activities that will continue to build pride and confidence in our school as a truly great school.

## Processes

- Have effective communication and consultative decision making in place to promote processes that support active, frequent and collaborative activities between the school, parents and community.
- Regular consultation and feedback ensuring effective communication structures maintain a focus on our strategic directions.
- Promoting active parent and community involvement & participation in school activities is an ongoing priority for all staff.
- Student Engagement and Wellbeing Programs such as Kids Matter and Bounce Back resilience programs are supported and in place at Tinonee Public School.
- Inform and train staff & parents in Kids Matter strategies. Embedding this into our teaching and learning practice and school culture of supporting student mental health and well-being. (Section 2)

## Products and Practices

- ❖ **Product:** A supportive school community engaged attending P&C, organised school activities and events as evidenced by meeting minutes and surveys.
- ❖ **Product:** Parents are well informed about school activities, pedagogy and student progress.
- ❖ **Product:** Communication strategies introduced designed to improve parent collaboration and participation in school.
- ❖ **Product:** Staff and parents are informed and support PBL and Kids Matter to initiate and promote positive student learning and wellbeing cultural change.
- ❖ **Practices:** Two-way, reciprocated and respectful communication between students, staff and parents for example: TTFM survey and parent-teacher interviews.
- ❖ **Practices:** KidsMatter program resources and strategies facilitate and improve student well-being and positive learning.