

School plan 2018-2020

Tamworth South Public School 3882



School background 2018–2020

School vision statement

Tamworth South Public School is an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and promotes student voice underpinned by high expectations and wellbeing programs aimed at developing student resilience and a commitment to personal best.

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. We are a friendly, community-focused school that encourages each student to grow in a supportive, caring and challenging environment. Dedicated staff members provide a supportive, safe and stimulating environment, sensitive to the needs of the individual, promoting the values that underpin our school values of respect for self, others and school.

Academic programs are future focused, promote creativity, collaboration, communication and critical thinking. Inclusive practices provide our students with many opportunities to strive to achieve their personal best. Staff are supported by three Instructional leaders through the Early Action for Success (EAfS) initiative.

Tamworth South hosts five support classes and one gifted and talented class(GAT). Students access the latest in learning technologies in the technology hub and the classroom. Tamworth South Public School is well supported by an active and culturally diverse community, committed to supporting staff to ensure all students can be the very best they can

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&C
- Focus group information
- Tell them from me surveys.
- School based data including: External validation process in 2017
- SCOUT
- NAPLAN
- PLAN data.

School strategic directions 2018–2020



Purpose:
To increase student achievement through evidence based learning experiences that are future focused and provide flexible learning that will promote creativity, collaboration, high level communication and critical thinking skills.

Purpose:
To develop self efficacy, build confidence, self worth and self respect in the school community.

Purpose:
To shape positive relationships that underpin a culture of collaboration, clear communication, and a common purpose. where parents are welcome, involved in decision making and actively contribute to their children's learning.

Strategic Direction 1: LEARNING

Purpose

To increase student achievement through evidence based learning experiences that are future focused and provide flexible learning that will promote creativity, collaboration, high level communication and critical thinking skills.

Improvement Measures

- Narrow the gap between the schools trend data in Reading and Spelling with a particular focus on Stage 2
- Narrow the gap between school and state for trend data for Stage 2 with a focus on Numeracy
- Close the gap between school and state for expected growth in reading between year P,K, 3, 5 and 7 in line with the growth for Aboriginal students.

People

Staff

All staff are committed to and value the impact of professional learning on their day to day teaching practice.

All staff have a positive growth mindset that enables self reflection and ensures that teaching practice is student focused.

Staff have high expectations and positive inclusive attitudes for all students.

All staff demonstrate a deep understanding of data and its use in informing their teaching.

Leaders

All school leaders have the skills to lead collaborative curriculum focused learning.

All school leaders develop a growth mindset that is responsive to change.

All school leaders share a common purpose underpinned by what's best for students..

Parents/Carers

Parents and carers have trust and a supportive belief in the school.

Parents have the skills to support their own children's learning to develop a positive partnership of learning.

Parents and carers actively support decision making and academic, sporting and social opportunities.

Community Partners

Processes

Literacy and Numeracy

Professional Learning in evidenced based practice and strategies for implementation.

Processes developed to support teachers to embed professional learning into practice.

Instructional Leaders work with teachers focusing on support of quality teaching practice in Literacy and Numeracy.

Future Focused Teaching and Learning

Professional Learning in evidenced based practice to implement and develop quality teaching and learning cycles within a flexible and collaborative environment.

ICT resources including devices and specialist personnel support quality learning experiences.

Student Transition Programs

Current transition programs reviewed and updated in line with the current needs of all key stakeholders.

Strong links established, effective processes developed and relationships enhanced with all relevant parties.

A focus on building parent engagement and relationships through kindergarten transition.

Effective communication strategies are inclusive of all prospective kindergarten families ensuring equal opportunity.

Aboriginal Education

Practices and Products

Practices

Teachers are using best practice and data to effectively differentiate curriculum delivery in literacy and numeracy to meet the needs of students.

Students are leaders of their own learning – they have input into their learning and environment and are respectful, independent, self directed learners with a growth mindset.

Teachers are identifying student need through learning support processes and effectively implement timely tiered interventions.

Products

Students demonstrate active, independent, self directed, lifelong learning attributes and skills..

There is a culture of quality teaching and learning across the school that is based on self reflection against best practice.

Teachers continuously plan and program for success for every student. This is facilitated by Instructional Leaders who provide professional learning and information to support.

Strategic Direction 1: LEARNING

People

Strong relationships with partner schools and effective processes form the basis of all transition programs.

Stronger links exist with regional resource staff. Their expertise is recognised and shared to enhance staff understanding and knowledge.

Students

Students are trusting and open to new learning and teaching practices.

Students develop a greater self belief with higher expectations of themselves.

Students possess the skills to be Critical Creative Thinkers who are reflective of their own learning. They have the capacity to be receptive to feedback.

Processes

Professional learning develops staff knowledge of Aboriginal culture and language.

Systems and processes that support transference of professional learning into practice are embedded.

Staff expertise utilised to develop the understanding of culture and language.

Evaluation Plan

All processes will be evaluated at five weekly intervals as part of our progress and implementation plan.

This will be informed through–

- the use of milestone planning and review,
- classroom observations,
- monitoring of teaching and learning programs,
- feedback from key stakeholders
- and the use of student data.

Strategic Direction 2: WELLBEING

Purpose

To develop self efficacy, build confidence, self worth and self respect in the school community.

Improvement Measures

Attendance is in line or above state average

Suspension data has decreased each year

Wellbeing data indicates that the majority of students feel safe, connected and valued

People

Students

Have a strong sense of culture, belonging and purpose. They feel safe, connected and valued.

Staff

Have the skills to implement supportive strategies that empower them in behaviour management.

Have deep knowledge and understanding of departmental policies and procedures

Have empathy and understanding for all students

Leaders

Have an understanding of wellbeing best practice that will be most effective for students from the school's current community.

Have an empathy and respect for all.

Parents/Carers

Have trust that the school's decisions are student focused.

Community Partners

Have a commitment to collaborative decision making and student support.

Processes

Learning and Community Spaces

The school environment has a variety of areas developed including areas that provide students with physical, emotional and social support, with new learning settings and opportunities for growth in social skills.

Whole school Wellbeing

Build awareness and understanding of the current local community and its specific challenges and needs.

Professional Learning and skills development to implement programs to support all students of this community.

Review the processes and practices of all current wellbeing initiatives .

Explore shared values and attitudes to develop a whole school commitment to wellbeing practices.

Leadership

Staff and student leadership development and opportunities are provided through learning and leading experiences to grow the capacity of staff and students.

Evaluation Plan

All processes will be evaluated at five weekly intervals as part of our progress and implementation plan.

This will be done using milestone planning and review; classroom observations; monitoring of teaching and learning programs; feedback from key stakeholders

Practices and Products

Practices

All teachers are delivering a consistent, effective and respectful approach to behaviour management in all settings – everyone, everywhere, every time.

Current and aspiring leaders are engaging in opportunities to build their leadership capacity. School systems and practices are supporting this.#

Staff are learning and leading with confidence using expert and community knowledge and experience to meet the needs of students with diverse linguistic, cultural, religious and socio economic backgrounds.

All teachers feel empowered by effective distributed leadership which has led to strong relationships with students and parents/carers ensuring the best outcomes for their students.

Products

All students are catered for in collaboratively designed future focused learning spaces and specifically designed environments cater for identified individual and student. group needs.

Designated areas provide a family friendly space, a sense of community and a place to build connections.#

Students are demonstrating respect for self, others and school in all school settings.

Staff are exhibiting exemplary behaviours and model consistently the expectations for the school community in delivering respect

Strategic Direction 2: WELLBEING

Processes
(eg. forums and surveys); and student data.

Practices and Products
for self, others and school.#
Students are engaged as leaders of learning. They contribute to school decision making. and their voice is acknowledged. Positive Wellbeing programs support them.#
Systems and processes that support wellbeing are known, valued and embedded throughout the school.#

Strategic Direction 3: COMMUNITY

Purpose

To shape positive relationships that underpin a culture of collaboration, clear communication, and a common purpose. where parents are welcome, involved in decision making and actively contribute to their children's learning.

Improvement Measures

Increased parent/carer attendance at key school activities.

90% of students wearing school uniform every day

PBL data indicates the school vision and values are known

Parent and community constructive feedback has increased

People

Students

All students develop greater pride in themselves.

All students have a deep understanding of what respect looks like and how it affects perception.

Staff

All staff have a deep understanding of the current culture and needs of the community in which the school is situated in order to understand their students.

All staff have the skills to develop effective relationships with all sectors of the school community and understand the value of them in supporting students.

Leaders

All leaders have the skills and knowledge that are necessary to lead a high performance culture with a clear focus on high expectations, explicit teaching and 21st Century learning

All leaders have visible leadership to inspire the school community .

Parents/Carers

All parents understand how an active partnership in the learning process can improve their children's achievement.

All parents value and support the school's commitment to improvement, communication and inclusion.

Community Partners

Processes

Community Engagement

PD for staff builds knowledge of personal, social and academic challenges of students and their families "Bridges Out Of Poverty" workshops held K-6

Staff provide strong welcoming Transitions for students and families at key points

Opportunities to develop skills and knowledge to enable parents to engage in their child's learning are provided through workshops.

Communication

Develop a school vision with key messages, and constant reinforcement of positive messaging about the school, students and staff.

Develop a variety of communication methods to seek and share positive information.

Promote the school as a place that is responsive to the community's and our students' needs through effective targeted inclusive practices of communication .

School Identity and Pride

Developing a culture of pride in self, school and community through targeted inclusion and community immersion.

Developing strong relationships with all families and facilitating connections between them.

Developing an effective parent representative body that represents all families.

Practices and Products

Practices

Parents/carers(K-6) are engaged in workshops in support of their children personally, socially and academically at school.

A strong sense of pride in themselves and their school has students confidently and respectfully engaging in their learning in all settings.

A wide variety of relevant and respectful two way communication is enabling all parties to be heard, informed and as a result build strong partnerships.

Products

Authentic home school relationships have improved student learning outcomes through greater parental interest and deeper knowledge.

Systems and practices that support all sectors of the community to engage in their child's school life are embedded

Students and parents have the confidence and opportunity to participate in school life and provide constructive feedback on school practices and procedures.

Strategic Direction 3: COMMUNITY

People

All community partners recognise the importance of active collaboration between school staff and community partners.

All community partners value and commit to actively promoting, celebrating and assisting in raising the expectations for and perception of Tamworth Public School, its staff, students and the wider community.

Processes

Connecting families and students with community resources

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.

Data will be gathered and analysed to increase participation in:

- Parent/teacher interviews
- Weekly assemblies (K-2 & 3-6)
- Classroom helpers
- Kinder parent transition meetings
- P&C Volunteers
- Parent Surveys