School plan 2016 – 2017

Tullimbar Public School

Learning

Teaching

Leadership
## School background 2016 - 2017

### SCHOOL VISION STATEMENT

Promoting excellence by great teaching inspired learning and building leadership capacity through quality school community interactions.

### SCHOOL CONTEXT

Tullimbar Public School is a developing school located within the Shellharbour City Council precinct and currently caters for 260 mainstream primary and support students. The committed and enthusiastic staff works in cooperation with the community to provide a positive environment for our students to achieve their potential. The school caters for all students, from those with outstanding skills and talents to those who need extra support and assistance. Parental and community involvement is encouraged and prevalent within the school.

Tullimbar Public School strives to provide the best educational opportunities for each and every student so that they achieve their full potential and have positive feelings of self and community worth. The function and operation of Tullimbar Public School is firmly linked to the needs of children and their families within the school community. The school seeks to provide an environment which is stimulating and relevant. The staff is sensitive and purposeful in its endeavours. In all facets of school life, children, parents and staff are encouraged to appreciate the efforts of others. At the centre of caring for children is a commitment to literacy, numeracy and self-expression in the delivery of quality education, which provides all children with opportunities to experience and enjoy success.

Parents were asked what their hopes and aspirations for their child/children were, and specifically what they wanted from Tullimbar Public School and why. This information is and was gathered at P&C meetings as well as ongoing parent/teacher meetings. Students were asked a range of questions similar to those above.

Staff were asked why they chose to teach, what they believe they did well, what they believe Tullimbar Public School does well and what they thought they could improve on as well as what they thought Tullimbar could do to improve. Staff were also asked what they believed the future directions of the school should be.

Other data that was used to inform the plan were:

- NAPLAN data
- Learning Support Team data
- PLAN/L3 data
- SENA
- Best Start data
- Focus on Reading data analysis
- CBM data
School strategic directions 2016 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
Excellence in Learning

The purpose of Strategic Direction One is to develop students who are independent and creative learners with 21st century skills.

Learning Experiences need to be high quality and relevant to all students.

Learning Experiences need to deeply engage and prepare students for the real world, including high level literacy and an ability to navigate their world using IT skills.

Programs need to be challenging, ensuring that all students are interested and enriched by the content.

STRATEGIC DIRECTION 2
Teachers to deliver quality learning in a high expectation environment

The purpose of Strategic Direction Number two concentrates on teachers providing excellent learning programs ensuring Tullimbar Public School students are prepared for the future.

This direction concentrates on high quality teaching delivery and excellent pedagogy. This includes ongoing teacher self-evaluation, growth coaching, co-coaching, two way feedback, from and to students, and targeted professional development for staff. This includes all staff actively working towards the Australian Teaching Standards.

STRATEGIC DIRECTION 3
Excellence in Leadership to create a positive learning culture

The purpose of Strategic Direction three is to create systems of leadership, innovation and growth through a community of practice for ongoing development of the staff and school.

Staff will utilise the growth and co-coaching models to promote individual practice, strengthen staff performance and recognise and deliver systemic expectations for leading, teaching and learning.

This strategic direction ensures teachers and leaders are engaged in teaching and leadership practices and professional learning networks whilst collaborating effectively to communicate and deliver quality teaching and learning programs.
Strategic direction 1: Excellence in Learning

PURPOSE
To develop students who are independent and creative learners with 21st century skills.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: By being actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners.

Staff: Develop quality teachers that connect with students to make learning engaging, authentic and valued.

Parents: Nurture a collaborative community where parents, carers, families and the broader community hold high expectations and are involved and value their child’s learning.

PROCESSES

How do we do it and how will we know?

Students: Implementing Pedagogy Project
Staff: Professional Learning Project
Executive: Peer-Coaching Project.

Evaluation plan
Collection and analysis of programs, teacher feedback notes, Professional Development Framework (PDF) process, growth coaching and co-coaching evaluation.
‘Tell Them From Me’, survey of students and staff.
Evaluation of BEST Start and NAPLAN data.

PRODUCT AND PRACTICES

Product
Improved student learning outcomes in literacy. Students to exit Kindergarten at a reading level 16 and writing independent sentences.
80% of all students to have achieved appropriate Stage clusters via tracking on PLAN of the literacy and numeracy continuums.
Every student to be actively engaged in meaningful challenging and future focused differentiated learning experiences across all Key Learning Areas.

Practices
Assessment and data walls are used by teachers so that they use assessment data to create differentiated plans for students.
Consistency of quality teaching practices so that teachers have a common approach to students assessment.
Differentiated curriculum to cater for individual learning styles across all KLAs so that all students needs are addressed.
Teachers modelling reading comprehension strategies so that students are exposed to the latest reading pedagogies.
Explicit and systematic teaching of reading strategies in L3 and Focus on Reading so that students gain the basic foundations in literacy.

IMPROVEMENT MEASURE/S

All students to exit Kindergarten at reading level 9-16 and writing well-structured independent sentences.
80% of all students in K-6 to achieve their appropriate year cluster on PLAN of the literacy/numeracy continuum.
20% increase in students achieving NAPLAN Proficiency Bands for literacy/numeracy
‘Tell Them From Me’ student and teacher survey reports an average score of 8 and above.
Teaching programs reflect student achievement through formal/informal assessments.
## Strategic direction 2: Teachers to deliver quality learning in a high expectation environment

### PURPOSE
For teachers to deliver high quality lesson’s in a high expectation environment. Through these practices we will develop students who are independent, social and creative learners in a safe and secure learning environment.

### PEOPLE
How do we develop capabilities of our people to bring about transformation?

**Students:** By developing our student’s capacity to learn and play an active role in their own learning and to be lifelong learners. By building our students social and emotional capacity to be active members of their community and world.

**Staff:** To develop the capacity of staff so they can provide all students with access to high quality differentiated learning programs through professional development and learning of school wide systems and structures.

**Parents:** To establish a collaborative learning community where parents, carers, family, the broader community and major stake holders are encouraged to hold high expectations for the educational outcomes of our school.

### PROCESSES
How do we do it and how will we know?

**Students:** Student Engagement and Equity Project

**Staff:** Professional Learning Project

**Leaders:** Growth Coaching Project

**Evaluation plan:** Evaluation of programs by using assessment data to inform measure and monitor the progress of the students.

Evaluate and reflect on personal teaching practices through programs such as peer coaching.

### PRODUCT AND PRACTICES

**Product**
Teachers successfully create quality learning programs and engagement techniques to enable children to work in a variety of differentiated learning environments.

All staff are trained in approved whole school focus programs that have shown consistency in engagement and high expectations.

Student K-6 display social and emotional behaviours at or above expected stage levels.

Teachers create differentiated learning programs to support all students.

There will be a consistency in planning, professional development and sharing with a whole school focus.

**Practices**
Growth Coaching and Co-Coaching models and practices so that teachers can develop and maintain quality practices.

Implementation and consistent teaching of Focus on Reading, TOWN, L3, LIPI 1 and CATS so that all staff approach their literacy practices on a common page.

Professional learning - You Can Do It and Teach Like a Champion techniques so that teachers have a similar approach to student engagement across the school.

Equity Programs for students with identified needs are consistent across the school so that all staff can deliver quality teaching & inspired learning for the targeted students.

### IMPROVEMENT MEASURE/S

100% of teaching staff are actively involved in peer coaching/mentoring programs.

All staff has had access to professional development in TOWN, L3 and Focus on Reading.

100% of students are reaching bronze, level in the social and emotional program of ‘You Can Do It’ and utilising ‘Teach Like a Champion’ strategies.

Co-Coaching data reflects achievement of professional goals and improved teaching and programming practices.

Programs reviewed, evaluated and discussed with executive.
Strategic direction 3: Excellence in leadership to create a positive school culture

PURPOSE

To create systems of leadership, innovation and growth through a community of practice for ongoing development of the staff and school.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Engage in leading whole school and community initiatives.

Staff: Develop strong, strategic and effective leaders to maintain a school of excellence. Provide and create opportunities for staff and students to engage in leadership opportunities.

Parents/Community: Foster a school wide community culture with high expectations and shared responsibility to create positive relationships, leadership opportunities and a sense of community belonging.

Leaders

Executive to nurture Growth Coaching/Co-Coaching model for ongoing professional learning and leadership development in setting and achieving teaching goals

PROCESSSES

How do we do it and how will we know?

Students: Student Wellbeing Project

Staff: Developing a collaborative culture Project (Staff Wellbeing Project)

Leaders: School Excellence Project - including framework, community engagement, beginning teachers, LMBR and Support Unit

Evaluation plan

Teacher/students surveys – “Tell Them From Me”

Coaching feedback

Supervisor/teacher discussions

Parent/Teacher interviews

PRODUCT AND PRACTICES

Product

Student Welfare programs, procedures and policies updated.

Peer mentoring/coaching links established delivering quality teaching outcomes.

Collaborative working in stage groups to ensure consistency of teaching practice, feedback and evaluation.

Responsibilities delegated to enable development of staff.

Collaborative analysis of School Excellence Framework.

Students engaged in leadership activities and creating their own avenues for development.

Increased number of parent/community members participating in school activities.

Practices

Growth Coaching and Co-Coaching models and practices so that school leaders have a common approach to developing teacher quality.

Number of teachers appointed to different leadership tasks so that staff develop a variety of leadership knowledge and skill.

Parents have input into structures and practices within the school so that the school can develop an inclusive, collaborative community culture.

Students understand and follow school welfare programs and practices so that they feel happy and safe at school.

IMPROVEMENT MEASURE/S

100% of staff reaching/achieving co-coaching and professional learning goals.

All stages successfully conduct stage meetings for professional learning and shared teaching practices.

70% of staff experience leadership of whole school activities.

All teaching staff completed positive phone call home register.

Whole school community events attract attendance over 150 people.

20% of students actively participate in leadership events/activities.

School Excellence Framework Data Wall developed.