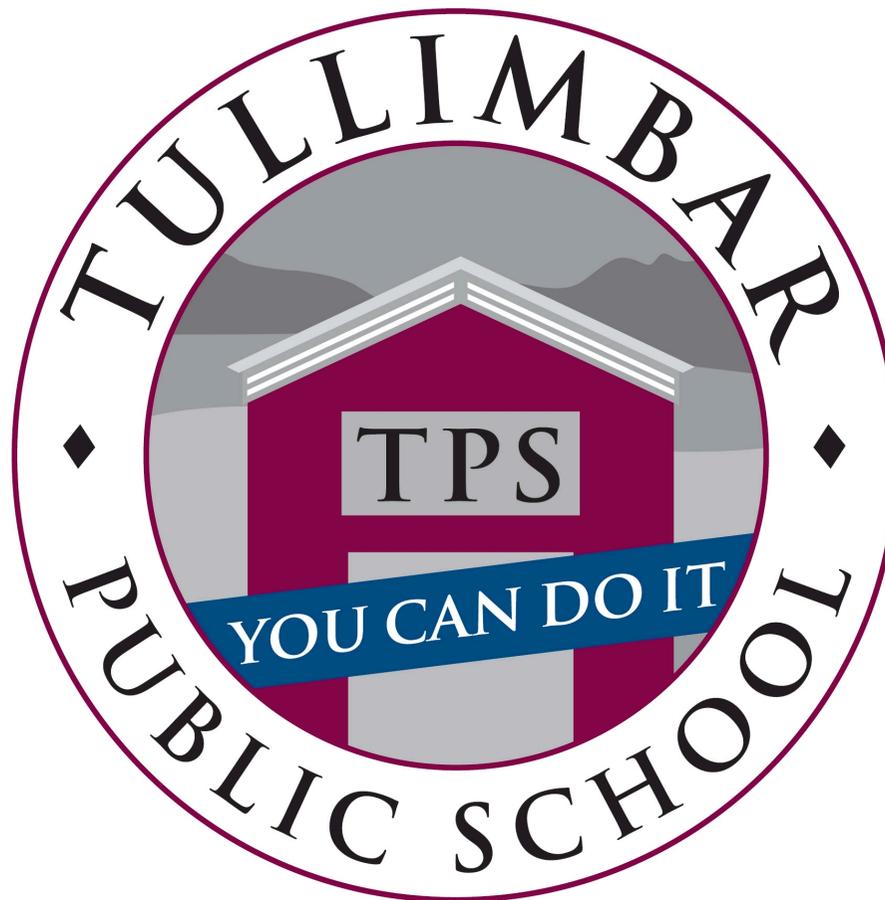


School plan 2018-2020

Tullimbar Public School 4649



School background 2018–2020

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 located within the Shellharbour City Council precinct and currently caters for 330 mainstream primary and support students. The committed and enthusiastic staff work in cooperation with the community to provide a positive environment for students. 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 they achieve their full potential and have positive feelings of self 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 their 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.

School planning process

There are five key features which underpin the new approach to school planning processes. As a school we will:

- Identify 3 strategic directions that will help to ensure a high level focus that will drive the ongoing growth and development of the school. Each strategic direction will be informed by the School Excellence Framework standards for learning, teaching and leading.
- Determine the purpose of each strategic direction before considering what will be achieved and how this may be undertaken.
- Recognise the importance of working with students, staff, parents and community members in building the shared understanding, knowledge and skills required to achieve the educational practices necessary to bring about sustained growth.
- Continue to implement a systematic focus on planning which will involve regular and routine monitoring of the implementation of the plan, as well as its effectiveness. It will be valuable in forming the basis of discussions for school leadership meetings and discussions. Bringing together planning and implementation will ensure the school's focus is on educational impact.
- Recognise the changing conditions in our school and allow for ongoing adjustments to the implementation of the plan to ensure it reflects the needs, wants and expectations of the Tullimbar community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

The purpose of Strategic Direction One is to develop students who are independent, creative, twenty first century learners.

Their learning experiences need to deeply engage and prepare students for the real world. This includes high level literacy and numeracy skills through the implementation of visible learning pedagogies.



STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

The purpose of Strategic Direction Number two is to ensure that teachers provide excellent learning programs ensuring Tullimbar Public School students are prepared for the future.

This direction concentrates on high quality teaching delivery and excellent pedagogy. Staff will engage in professional learning, collaborative planning and sharing to promote individual practice and strengthen staff performance and wellbeing to assist the school in delivering systemic expectations in teaching.



STRATEGIC DIRECTION 3

Excellence in Leadership

Purpose:

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

School leaders will engage with staff, executive team, students and the school community to educate all stakeholders about the school's teaching and learning processes. This will assist the school in delivering systemic expectations for leading, teaching and learning.

Strategic Direction 1: Excellence in Learning

Purpose

The purpose of Strategic Direction One is to develop students who are independent, creative, twenty first century learners.

Their learning experiences need to deeply engage and prepare students for the real world. This includes high level literacy and numeracy skills through the implementation of visible learning pedagogies.

Improvement Measures

Increase the proportion of students achieving the Premier's targets (Bump It Up) for Tullimbar Public School in reading comprehension and numeracy.

An increased proportion of students can articulate their learning and understand what they need to learn next to enable continuous improvement.

An increased percentage of students will achieve at or above grade standard for literacy and numeracy based on A–E report data.

Increased effective use of visible learning strategies by teachers and students is evident in every classroom.

People

Students

Articulate their learning goals and how they can improve.

Staff

Implement visible learning strategies to enable students to meet their individual differentiated learning goals in literacy and numeracy.

Parents/Carers

Support students in achieving their individual learning goals.

Leaders

Support teaching staff in the collection, analysis and use of data.

Processes

Visible Learning

Implement a consistent whole school approach to student learning experiences

Literacy

Engage students in quality research based pedagogy to improve whole school reading and comprehension. E.g Teaching Literacy Through Synthetic Phonics, Focus on Reading

Numeracy

Engage students in quality research based pedagogy to improve whole school numeracy. E.g. TEN, TOWN

Evaluation Plan

All data will be analysed collaboratively:

1. Ongoing review of PLAN and NAPLAN data
2. Personalised learning data (eg student goals).
3. Formative assessments pre and post
4. Classroom observations/feedback (teacher to teacher, teacher to student, student to student).
5. Report data (A–E).
6. Corwin baseline data (pre and post)

Practices and Products

Practices

Students and staff are engaged in consistent use of visible learning practices in literacy and numeracy that enables staff to monitor student progress and inform future learning experiences.

Students and staff engage in quality research based pedagogies in literacy and numeracy.

Products

All classrooms will reflect a visible learning approach with a focus on learning intentions, success criteria and feedback, that is clearly understood by staff and students.

An increased proportion of students meeting the Premier's Priorities in literacy and numeracy.

Strategic Direction 2: Excellence in Teaching

Purpose

The purpose of Strategic Direction Number two is to ensure that teachers provide excellent learning programs ensuring Tullimbar Public School students are prepared for the future.

This direction concentrates on high quality teaching delivery and excellent pedagogy. Staff will engage in professional learning, collaborative planning and sharing to promote individual practice and strengthen staff performance and wellbeing to assist the school in delivering systemic expectations in teaching.

Improvement Measures

Appropriate and effective literacy and numeracy programs are systematically planned as part of a coherent program that has been collaboratively designed across stages.

All teachers regularly contribute to gathering and analysing data to inform teaching.

An increased proportion of staff feel they are supported and have higher levels of well being.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Staff work collaboratively plan and implement data informed, research based literacy and numeracy programs. Staff utilise feedback from professional development sessions to improve their teaching and well being..

Parents/Carers

Parents support staff in delivering educational practices across the school.

Leaders

Establish and maintain collaborative structures and targeted professional development.

Processes

Professional Learning

Engage all staff in professional development practices such as co-coaching, mentoring, self-evaluation, observations and feedback in order to improve teaching practice.

Collaborative Practice

Develop and implement collaborative processes for consistency in data informed, research based planning and programming across stages for literacy and numeracy.

Staff Wellbeing

Engage all staff in collaborative practices to enhance well being.

Evaluation Plan

- Teaching programs
- Planning day minutes
- PDPs
- Classroom observations
- Staff well being surveys
- Self reflection data from the What Works Best reflection guide.
- Corwin baseline data

Practices and Products

Practices

Staff engage in timely professional development that results in consistent teaching strategies across all stages.

The use of data collection and collaborative planning is an embedded practice to inform decisions and initiatives related to literacy and numeracy programs.

Staff well being needs are identified and a plan to address these needs and appropriate solutions are embedded into school practices.

Products

Teachers deliver a consistent approach to teaching and learning programs that reflects professional learning.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect and deliver evidenced informed literacy and numeracy pedagogies.

Systems are in place where staff feel they are supported and have high levels of well being.

Strategic Direction 3: Excellence in Leadership

Purpose

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

School leaders will engage with staff, executive team, students and the school community to educate all stakeholders about the school's teaching and learning processes. This will assist the school in delivering systemic expectations for leading, teaching and learning.

Improvement Measures

Effective engagement of parents/carers in information/learning sessions.

Increased evidence of parental involvement and support of student learning.

All leadership team members embed clear processes, with appropriate support, to direct school activity towards an effective and cohesive approach to teaching and learning.

People

Staff

Staff to support executive in planning and delivery of school community professional learning sessions on current school educational practices.

Parents/Carers

Parents/carers to participate in professional learning sessions and to support the school's current educational practices at school and home.

Leaders

Executive to plan and deliver school community professional learning sessions on current school educational practices.

Processes

School Community Project

Educate the wider school community regarding the school's current educational practices.

Executive Team Project

Engage executive staff in regular meetings to develop and maintain a cohesive, whole school approach to teaching and learning.

Evaluation Plan

- Pre and post community surveys
- Stage meeting minutes
- Attendance numbers and evaluation slips from information sessions.
- Tell Them From Me survey.
- School assessment tool (reflection matrix)
- Program evaluations
- Exec Team Project reflection data

Practices and Products

Practices

The school community engage in professional learning session based on school's current educational processes.

Executive staff collaboratively plan to develop a cohesive whole school approach to teaching and learning.

Products

Cohesive whole school approach to teaching and learning.

The school community has a greater understanding of the school's teaching practices so they can better support their child's learning.