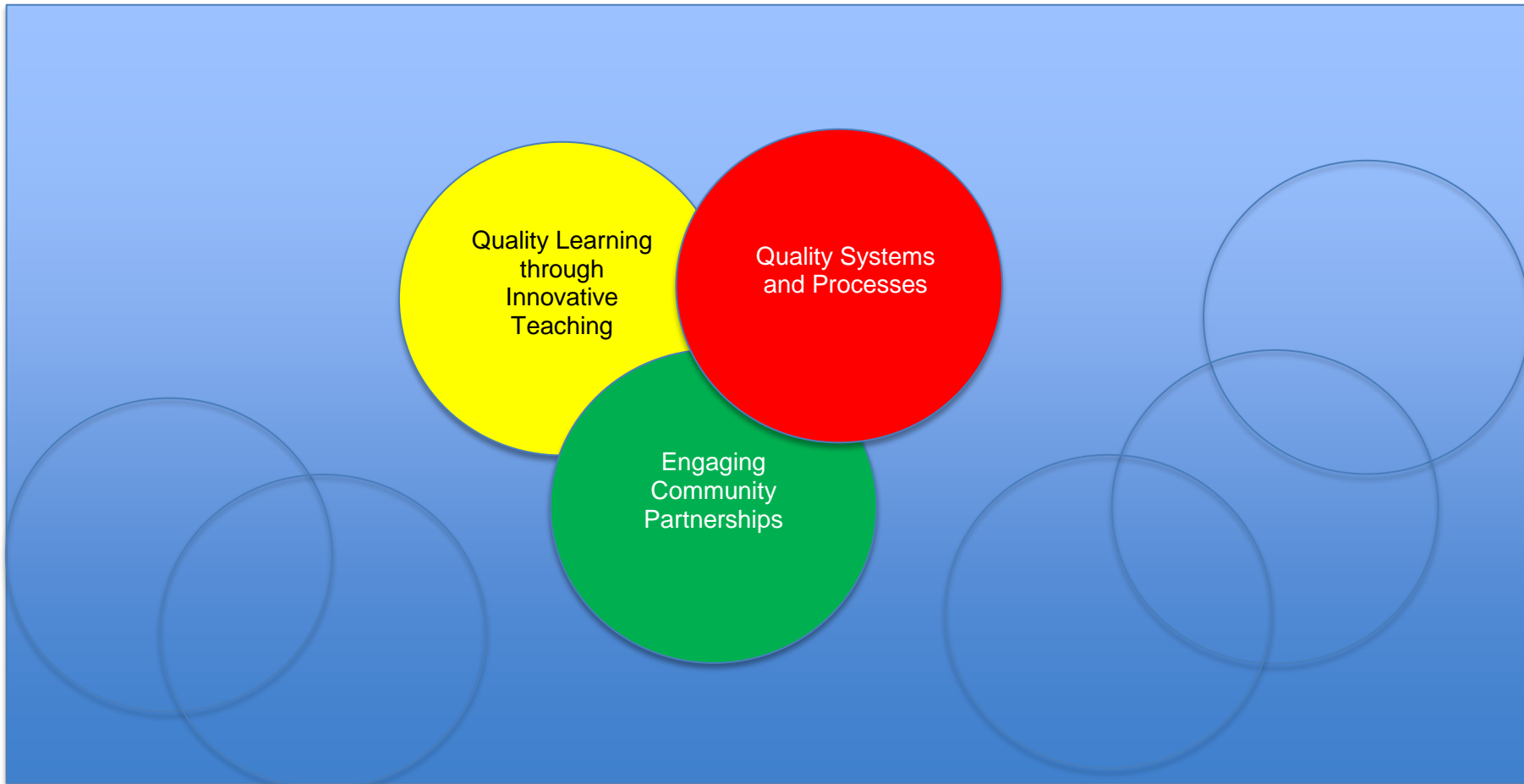


School plan 2015 – 2017

Teralba Public School 3183





School vision statement

Our vision at Teralba Public School is to empower all students to acquire, demonstrate, articulate and value knowledge. To develop skills that will support them as lifelong learners, in order to participate in and contribute to a rapidly changing world. Our students will become creative, innovative and resourceful, succeeding today and being prepared for tomorrow.

Our Mission.

Is to enable all students' access to learning through the provision of;

- A high quality, differentiated education.
- Highly effective and well trained teachers with research based programs, focussed on improving student outcomes.
- A quality, inclusive learning environment for all students.
- Enriching and engaging resources.
- Opportunities for parents and community members to participate in the learning and decision making process.

School context

Teralba Public School is a small school on the north west shores of Lake Macquarie in the Hunter region.

Teralba Public School has a moderate Aboriginal population with 18% of students identifying as having Aboriginal heritage.

Teralba Public School was put onto the Early Action for Success program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in the PBL program and all K-2 staff are trained and use L3.

Currently there are 4 classes with an enrolment of 79 students.

Teralba Public School has an ICSEA number (2014) of 894 (Australian average 1000) and has a FOEI (Family Occupation and Education Index) number of 141, (State average of 100). Both indexes indicates below State average numbers.

School planning process

The Planning Process began with a review of current practices and consultation with staff, students and community to develop our vision statement.

Following this, consultation and feedback practices assisted in determining the three main strategic directions for the school for the 2015 – 2017 period and beyond.

Community Consultation: Parent consultation through Q & A's, P&C discussions, small group discussions and surveys about school satisfaction and school culture. This included discussions with local Aboriginal parents and AECG overviewing current plans.

Staff Consultation: Surveys including school culture and satisfaction and a swot analysis to determine whole school strengths and areas for development. School and LMG Staff meetings were held to determine common directions.

Data Analysis: Included – tracking student progress through PLAN, NAPLAN and assessments, Sentral well-being data and LST records.

DEC reforms and associated initiatives, and DEC 5P planning guidelines were shared and discussed with staff and community.



PURPOSE:

Provide Quality Education in a Caring Environment to ensure Academic and Personal Excellence for All

STRATEGIC DIRECTION 1

Quality Learning
through Innovative
Teaching

Differentiated and innovative personalised learning to improve student engagement and outcomes, while developing competent and creative learners. Teacher capacity is developed through focussed, personalised, evidence based and engaging professional learning.

STRATEGIC DIRECTION 2

Quality Systems and
Processes

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

STRATEGIC DIRECTION 3

Engaging Community
Partnerships

Promote the school image by creating a shared community identity and fostering partnerships with the Pondee Konara community of schools and other similar small schools.
We will seek to form strong partnerships with others, especially parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

Strategic Direction 1: Quality Learning through Innovative Teaching

Purpose

Why do we need this particular strategic direction and why is it important?

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Improvement Measures

- ❖ Reduce the number of students 3-6 failing to match individual benchmarks against PLAT measures using 2014 continuum data as a baseline.
- ❖ Increase the number of students K-2 meeting or exceeding literacy and numeracy markers using 2014 continuum data as a baseline.
- ❖ To increase the % of Aboriginal students achieving at or beyond expected stage standard from 36% to 70%.
- ❖ To improve whole school attendance rates from 91.6% to 95% (State average)

People

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

Students:

- Expect learners to be self-regulated and engaged
- Higher engagement of students in core learning, think deeply and critically and make relevant connections.
- Are engaged in being quality learners of literacy and numeracy in the class and home environments.

Staff:

- Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice
- Develop capabilities by designing training and school-wide systems and structures to support and extend low-performing students whilst extending higher performing students.

Parents/Carers:

- Parents: Actively encourage parental participation in school professional learning to build community educational capacities. This will include providing community learning sessions on 21C learning, Literacy, Numeracy and new NSW BOS syllabus documents.

Processes

How do we do it and how will we know?

Staff:

Whole school approach to data collections
- PLAN on a 5 weekly assessment cycle
EAFS K-2- PLAT K-6

Staff:

The implementation of specific programs to maximise individual differentiation; Focus on Reading (FoR), Teaching Early Numeracy (TEN), Language, learning and Literacy (L3) and the provision of specific feedback related to student performance.

Explicit Direct Instruction (EDI)
model implemented K-6

- developed writing program
- Powerful Learning Accountable Teaching (PLAT) K-6 implemented
- Tiered Intervention
- Deployment of LAST to deliver intervention

Evaluation Plan

Closely monitor NAPLAN and school based assessment results to analyse student performance in Literacy (Reading, Writing, Spelling, Punctuation and Grammar) and Mathematics (Numeracy, Measurement, Space & Geometry and Data). Ongoing review and evaluation of targeted programs that have been implemented increase student outcomes.

Products and Practices

Product:

- ❖ Reduce the number of students 3-6 failing to meet benchmarks against PLAT measures using 2014 data as a baseline.
- ❖ Increase the number of students K-2 meeting or exceeding literacy and numeracy markers using 2014 continuum data as a baseline
- ❖ All students in tier 1-3 as identified through associated analysis of PLAT will show appropriate growth within the tiers.
- ❖ Students working on IEP's will demonstrate continual improvement against their targets.

Practice:

- Teachers collect and analyse data (five weekly) to inform the teaching and learning cycle. Data plotted on PLAN or PLAT twice a term.
- All students placed against PLAT benchmarks with students identified at risk to receive Tier 1, 2 and 3 intervention
- All students' individualised learning goals monitored, revised and updated.
- Staff and students reflecting and reporting on the achievement of their own learning goals.
- Specialist intervention programs introduced to support students with additional needs e.g. speech, OT.

Strategic Direction 2: Quality Systems and Processes

Purpose

Why do we need this particular strategic direction and why is it important?

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities

Improvement Measures

- ❖ All staff members achieve goals derived from Australian Professional Standards for teachers, as determined in professional learning plans.
- ❖ 100% of IEP's BMP's and PLP's completed and active in accordance to NCCD

Additional Measures

- PBL systems successfully embedded throughout school reflected in ongoing review and evaluation.
- Improved parent collaboration and participation in School-Family partnerships reflected in increased attendance and involvement in activities.

People

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

Students: Implementation of explicit, systematic PBL lessons and expectations for all students K-6.

Students: Implementation of explicit, systematic lessons and expectations for all students K-2

Staff: Develop staff workforce capabilities through implementation of quality school wide systems and practices that promote effective distributive leadership. Building leadership capabilities.

Staff: Develop a deep understanding of reporting processes and how this can assist in the learning and engagement of all students.

Parents/Carers: Promote positive partnerships between the school and home in order to develop a better understanding of PBL.

Community Partners: Build strong, effective working relationships with local businesses, partner schools and the wider community to enhance innovative practices.

All Staff: Continue to develop understandings and implications for implementation of LMBR. BI tool and SALM.

Processes

How do we do it and how will we know?

Students: Participation in weekly PBL lessons and focus activities. Demonstration and articulation of PBL systems, expectations and practices.

Staff: Implement staff PL and mentoring on quality systems, practices and leadership based on Australian Professional Standards for teachers and leaders.

Staff: Active participation in Performance and Development processes. All staff develop PLP's aligned to Australian Professional Standards for teachers and leaders.

Parents / Community: Ongoing communication about school systems and practices that support active, frequent and culturally sensitive collaboration between the school and community.

Evaluation Plan

Survey staff to review organisational practices throughout the implementation of new systems. Staff led by principal to monitor the implementation of the school plan and seek feedback from the whole school community.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ 100% of staff achieve individual goals as recorded in their Professional Learning Plans in line with Performance and Development Framework.
- ❖ All IEP's BMP's and PLP's completed and active in accordance to NCCD and departmental policy.
- ❖ PBL systems successfully embedded throughout school.
- ❖ All staff record and maintain Professional Learning in MyPL and personal records as appropriate.

❖ **What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Practice:

- ❖ Proactive teams with high expectations driving quality systems and practices that enhance whole school efficiency and culture. Supported by TPL that aligns to the school vision.
- ❖ PBL practices established across school with ongoing review and evaluation of system.
- ❖ Minimal disruption of quality teaching and learning time through advanced planning.

Strategic Direction 3: Engaging Community Partnerships

Purpose

Why do we need this particular strategic direction and why is it important?

Promote the school image by creating a shared community identity and fostering partnerships with the Pondee Konara community of schools and other similar small schools.

We will seek to form strong partnerships with others, especially parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

Improvement Measures

- ❖ Increase in parent participation in special event days and open classrooms from 44% (39 families) to 50 %
- ❖ Parent Volunteers increase from 10 % of the school population to 20 % informed by visitor sign-on procedures.

Additional Measures:

- Parent feedback on improved kinder transition program and increased link with local preschools.
- To increase parent participation in our school-home partnerships by 20% (4 parents) to support the P&C, school initiatives.

People

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

Students:

- Engage student leaders in the development of student leadership capabilities.
- Develop networking opportunities through participation in combined small school activities.
- Develop social skills by working with high school students through academic and cultural opportunities.
- Aboriginal students and non-Aboriginal students working together on shared cultural projects.

Staff:

- Develop learning partnerships with parents through improved communication.
- Build professional capacity through participation in combined training opportunities with local schools.

Parents/Carers:

- Provide volunteer training to provide additional opportunities for students.
- Provision for information sessions and increase participation in decision making.

Community Partners:

Build awareness amongst parents and community of implications of current educational practices.

Processes

How do we do it and how will we know?

Pondee Konara Partnership

- Develop a network to organise opportunities for children to participate in extracurricular activities.
- Build teacher network through shared Professional Learning opportunities.
- Aboriginal students and non-Aboriginal students working together on shared cultural projects with local schools.
- Working with like schools to provide additional external activities for all students.

Community

- Increased percentage of parents and community members involved in volunteer work in the school.
- Improved kinder transition program and increased link with local preschools.
- To encourage home support of our student well-being programs so that all students benefit from a combined home-school approach.
- Increased numbers of parents engaging in community learning sessions – thus enhancing community attendance at school and parent learning events.

Evaluation Plan

Tracking milestones through Pondee Konara partnership and coordination meetings.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ To increase the percentage of parents and community members attending assemblies and special event days to celebrate student achievement
- ❖ Parent Volunteers increase from 10% of the school population to 20% informed by visitor sign-on procedures.
- ❖ A supportive school community evidenced by increased number of parents attending P&C and community events/fundraisers
- ❖ Events including -Combined Student Leadership Group, Year 6 Leadership Day, Enrichment programs,

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Teachers connect with professional learning networks beyond the school. Eg Weebly, School website,

Students work collaboratively with other students in a variety of settings and a variety of activities.