

# School plan 2015 – 2017

**Tallong Public School**

**Code 3154**

## Strategic Direction 1

Students are highly engaged with 21<sup>st</sup> Century learning.

## Strategic Direction 2

Creating students who are confident, resilient, productive, compassionate and successful citizens and learners.

## Strategic Direction 3

Delivering consistently high standard quality education in all classrooms.



## School vision statement

At Tallong Public School our vision is for committed teachers who continually strive to build on and improve their teaching and organisational practice; staff who will work in collaboration with the community to support students in achieving academic success, and acquiring skills that prepare them for the future; and developing individuals who are committed to practices that lead to well-being of self and others.

## Legend

<b>ICT</b>	Information and Communication Technology
<b>ILPs</b>	Individual Learning Programs
<b>PLPs</b>	Personalised Learning Plans
<b>NAPLAN</b>	National Assessment Program – Literacy and Numeracy
<b>TEN</b>	Targeting Early Numeracy Strategies
<b>TOWN</b>	Taking Off With Numeracy
<b>L3</b>	Language, Literacy and Learning
<b>PLAN</b>	Planning Literacy and Numeracy
<b>DEC</b>	Department of Education and Communities

## School context

Tallong Public School is a rural school set in the village of Tallong.

The school is supported by the community and an active and committed Parents & Citizens organisation that assist to provide Before and After School Care as well as being involved in the day to day operations of the school.

The school is part of the Moss Vale Community of Schools, where principals and staff work together collegially on transition programs as well as the provision of academic and creative opportunities for students.

The village is a growing population and school enrolments have risen dramatically over the past few years.

The student cohort is not of a diverse nature, with most students from an Anglo-Saxon background.

## School planning process

The principal initially sought the opinions of parents, staff and students via a survey developed by the principal.

The survey results were analysed by staff to determine common threads and prominent findings.

A review of the previous school plan was completed by staff and strategies were assessed against the outcomes achieved.

A forum was held which included staff and the community to finalise the strategic directions and their purposes and to determine the products and practices that the school hoped to achieve for 2015-2017.

Following the forum, staff determined the improvement measures and completed the rest of the plan.



## STRATEGIC DIRECTION 1

Students are highly engaged with 21<sup>st</sup> Century learning.

## STRATEGIC DIRECTION 2

Creating students who are confident, resilient, productive, compassionate and successful citizens and learners.

## STRATEGIC DIRECTION 3

Delivering consistently high standard quality education in all classrooms.

**Purpose:**

Students with highly developed skills in using ICT tools flexibly and creatively throughout the learning process are better prepared for a technology based world. Students, through the use of ICT will solve problems, work creatively, collaboratively and independently to demonstrate and apply knowledge. ICT in learning provides high engagement and connectedness, develops collaboration skills, and presents students with challenging and stimulating tasks. The purpose includes enabling students to access knowledge as opposed to holding knowledge.

**Purpose:**

Students who have strategies to maintain mental well-being are better able to succeed, maintain strong relationships and show care and connection towards others, and in doing so live rich and meaningful lives.

**Purpose:**

Our purpose is to maximise student learning and academic success. Quality teaching and meeting the needs of all learners is our core business. Our purpose is to produce students who are highly literate and numerate, who are supported to reflect on their progress and set learning goals, and can apply their knowledge across all Key Learning Areas.

# Strategic Direction 1: Students are engaged with 21<sup>st</sup> Century learning skills.

## Purpose

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

Students with highly developed skills in using ICT tools flexibly and creatively throughout the learning process are better prepared for a technology based world. Students, through the use of ICT, will solve problems, work creatively, collaboratively and independently to demonstrate and apply knowledge. ICT in learning provides high engagement, connectedness, develops collaboration skills, and presents students with challenging and stimulating tasks. The purpose includes enabling students to access knowledge as opposed to holding knowledge.

## Improvement Measures

- ❖ All students will achieve 75% or more of the checklist outcomes for their stage.
- ❖ All staff integrate classroom ICT into their daily program across all KLA's.
- ❖ ICT skills will be reported in greater detail in semester reports to parents.

## People

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

**Students:** Students engage in a range of 21<sup>st</sup> Century ICT learning activities at school and at home, which will increase their capacity and achievement.

**Staff:** Build staff capacity to implement 21<sup>st</sup> Century ICT learning pedagogy through practices that enhance collaboration and support professional learning.

**Parents/Carers:** Provide opportunities for parents and teachers to work together to develop enhanced knowledge and understandings of the learning outcomes documented in student reports.

**Leaders:** School principal facilitates staff professional learning, including budgeting, to ensure resources are available to meet student, parents/carers and staff needs.

**Leaders:** Computer coordinator contributes to upskilling of staff in order to enhance their ICT skills.

## Processes

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

- Develop staff understanding and quality pedagogy in 21<sup>st</sup> Century ICT education.
- Collaborative curriculum, assessment, reporting and planning in order to support school-wide systems, as evidenced in programs and assessment practices, including explicit IT skills and gathering student work samples.

### Evaluation Plan

Students are plotted on the scope and sequence continuum in order to analyse achievement of ICT learning.

Students are increasingly demonstrating behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation across all learning areas.

Classroom programs reflect daily use of quality teaching and learning ICT practices.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

A scope and sequence is developed and implemented, for teaching K-6 21<sup>st</sup> Century ICT skills, in order to guide teaching and inform reporting.

**Product:** A stage appropriate monitoring checklist is developed to inform teaching, assessment and reporting.

**Product:** All teachers engage in professional learning to ensure they possess the skills required to effectively implement and teach 21<sup>st</sup> Century ICT in the classroom.

**Practice:** 21<sup>st</sup> Century ICT skills are taught in a sequential and progressive manner to all students.

**Practice:** Reasoning and resourcefulness are explicitly taught whilst encouraging imagination and innovation in all students.

**21<sup>st</sup> Century learning at Tallong Public School means:** use of ICT in learning, problem solving, working creatively, collaboratively and independently, high engagement and connectedness.

## Strategic Direction 2: Creating students who are confident, resilient, productive, compassionate and successful citizens and learners.

### Purpose

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

Students who have strategies to maintain mental well-being are better able to succeed, maintain strong relationships and show care and consideration towards others. In doing so they are able to live rich and meaningful lives.

### Improvement Measures

- ❖ Playground incidents of bullying will reduce, which will be evidenced on the school's Behaviour database.
- ❖ Visible learning practices will be evidenced in all classrooms and ILP's (and PLP's for Aboriginal students) will show an increasing number of students achieving their term goals.

### People

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

**Students:** Engage students, via targets and goal setting, in the development of well-developed social skills, inclusive of kindness, consideration, respect for themselves and others, and resilience.

**Staff:** Build capabilities of staff through targeted professional learning, in school and via outside agencies, as appropriate.

**Parents/Carers:** Parents/carers are provided and invited to awareness building workshops in order to increase knowledge and understandings of newly established programs and practices.

**Principal:** Source and access professional learning opportunities to assist in leading the strategic direction.

**Visible Learning means:** an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie **Visible Learning** and Teaching occurs when teachers see **learning** through the eyes of students and help them become their own teachers.

### Processes

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

- Build staff capacity to implement visible learning practices in the classroom.
- Ongoing professional dialogue and analysis of behaviour data, with continued focus on refining processes to minimise bullying at school.

#### Evaluation Plan

Student/parent/teacher surveys on effectiveness of bullying awareness programs, goal setting for learning, and teaching and learning.

Monitor and measure incidences of student behaviour notifications.

### Products and Practices

#### What is achieved and how do we measure?

**Product:** A bullying awareness program is in place, incorporating a means of assessment and monitoring student behaviours.

**Practice:** Child based targets developed and reviewed each term for every child. Students use goal setting for learning to set individual, measurable targets that are facilitated by the classroom teacher.

**Practice:** Teachers utilise visible learning practices based on the studies by John Hattie in the classroom.

# Strategic Direction 3: Delivering consistently high standard quality education in all classrooms.

## Purpose

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

Our purpose is to maximise student learning and academic success. Quality teaching and meeting the needs of all learners is our core business. Our purpose is to produce students who are highly literate and numerate, who are supported to reflect on their progress and set learning goals, and can apply their knowledge across all Key Learning Areas.

## Improvement Measures

- ❖ 5 weekly TEN, TOWN and L3 assessment data shows an increasing number of students meeting expected outcomes.
- ❖ Increased proportion of students above National Minimum Benchmark levels in NAPLAN – literacy and numeracy.
- ❖ Increased proportion of students in proficiency bands (NAPLAN) as we move the middle to the top.
- ❖ 100% of teaching staff have documented evidence and personalised professional learning plans in line with the Professional Learning Framework.

## People

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

**Students:** Students are actively involved in a range of curricular and extra-curricular programs that increase their expectations, capacity and achievement.

**Staff:** Build staff capacity to implement 21<sup>st</sup> Century learning pedagogy through practices that enhance collaboration and support professional learning.

**Staff:** Monitor personal professional learning through regular reflection of plans developed in line with the Professional Learning Framework and meetings with the principal.

**Parents/Carers:** Provide opportunities for parents and teachers to work together so they better understand the learning outcomes documented in student reports.

**Leaders:** Monitor implementation of school-wide systems and structures (e.g. K-6 planning overviews, scope and sequence documents) to support and extend all students through differentiated learning programs.

**Leaders:** Build staff capacity to implement quality pedagogy through targeted professional learning in literacy and numeracy.

## Processes

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

- Ongoing mentoring, professional dialogue, reflection and monitoring, as all staff develop personal professional learning plans that incorporate clear and explicit links to school targets.
- Collaborative curriculum and assessment / reporting planning to support school-wide systems as evidenced in programs and assessment practices.
- Build staff capacity to collaboratively plan and differentiate programming in all Key Learning Areas.

### Evaluation Plan

NAPLAN, Best Start, TEN, TOWN, L3 data and school based assessment results monitored to analyse student performance across all Key Learning Areas.

Student growth in literacy and numeracy plotted using PLAN software.

Programs demonstrating evidence of differentiation to meet identified students' needs.

## Products and Practices

### What is achieved and how do we measure?

**Product:** Targeted professional learning, and in line with school strategic directions, and teachers' professional learning goals.

**Product:** Quality pedagogy and consistency in teacher judgement with curriculum program design including scope and sequences; assessment benchmarks for whole school programming; professional learning; strategic planning and evaluation.

**Practice:** Diagnostic assessments are utilised to determine students' achievements and plot them on continuums of learning.

**Practice:** Staff consistently uses quality teaching practices to enhance students' learning.

**Practice:** High quality differentiated teaching and learning programs are implemented to meet the needs of all students K-6.

**Practice:** Professional Learning Framework process provides guidance and direction for all teachers to reflect on their professional learning goals.

**Practice:** Teachers utilise a deep understanding of the Literacy and Numeracy continuum and provide timely detailed feedback to students.