

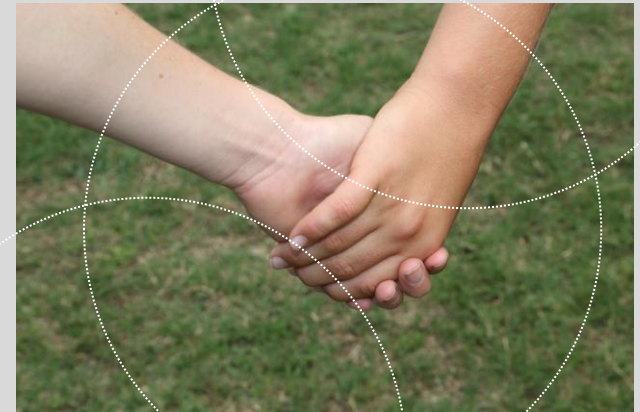
School plan 2015 – 2017

Tea Gardens Public School 3175

Excellence in Student
Learning and School
Culture

Teacher and Leader
Learning

Quality Community
Relationships





School vision statement

Tea Gardens Public School is committed to providing quality teaching and learning through an inclusive, challenging and balanced curriculum within a safe, positive learning environment. Students develop as respectful, responsible global citizens who value lifelong learning within a safe, positive learning environment with a high level of community involvement.

School context

Tea Gardens Public School opened in 1888 and is located in the idyllic seaside town of Tea Gardens. Our school is at the heart of the township servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and organisations many of which seek to develop stronger links with the school.

The school currently has an enrolment of 186 students in 8 classes K-6, including 32 Aboriginal students. School enrolment numbers can vary greatly from year to year, largely due to a high level of transience within the local community.

The school is a proud member of the Myall Learning Community which incorporates other schools including Booral, Bungwahl, Bulahdelah and Coolongolook. Our partnership within this Community of Schools and Collegial Leadership Networks provide professional learning opportunities leading to enhanced teaching and learning practice, better structures and procedures for student wellbeing.

The students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area, native gardens as well as our own vegetable patch. The school continues to pride itself on being a welcoming and friendly school which works in close partnership with parents, local businesses and the wider community.

Recently, Tea Gardens Public School has achieved mixed results as demonstrated by NAPLAN. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students. Literacy programs including Language, Learning and Literacy commenced in 2014 achieving pleasing initial results.

Other features are our student parliament which has been in operation since 1988 and a junior band and a school and community band. Our Annual Easter Art & Craft Expo is proudly celebrating its 38th year in 2015. Our sporting teams participate in the NSWPSA State Knockout competitions and a number of students represent the school at both regional and state levels.

School planning process

This school plan is the result of a process of whole school communication and collection of data.

In 2014, the School Leadership Team collected specific data from NAPLAN tests, school assessments and program based data. This information was analysed and conclusions made.

Through surveys, parents were asked to identify the core values important to our school community and to answer big questions like what they would like to see our school known for in the future. Additional opportunities were provided for parents to attend a focus group and / or express their thoughts and views via the school P&C executive committee.

A student focus group was formed to assist in identifying the strengths and areas for improvement within the school. Additionally, students in Years 4-6 have responded to the Tell Them From Me Survey.

Staff were surveyed regarding the areas of school life with a specific focus on items they felt, as a school, we should keep, add, archive and change. In addition, staff identified how we want students to be learning in the future and the skills and qualities required for our students to be successful.

These surveys and forums provided useful information related to the core values important to our community. The surveys also provided an insight into how our students, our teachers and staff and the broader school are perceived.

The three strategic directions of this school plan have been developed through this process and rigorous analysis of school data has informed the key improvement measures.

Key Departmental reforms including Every Student Every School, Great Teaching Inspired Learning, Local Schools Local Decisions and the Schools Excellence Framework were also considered while shaping our school plan.



STRATEGIC DIRECTION 1

Excellence in Student Learning and School Culture

Purpose:

To enrich student learning through a differentiated curriculum facilitating students to become successful lifelong learners within a quality learning framework.

To develop a positive school culture, with students who can think critically, are tolerant, self-confident, resilient and collaborative.

STRATEGIC DIRECTION 2

Teacher and Leader Learning

Purpose:

For the school leadership team, teachers and support staff to support a culture of high expectations and mutual accountability, meet the diverse needs of our students, and build a dynamic culture of innovation and best practice through ongoing quality professional learning and collegiality.

STRATEGIC DIRECTION 3

Quality Community Relationships

Purpose:

To engage and communicate with parents /carers and the wider community in order to strengthen the partnerships that exist where success is valued, a strong social conscience is developed and skills and opportunities to support student learning and wellbeing are shared.

Strategic Direction 1: Student Learning and School Culture

Purpose

To enrich student learning through a differentiated curriculum facilitating students to become successful lifelong learners within a quality learning framework.

To develop a positive school culture, with students who can think critically, are tolerant, self-confident, resilient and collaborative.

Improvement Measures

- ❖ Behaviour data highlights an improved ratio between recorded positive and negative incidents. 2014 baseline = 80% or 4/5 negative
- ❖ Increased student engagement as evidenced by an increase in the social / emotional outcomes in the Tell Them From Me Student Survey
- ❖ An increased percentage of students in Years 3 and 5 achieve in the proficient bands in NAPLAN in reading, writing, spelling and numeracy. 2014 Baseline data = Year 3 Reading 33.4%, Writing = 33.3%, Spelling = 33.4% and Numeracy 16.7%
Baseline data = Year 5 Reading 20%, Writing = 8.3%, Spelling = 20.9% and Numeracy 7.8%
- ❖ All Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population (PLAN Data / NAPLAN)

People

Students:

- Have high expectations of themselves
- Understand the core values of being a respectful and responsible learner.
- Wear the school uniform with pride
- Engage with the PBL process
- Acknowledge the Aboriginal culture.

Staff:

- Cater for the diverse needs of all students.
- Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.
- Demonstrate a consistent approach to reinforcing the values and using common language of PBL
- Show a mutual understanding of appropriate student behaviours.
- Have high expectations of student work and behaviours
- PBL team monitors and responds to data to ensure the successful management of student behaviour and learning.
- Develop and monitor personalised learning plans for all Aboriginal students.

Parents/Carers:

- Families will engage with children's learning
- Support and reinforce the values promoted through the continued implementation of PBL both in school and outside of school.

Leaders:

- Continue to initiate specific and whole school programs to meet the needs of our students' learning.

Processes

Positive Behaviour for Learning (PBL)

PBL Team will monitor and evaluate patterns of behaviour and use data to make decisions on school wide systems.

Develop clearly defined expectations, procedures and resources for expected behaviours.

Improve procedures for record keeping and decision making.

Curriculum Implementation and Assessment

Staff program to provide challenging, differentiated and rich learning environments for the implementation of new syllabus'

All staff are engaged in the development of new curriculum scope and sequences and units of work to guide teaching and learning programs.

Staff use data analysis to implement literacy and numeracy interventions

Professional Learning

Staff are engaged in high quality, relevant professional learning.

Evaluation Plan

Staff recording, analysing and exchanging data from school based and external data sources.

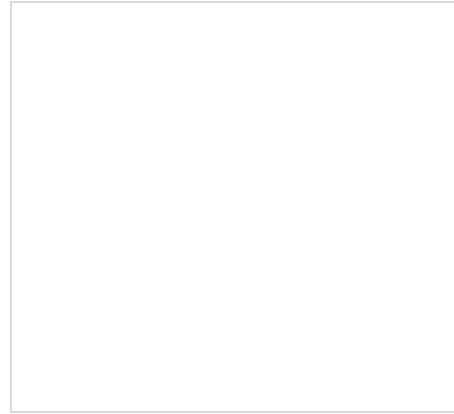
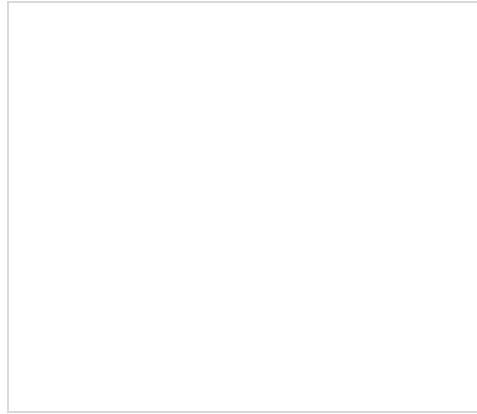
Products and Practices

Products:

- ❖ Behaviour data highlights an improved ratio between recorded positive and negative incidents. 2014 baseline = 80% or 4/5 negative
- ❖ Increased student engagement as evidenced by an increase in the social / emotional outcomes in the Tell Them From Me Student Survey
- ❖ An increased percentage of students in Years 3 and 5 achieve in the proficient bands in NAPLAN in reading, writing, spelling and numeracy. 2014 Baseline data = Year 3 Reading 33.4%, Writing = 33.3%, Spelling = 33.4% and Numeracy 16.7%
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- ❖ All Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population (PLAN Data / NAPLAN)

Practices:

- PBL is embedded into the school as recorded in SET (School-wide Evaluation Tool) and EBS (Effective Behaviour Support)
- All staff using common language
- Learning is tailored to individual need
- Two way reciprocated and respectful communication between students, staff and parents as measured through annual satisfaction surveys.
- Improved curriculum management and delivery as evidenced by supervision of programs and performance and development framework practices.
- 100% of Indigenous students participate in a range of cultural awareness activities as evidenced in



- personalised learning plans.
- Monitor school based RISC Data, assessment, progression along the continuums / PLAN data, externally sourced data including NAPLAN results

Strategic Direction 2: Teacher and Leader Learning

Purpose

For the school leadership team, teachers and support staff to support a culture of high expectations and mutual accountability, meet the diverse needs of our students, and build a dynamic culture of innovation and best practice through ongoing quality professional learning and collegiality.

Improvement Measures

- ❖ 100% of K-2 staff are trained in L3 and TEN and 2-6 staff in Focus on Reading and TOWN
- ❖ Staff demonstrate increased understanding and confidence in new syllabus curriculum implementation as evidenced through Performance Development Plan goal setting.

People

Students:

- Engage and actively participate in the programs and processes.

Staff:

- Teaching staff will develop well informed Performance and Development Plans based on Australian Professional Standards and the Performance and Development Framework.
- Staff will engage in various professional learning activities to improve knowledge, skills and understandings, increasing their capability to deliver programs for improved student outcomes and meeting the needs of gifted and talented students and students with specific learning needs.

Leaders:

- Current and aspirant school leaders will be given structured support and coaching in how to manage and lead curriculum and other projects at school and within the Myall Learning Community.

Processes

Quality Literacy, Numeracy and PBL Implementation

- Implement L3 in all K-2 classrooms and Focus on Reading (FoR) in all 2-6 classrooms, providing initial teaching training for new staff and ongoing professional learning for staff already trained.
- Implement Targeted Early Numeracy (TEN) in all K-2 classrooms and Taking Off With Numeracy (TOWN) in all 3-6 classrooms.
- Engage staff in professional learning in other significant programs / processes including Reading Recovery, PBL and MULTILIT

Curriculum Implementation

- Engage in staff training for BOSTES curriculum implementation and the Australian Professional Standards for Teachers.
- Develop individualised performance and development plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.
- Establish stage project teams across the curriculum that lead to improved teacher practice and quality teaching.
- Expand leadership opportunities for staff and students
- Focus professional development on differentiated learning in the classroom.

Evaluation Plan

- Surveys and strategic feedback, including Tell them from Me Survey data.
- Regular reflection of school and national data, use of MyPL,
- Track and support teacher quality and accreditation with the professional standards for teachers.

Products and Practices

Products:

- ❖ 100% of K-2 staff are trained in L3 and TEN and 2-6 staff in Focus on Reading and TOWN
- ❖ Staff demonstrate increased understanding and confidence in new syllabus curriculum implementation as evidenced through Performance Development Plan goal setting.

Practices:

- L3 Sessions / activities operating in all K-2 classes as reported by supervisors.
- Literacy and Numeracy continuums used to generate Learning Plans through PLAN software and then guide differentiated instruction.
- Individualised professional learning plans successfully completed and evaluated using the Guskey Professional Development Evaluation
- Lesson observations have led to improved pedagogy and changed classroom practice as a result of constructive feedback and reflective practice.
- Improved leadership capacity and professional teaching standards achieved as evidenced by AITSL or number of teachers attempting accreditation
- Increased expertise in curriculum delivery as evidenced by supervision of programs and performance and development framework practices.

Strategic Direction 3: Quality Community Relationships

Purpose

To engage and communicate with parents /carers and the wider community in order to strengthen the partnerships that exist where success is valued, a strong social conscience is developed and skills and opportunities to support student learning and wellbeing are shared.

Improvement Measures

- ❖ Effective communication with all families as measured by improved levels of communication in annual school satisfaction surveys
- ❖ Increased satisfaction ratings achieved across the period for each of the key stakeholders. Baseline data 2014 = Parents Average: 8.23/10
- ❖ Increased participation and involvement of parents in the development of Personalised Learning Plans and in the coordination of NAIDOC activities. Baseline data = 2015 involvement rates

People

Students:

- Develop greater connections with the wider community and community projects within the school setting.

Staff:

- Develop the capacity to engage parents and the broader community to improve communication, consultative processes and relationships.

Parents/Carers:

- Develop their understanding of the needs of their 21st century learners and strategies to support their learning.
- Parents as partners in the learning process will have the opportunity to develop their knowledge and skills to support their children's learning through participation in parent information sessions on a variety of topics.

Community Partners:

- Engage community partners in effective professional learning opportunities to support ongoing commitment to classroom programs,

Leaders:

- Create an environment where there is tangible evidence of shared commitment to and responsibility for the growth of community involvement.

Processes

Improved Communication

- Contact is made with all new parents to the school at various intervals to see how the students are settling in.
- Positive phone calls to parents about students performing well.
- The community is consulted on the development of enhanced communication and decision making processes improving communication with parents and the local community
- Weekly home /school communication cards increase in adoption and use

Improved Relationships

- Work in collaboration with the P&C to ensure initiatives including the "Class Parent" model are adopted.
- The school Aboriginal education team tracks progress of the attainment of goals set in Personalised Learning Plans

Evaluation Plan

Monitor attendance numbers at meetings, weekly assemblies, special events, parent information and interviews.

Products and Practices

Products:

- ❖ Effective communication with all families as measured by improved levels of communication in annual school satisfaction surveys
- ❖ Increased satisfaction ratings achieved across the period for each of the key stakeholders. Baseline data 2014 = Parents Average: 8.23/10
- ❖ Increased participation and involvement of parents in the development of Personalised Learning Plans and in the coordination of NAIDOC activities. Baseline data = 2015 involvement rates

Practice:

- Parents contribute to the consultative decision making processes
- Open and respectful communication between all stakeholders.
- Parents attend information sessions about the quality programs and initiatives being implemented
- Personalised Learning Plans and Individualised Education Plans engage all parties in the learning process
- Improved involvement and attendance of parents at P&C and associated activities as evidenced by increased attendance at P&C and participation rates at P&C events. Baseline data 2014 = 9.3 Av. participation rate.