

School plan 2018-2020

Tamworth West Public School 3158



School background 2018–2020

School vision statement

Our vision is to provide a safe, happy, caring and engaging environment where our community values education and we all collaboratively strive to exceed our potential.

School context

Tamworth West Public School is located near the centre of Tamworth and services the needs of approximately 390 students from very diverse backgrounds within the city of Tamworth and surrounding rural areas. We have undergone significant growth over the past few years, increasing in population by approximately 50percent. We are an inclusive and student-centred school that offers a positive, spacious and well equipped environment.

Our physical environment is inviting and interesting. We offer indoor and outdoor learning environments and are fortunate to be able to continue to improve our aesthetics through the dedication of our hard working P&C.

We currently house 15 mainstream classes, two moderate intellectual disability/autism support classes and a support class for students with mild intellectual disability.

Rich, diverse and innovative academic, social and cultural programs and initiatives provide many varied avenues for students to achieve.

Our staff is caring and supportive. They enthusiastically embrace and implement innovations in many areas of school life to ensure the best possible learning opportunities for our students.

As a PositiveBehaviour for Learning school our community supports and promotes thedevelopment of students who are respectful, resilient and responsible.

School planning process

The development of the 2018 – 2020 school plan has seen a continuation of consultative process at Tamworth West Public School.

Communication with the community regarding relevant reforms and the importance of community input in the school planning process has occurred over the last three years with increased attention given to the school planning process in 2017. This included through P&C

meetings, school assemblies, newsletters and parent information sessions. this was in direct response to a request for increased communication and consultation leading up to the development of the previous school plan.

Feedback was sought from across the community through a range of methods to guide the formation of strategic directions for the 2018 – 2020 school plan. Data was collected from the Tell Them From Me Survey predominantly from year 4,5, and 6 students. Staff and parents were also included in this survey at the end of 2017.

The school developed a survey based on the strategic directions in the 2017 – 2020 school plan. Students, staff and community provided feedback through this process. The school offered focus groups for parents to provide feedback in addition to ongoing discussions with the P&C.

The school underwent an external validation in term 3 2017. The preparation and feedback provided through this process was significant in the formation of school directions for 2018 and beyond.

Staff gathered this information to identify key areas. this information was gradually synthesised through a range of strategies to develop school vision, strategic directions and improvement measures. This involved the use of strategies such as:

- Brainstorming
- Surveys

School background 2018–2020

School vision statement


School context

School planning process

- Roundtable conferencing
- Carousel activities
- Concept mapping
- Graffiti Board
- Voting with your feet
- Senior executive planning days with PSL

Once data was gathered, our executive was responsible for collation and presentation of our draft plan. The plan was then discussed with staff and community for input.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Teaching and Learning

Purpose:

We believe that it is very important at Tamworth West Public School to have consistent school-wide practices for assessment and classroom practice that are used to monitor, plan and report on student learning across the curriculum. This is to ensure that "every student, every teacher, every leader" and our school improves every year.

At Tamworth West Public School all instructional staff will be committed to identifying, understanding and implementing the most effective explicit teaching methods.



STRATEGIC DIRECTION 2 Wellbeing

Purpose:

We believe that it is very important that Tamworth West Public School has a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students and staff.

We want our students to be "known, valued and cared for" and we want our staff to understand the importance of, and value the impact they have, on the wellbeing of students at our school.



STRATEGIC DIRECTION 3 Leading

Purpose:

There is a growing body of evidence that school leadership has an impact on student outcomes second only to the influence of teachers in the classroom (Hattie, 2003). With this in mind, it is imperative that we continue to grow and build the capacity of the leadership team and future leaders at Tamworth West Public School.

We are also working to ensure that educational leadership encompasses the principal and the school leadership team modelling instructional leadership and supporting a culture of high expectations and community engagement. We are aiming to improve the professional effectiveness of all school members.

Strategic Direction 1: Teaching and Learning

Purpose

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At Tamworth West Public School all instructional staff will be committed to identifying, understanding and implementing the most effective explicit teaching methods.

Improvement Measures

- The school is able to evidence growth from delivering to sustaining and growing in the Learning domain element of Assessment, and the Teaching domain element of Effective Classroom Practice.
- Improved responses in staff survey on 'What Works Best' in the area of Explicit Teaching from a baseline average score of 26.0 to an average score of 30; in the area of Use of Data to Inform Practice from a baseline average score of 26.1 to an average score of 30; and in the area of Classroom Management from a baseline average score of 17.4 to an average score of 19.
- Increased proportion of students will achieve their year appropriate expected growth in numeracy and literacy. This will include an increased proportion of all students and Aboriginal students in the top two NAPLAN bands for reading and numeracy; and an increased proportion of all students and Aboriginal

People

Students

Students understand the assessment approaches and classroom practices used in the school and their benefits for learning. Students engage in productive learning with minimal disruption.

Parents/Carers

Parents understand the assessment approaches and classroom practices used in the school and their benefits for learning. Parents and carers reflect on student progress and achievement data and assist in the development of plans and strategies for improvement.

Staff

Teachers share criteria for student assessment with students and parents. Formative and summative assessments are used. Teachers individually and collaboratively review their teaching practice and are involved in ongoing personal and collaborative professional learning for evidence based effective teaching practices. Teachers maintain orderly classrooms and manage challenging behaviour.

Leaders

The leadership team leads the analysis of student progress, achievement data, engagement in learning and other contextual information. The leadership team supports teachers to respond to trends in student achievement and engagement, at individual, group and whole school levels.

Processes

Assessment

Staff at Tamworth West are committed to the development and implementation of formative and summative assessment strategies that are consistent and routine and create opportunities for students and their parents to receive feedback on their learning.

Effective Classroom Practice

A whole school based approach at Tamworth West will be implemented to ensure the most effective evidence-based teaching methods are in place to optimise learning progress for all students, across the full range of abilities.

- ### Evaluation Plan
- School Excellence Framework self assessment
 - What Works Best survey results
 - SCOUT data analysis – NAPLAN
 - Learning progressions, PLAN 2, EaFS monitoring process
 - Whole school assessment data
 - Monitoring of whole school assessment schedule.
 - EBS on track monitoring of positive and negative student behaviour

Practices and Products

Practices

Assessment

Teachers at Tamworth West Public School routinely use formative and summative assessments to inform their teaching, adapt their practice, meet learning needs of students and provide feedback on learning. Teachers share criteria for student assessment with students and parents.

Effective Classroom Practice

Teachers at Tamworth West Public School use explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and breakdown knowledge. Teachers maintain orderly classrooms and manage challenging behaviour to create a positive learning environment for all.

Products

Assessment

Staff have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and collaboratively use this to plan, identify interventions and modify teaching practice. At Tamworth West Public School there is a coordinated effort by staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Effective Classroom Practice

Teachers employ evidence – based effective teaching strategies. These methods are identified, promoted

Strategic Direction 1: Teaching and Learning

Improvement Measures

students demonstrating minimal growth for reading and numeracy.

Practices and Products

and modelled, and students' learning improvement is monitored, demonstrating growth. Well planned teaching takes place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promote student engagement and responsibility for learning.

Strategic Direction 2: Wellbeing

Purpose

We believe that it is very important that Tamworth West Public School has a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students and staff.

We want our students to be "known, valued and cared for" and we want our staff to understand the importance of, and value the impact they have, on the wellbeing of students at our school.

Improvement Measures

- Improved responses in staff survey on 'What Works Best' in the area of High Expectations from a baseline average score of 18.8 to an average score of at least 22.; and the area of Wellbeing from a baseline average score of 17.3 to an average score of 19.
- A growth in the reported positive sense of belonging and positive relationships to match state level in the "Tell Them From Me" surveys.
- An increase in the number of parents/carers participating in the "Tell Them From Me" survey from 8 in 2017 to at least 100 in 2020.
- The school is able to evidence growth from sustaining and growing to excelling in the Learning domain of Learning Culture and Wellbeing.

People

Students

Students recognise that student wellbeing and engagement are important conditions for their learning.

Students demonstrate positive, respectful relationships with staff and each other.

Staff

Staff recognise that student wellbeing and engagement are important conditions for learning.

Staff demonstrate positive, respectful relationships with students, parents/carers. and each other.

Staff meet with students on a regular basis to provide advice, support and assistance.

Parents/Carers

Parents and carers demonstrate positive, respectful relationships with staff, students and each other.

Parents and carers support a school-wide collective responsibility for student learning and success.

Leaders

Leaders recognise that student wellbeing and engagement are important conditions for their learning.

Staff demonstrate positive, respectful relationships with students, staff, parents/carers. and each other.

Leaders regularly collaborate with

Processes

Learning Culture

Our whole school community is strongly focused on the learning process and the growth of all students. Students are motivated to deliver their best and continually improve.

Wellbeing

Our whole school community is connected, with the ability to succeed, thrive and learn. The Wellbeing Framework assessment tool drives improvement in all facets of wellbeing at Tamworth West Public School.

Evaluation Plan

- 'What Works Best' staff survey
- 'Tell Them From Me' surveys for students, staff and parent/carers
- ebs ontrack+ data
- attendance monitoring
- Wellbeing Framework assessment tool
- Learning Support Team minutes reflect students transitioning to and from Tamworth West PS
- Collection of PLPs
- PBL sets

Practices and Products

Practices

Learning Culture

An effective partnership in learning between parents/carers, students, the community and the school is evident. Leaders regularly collaborate in and across schools to collect and analyse information to support students' successful transitions to and from Tamworth West Public School.

Wellbeing

Through Personal Learning Pathways, teachers routinely meet with students to provide advice, support and assistance. The Wellbeing Framework assessment tool drives a strategic and planned approach to whole school wellbeing.

Products

Learning Culture

Students are motivated to deliver their best and continually improve. Students successfully transition from P-K and 6-7.

Wellbeing

All students have a PLP to support them to fulfil their potential. There is measurable improvement in wellbeing and engagement to support learning.

Strategic Direction 2: Wellbeing

People

others, in and across schools, to ensure that students transitioning to and from Tamworth West Public School are known, valued and cared for.

Strategic Direction 3: Leading

Purpose

There is a growing body of evidence that school leadership has an impact on student outcomes second only to the influence of teachers in the classroom (Hattie, 2003). With this in mind, it is imperative that we continue to grow and build the capacity of the leadership team and future leaders at Tamworth West Public School.

We are also working to ensure that educational leadership encompasses the principal and the school leadership team modelling instructional leadership and supporting a culture of high expectations and community engagement. We are aiming to improve the professional effectiveness of all school members.

Improvement Measures

- Improved responses in staff survey on 'What Works Best' in the area of Effective Feedback from a baseline average score of 27.3 to an average score of 32; and in the area of Collaboration from a baseline average score of 15.0 to an average score of 18.
- An increase in the number of goals in our teaching Performance and Development Plans aligning to the Professional Teaching Standards from 82% in 2017 to 100% by 2020.
- The school is able to evidence growth from delivering to sustaining and growing in the Leading domain of Educational Leadership and Management Practices and Processes.

People

Students

The school regularly solicits and addresses feedback on school performance from students. Student achievement and engagement improve as a result of school leadership initiatives.

Parents/Carers

The school regularly solicits and addresses feedback on school performance from parents and carers. Parents and community members have the opportunity to engage in a range of school-related activities.

Staff

Teaching and non-teaching staff proactively seek to improve their performance. Staff participate in professional learning to facilitate whole school improvement and build a strong pipeline of leaders. Teachers work collaboratively to review practices and monitor improvement.

Leaders

The principal is the primary instructional leader at Tamworth West Public School. The leadership team model instructional leadership and support a culture of high expectations and community engagement. The leadership team reviews teaching practices to affirm quality and to challenge and address underperformance. The leadership team analyses responses to school community satisfaction measures. The leadership team collects information about the school's administrative practices in order to ensure

Processes

Educational Leadership

Capacity of staff is increased through professional learning, collaborative practices, engagement with the PDP process and effective feedback.

Management Practices and Processes

Management practices and processes further developed to improve staff, parental/carers and community satisfaction and engagement.

Evaluation Plan

- 'What Works Best' staff survey
- 'Tell Them From Me' surveys for students, staff and parent/carers
- School based community surveys
- Collection of data relating to PDPs
- A-Z Policy Tool
- Possible inclusion in the NESA registration process

Practices and Products

Practices

Educational Leadership

Professional learning at Tamworth West Public School reflects effective instructional leadership, management skills and leadership attributes. Teachers work collaboratively to review practices and monitor improvement. We regularly solicit and address feedback on school performance from students, staff, parents and the broader school community.

Management Practices and Processes

The leadership team analyses responses to school community satisfaction measures. Management practices and processes are responsive to school community feedback. The whole school works collaboratively to improve service delivery as evidenced in the evaluation plan.

Products

Educational Leadership

Tamworth West Public School demonstrates whole school improvement. Teaching and non-teaching staff proactively seek to improve their performance and build a strong pipeline of leaders. teaching practices to affirm quality and to challenge and address underperformance.

Management Practices and Processes

The school's systems and processes are reviewed and updated. The budget reflects cost effective decision making.

Strategic Direction 3: Leading

People
their effectiveness.