

# School plan 2015-2017

## Tamworth West Public School 3158



# School background 2015–2017

## School vision statement

Our vision is to provide a safe, happy, caring and stimulating environment where our community values education and we all strive to reach our full potential.

We are committed to providing students with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the community. We nurture intellectual curiosity, risk-taking, collaborative and critical thinking and effective communication.

Our instruction is aimed at supporting each student's ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children.

## School context

Tamworth West Public School is located near the centre of Tamworth and services the needs of approximately 330 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 at least 30%. This growth reflects local property development, renewed community recognition and consumer choice. 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 12 mainstream classes, a multi-categorical support class and a support class for students with mild intellectual disability. In addition, we are home to the New England Learning Centre; itinerant staff for hearing and early intervention; technology support; and assets management.

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

- Early Action for Success (EAfS)
- Reading Recovery
- Learning and Support
- Positive Behaviour for Learning (PBL)
- Aboriginal initiatives including 'Big Sis, Little Sis' and 'Butterfly Sweethearts'
- Environmental education
- Life Education Van
- A technology centre
- Technology in all classrooms
- Student Leadership

## School planning process

The development of the 2015–2017 school plan has seen the introduction of consultative process to Tamworth West Public School. Many information sessions have been held to develop understanding of relevant reforms and the impact of these reforms on our school community.

Particular attention has been paid to the Resource Allocation Model and the Working Locally reform. Information sessions were conducted as part of Professional Learning sessions, P&C meetings, assemblies and community information sessions. Videos, presentations and fact sheets provided through the High Performance Directorate were shared and discussed. The need to grow and improve our consultative capacity has been identified through the 5P planning page – in particular in relation to increasing the number of community members who participate.

The development of our school vision, strategic directions and improvement measures involved the use of strategies such as:

- Brainstorming
- Surveys
- Roundtable conferencing
- Carousel activities
- Concept mapping
- Graffiti Board
- Voting with your feet

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

# School background 2015–2017

## School vision statement

## School context

- Music groups
- Dance groups
- Debating
- Science and Engineering Challenge
- Affiliation with many sporting clubs
- Transition programs
- Undercover playground equipment
- Breakfast Club
- School canteen

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 PBL school our community supports and promotes the development of students who are trustworthy, welcoming, proud and strive to do and give of their best.

## School planning process

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

To build stronger, more positive relationships with our community

### Purpose:

Families are the primary influence on children's development and the most important people in children's lives. Research has shown that when families are involved in their child's education, their child achieves more regardless of their socioeconomic level, ethnic or racial background, or the parents' educational level (McDermott, 2010). Children are much more likely to reach their full potential in life when their family and education work together to foster children's learning and holistic development.

## STRATEGIC DIRECTION 2

To build the capacity of our staff to provide an enriched and challenging learning environment for all students

### Purpose:

Research on brain activity by Rosalind Picard and her colleagues suggests that students' brain activity is nearly non-existent during lectures – even lower than when they are asleep. This means, that the teacher at the front of a classroom transmitting knowledge and the children listening quietly will not work. We need to foster pedagogy where teachers challenge and stimulate their students' brains and increase their motivation to learn. The brain responds best in a learning environment when it can make the connection between the learning going on and real-life applications. Teachers need to explicitly plan for and draw the connection to real life in the classroom. Professional capacity must be built for this to be effective.

## STRATEGIC DIRECTION 3

To assist our students to develop and master the skills, knowledge and expertise they will need to succeed in work and life in the 21st century

### Purpose:

To succeed in the 21st Century students need to learn more than the 3Rs. Our students need to develop global awareness, financial literacy and understandings in environment, civil responsibilities, health and business. They need to be creative, innovative and collaborative. They need to be able to problem-solve, think critically and communicate. Our expectation on students has well and truly moved on from simply studying 6 Key Learning Areas.

# Strategic Direction 1: To build stronger, more positive relationships with our community

## Purpose

Families are the primary influence on children's development and the most important people in children's lives. Research has shown that when families are involved in their child's education, their child achieves more regardless of their socioeconomic level, ethnic or racial background, or the parents' educational level (McDermott, 2010). Children are much more likely to reach their full potential in life when their family and education work together to foster children's learning and holistic development.

## Improvement Measures

### Positive Parent Partnerships

The school website is utilised more readily to access the school newsletter and all other notes.

An increased number of families are actively engaged in school initiatives and celebrations

An increase is evident in the number of community members or organisations the school works with to support student learning

An increase in the number of positive responses by parents and community to school surveys.

## People

### Students

Will be actively involved in the Positive Behaviour for Learning program, to improve emotional resilience and social intelligence and take responsibility for their own behaviour and learning

### Staff

Support staff to provide inclusive and engaging curriculum and teaching and learning activities, initiate and maintain constructive communication and relationships with students and parents/careers

### Parents/Carers

Parents/carers will be given opportunities to be engaged in parent/carer directed workshops to encourage better Family –School Partnerships for the educational benefit of all students

### Community Partners

Work together to establish meaningful and proactive partnerships to engage our students in "real world" activities and strategies.

Develop a community of schools network to support professional development opportunities

### Leaders

Continue to initiate specific and whole

## Processes

### Positive Parent Partnerships

2015

- Improve the school newsletter presentation. Ensure the newsletter is posted fortnightly on the website. Encourage community members to join eNews.
- Open the doors of the school to our community in relation to: classrooms; assemblies; whole school activities; and school planning.
- Build the capacity of parents and community members to support their children.

2016

- Engage our parents/carers and community through the school newsletter & regular classroom newsletters. Post copies of all communication on the school website. Continue to encourage the school community to join eNews.
- Engage parents/carers and community members through school celebrations.
- Continue to up skill our parent/carer body through organised workshops.
- Use community links and businesses; and
- Use SchoolMap surveys to obtain information from parents and carers about school culture and teaching.

2017

- Continue to develop productive relationships across our extended community to improve educational

## Practices and Products

### Practices

#### Positive Parent Partnerships

- Community members access the school website to seek information.
- Families know what is happening within our school and community because they have been advised through the school newsletter.
- Increased parental participation in whole school events (Assemblies, Open Days, Book week and NAIDOC activities) and celebrations
- Parents/Carers feel welcomed and valued in our school as joint partners in the education of their child/ren
- A range of community members and organisations are involved with the school.

### Products

#### Positive Parent Partnerships

- The website report indicates an increase in the number of families accessing the school website.
- It is common for families to attend weekly assemblies and other celebrations.
- Community members and organisations are happy to work with us for the benefit of our students.
- Families respond positively to school surveys..

# Strategic Direction 1: To build stronger, more positive relationships with our community

## Improvement Measures

## People

school programs to meet the needs of our school community

## Processes

- opportunities for our students;
- Broaden the understanding of, and support for, our expectations and aspirations – especially when planning for 2018–2020; and
- Provide more opportunities for the community to give constructive feedback on our practices and procedures..

## Evaluation Plan

Monitor data on parental involvement including:

- Attendance at community workshops
- Feedback in relation to workshops
- Attendance at school celebrations
- Parent and community survey information
- Acknowledgement slips from the school newsletter

## Practices and Products

# Strategic Direction 2: To build the capacity of our staff to provide an enriched and challenging learning environment for all students

## Purpose

Research on brain activity by Rosalind Picard and her colleagues suggests that students' brain activity is nearly non-existent during lectures – even lower than when they are asleep. This means, that the teacher at the front of a classroom transmitting knowledge and the children listening quietly will not work. We need to foster pedagogy where teachers challenge and stimulate their students' brains and increase their motivation to learn. The brain responds best in a learning environment when it can make the connection between the learning going on and real-life applications. Teachers need to explicitly plan for and draw the connection to real life in the classroom. Professional capacity must be built for this to be effective.

## Improvement Measures

### Improving Pedagogical Practice through Early Action for Success (K–2)

80% of students meet stage clusters in PLAN data K–2.

Increase the % of students in Year 3 at proficiency through NAPLAN from 2014 data:

- Reading 27%
- Writing 27%
- Numeracy 21%

All K–2 teachers trained in L3 and TEN.

Positive responses to surveys relating to teaching and learning.

An increase in student attendance K–2.

### Improving Pedagogical Practice in

## People

### Students

Will play an active role in their own learning and be engaged with teaching and learning programs that are purposeful, challenging and successful

### Staff

Capacity will be enhanced by developing and creating a culture where all staff members are engaged in relevant and evidence-based professional learning, both at an individual and whole staff level.

### Parents/Carers

Informing parents of school targets and directions. Provide opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

### Leaders

Our leadership capacity and teaching expertise will be strengthened by working collaboratively to integrate complex parts and ideas into coherent products, solutions or programs

## Processes

### Improving Pedagogical Practice through Early Action for Success (K–2)

2015

- Engagement of Instructional Leader K–2 to drive improved pedagogical practice
- Teachers to attend L3 Kinder or Stage 1 L3 training.
- Additional release time to be provided to allow classroom teachers time to work with Instructional Leader.
- Teachers to be trained in TEN.
- Develop a deeper knowledge and understanding of our curriculum.
- Workshops & PL sessions focusing on English & Maths.

2016

- Continued support from Instructional Leaders across K–2.
- New teachers to attend L3 Kinder or Stage 1 L3 training. Continuing teachers to attend ongoing L3 PL.
- Workshops & PL sessions focusing on Running Records, TEN & TOWN.

2017

- Continued support from Instructional Leaders across K–2. Our new allocation of 1.2 FTE will ensure that this happens;
- Ensuring all new staff in K–2 are trained in L3 and TEN and existing staff will access ongoing training; and
- Purchasing resources to support the explicit teaching of literacy and

## Practices and Products

### Practices

#### Improving Pedagogical Practice through Early Action for Success (K–2)

- Quality pedagogy, consistency in teacher judgement, improved teacher engagement and collaboration leading to excellence in classroom practice and student achievement.
- Teaching and learning programs provide evidence of differentiation, Quality Teaching and dynamic learning environments and tasks
- Identified students have access to Tier 2 or Tier 3 support.

#### Improving Pedagogical Practice in Writing (3–6)

- There is explicit teaching of the skills listed on the matrix.
- There is evidence of the explicit use of proofreading procedures.
- There is explicit teaching of planning for writing.
- There is regular structured writing in all Key Learning Areas.
- Data is used to drive teaching and learning.
- Data is shared with students and parents/carers.
- There is explicit use of learning goals.

#### Understanding by Design (UbD)

- Teachers develop units of work which are based on what students need to understand, what they need to know and the skills they need to develop.

# Strategic Direction 2: To build the capacity of our staff to provide an enriched and challenging learning environment for all students

## Improvement Measures

### Writing (3–6)

Decrease the % of students in Years 3, 5 & 7 in the lowest NAPLAN band for writing from 2014 data:

- Year 3 12.1%
- Year 5 30.8%
- Year 7 36.7%

Increase the % of students in Years 3, 5 & 7 in the top two NAPLAN bands for writing from 2014 data:

- Year 3 27.3%
- Year 5 3.8%
- Year 7 3.3%

All 3–6 teachers use a standard rubric to assess writing.

Positive responses to surveys relating to teaching and learning.

An increase in student attendance 3–6.

### Understanding by Design (UbD)

Positive responses to surveys relating to teaching and learning.

All staff demonstrate a sound understanding of UbD.

All staff declare an increase in their knowledge of the Geography Syllabus.

### Performance and Development Plans

## People

## Processes

numeracy across K–2.

### Improving Pedagogical Practice in Writing (3–6)

2017

- Employing the services of an Instructional Leader to focus on writing;
- Participate in Professional Learning around the explicit teaching of writing across all types of text;
- Introduce a rubric to assist staff to monitor writing progress and students to self-monitor; and
- Collect data to drive what we focus on in writing.

### Understanding by Design (UbD)

2016

- A team of teachers to attend the UbD Institute.
- School Development Days and PL sessions to be used to up skill all teaching staff in UbD.
- PL on new Geography Syllabus.
- Stages to collaboratively write a Geography unit using the principals of UbD

2017

- Stages to write more units using the Understanding by Design (UbD) philosophy.
- Resources to be purchased to support new units.

## Practices and Products

- Authentic assessment tasks are attached to all new units of work.

### Performance and Development Plans

- Teacher personal goals align with the Teaching Standards.
- Teacher personal goals align with our school strategic directions.
- Supervisors are able to assist staff with measureable evaluation of goals.
- PDPs drive professional learning sessions within the school.
- Staff are part of an accreditation network which operates across our THS community of schools.

## Products

### Improving Pedagogical Practice through Early Action for Success (K–2)

- Teachers engage students in deep learning tasks where high expectations are mutually negotiated that will prepare them to be creative, connected, collaborative life-long problem solvers.
- Teachers moving from a pedagogy that centres on individuals demonstrating their learning to a pedagogy that embraces groups demonstrating their learning

### Improving Pedagogical Practice in Writing (3–6)

- 80% of 3–6 students meet our matrix expectations for writing.



# Strategic Direction 2: To build the capacity of our staff to provide an enriched and challenging learning environment for all students

## Improvement Measures

All staff develop Performance and Development Plans formulated in consultation with school leaders.

Performance and Development Plans are based on school strategic directions and staff analysis of own needs.

## People

## Processes

### Performance and Development Plans

2015

- Principal and Federation Representative to attend training in the new PDP process.
- Introduce new PDP process to teaching staff.
- Partial implementation of PDP process.
- Instructional Leader put in place to ensure that Performance Development Plans are used to drive Professional Learning.

2016

- Full implementation of PDP process.
- PL to support observations and collection of evidence.

2017

- The process is followed accurately;
- Goals are linked to Teaching Standards;
- Observations are appropriate and well-documented; and
- Evidence collected is relevant.

### Evaluation Plan

- Analysis of data from individual staff's Performance and Development plans to measure individual growth
- Monitoring of both NAPLAN and school based assessments results to highlight and analyse students' performance.
- Evidence of increased number of students positively engaged in improved

## Practices and Products

- Students are using proofreading booklets to self-assess writing.

### Understanding by Design (UbD)

- Units of works are engaging.
- Assessment tasks reflect a deep understanding of new knowledge.

### Performance and Development Plans

- Supervisors share own PDPs with colleagues.
- Staff value the PDP process.
- Staff grow professionally as a result of PDPs.
- Staff are use to observing others and being observed.

## Strategic Direction 2: To build the capacity of our staff to provide an enriched and challenging learning environment for all students

### Improvement Measures

### People

### Processes

learning environments through student feedback and surveys

### Practices and Products

# Strategic Direction 3: To assist our students to develop and master the skills, knowledge and expertise they will need to succeed in work and life in the 21st century

Purpose	People	Processes	Practices and Products
<p>To succeed in the 21st Century students need to learn more than the 3Rs. Our students need to develop global awareness, financial literacy and understandings in environment, civil responsibilities, health and business. They need to be creative, innovative and collaborative. They need to be able to problem-solve, think critically and communicate. Our expectation on students has well and truly moved on from simply studying 6 Key Learning Areas.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Will be prepared for the complex life and work environments in the 21st century;</li> <li>• Will be actively engaged in developing creativity, critical thinking, communication and collaboration in preparation for their future.</li> </ul>	<p><b>Kitchen Garden Program</b></p> <p>2016</p> <ul style="list-style-type: none"> <li>• Create a garden area within the school.</li> <li>• Students build and own a class garden.</li> <li>• All classes participate in gardening lessons, choosing seasonal vegetables/fruits, planting, watering and caring for their plots.</li> <li>• Students participate in cooking lessons based on planted foods.</li> </ul>	<p><b>Practices</b></p> <p><b>Kitchen Garden Program</b></p> <ul style="list-style-type: none"> <li>• All students willingly participate in the Kitchen-Garden program.</li> <li>• Interested students volunteer their time to tend the vegetable/fruit gardens.</li> <li>• All classes participate in gardening lessons.</li> <li>• Students participate in cooking lessons based on planted foods.</li> </ul>
<p><b>Improvement Measures</b></p>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Will develop 'new pedagogies' more relevant to this era;</li> <li>• Provide high quality instruction that includes not just literacy and numeracy, but problem solving, collaboration, creativity and building effective relationships and teams;</li> <li>• Ensure that cross-curriculum priorities, general capabilities and other essential learning across the curriculum areas are evident in teaching and learning activities</li> </ul>	<p>2017</p> <ul style="list-style-type: none"> <li>• New classes take responsibility for 2017 garden;</li> <li>• All classes participate in gardening lessons, choosing seasonal vegetables/fruits, planting, watering and caring for their plots;</li> <li>• Students participate in cooking lessons based on planted foods; and</li> <li>• Vegetable and fruit pots are established across the school.</li> </ul>	<p><b>Preparing 21st Century Learners with a Focus on Technology</b></p> <ul style="list-style-type: none"> <li>• Teachers demonstrate innovation in the use of interactive technology for teaching and learning.</li> <li>• Coding lessons are taught regularly as a part of library/Release from Face to Face</li> </ul>
<p><b>Kitchen Garden Program</b></p> <p>All students participate positively in the Kitchen Garden program.</p>	<p><b>Parents/Carers</b></p> <p>Encourage parental participation in community learning sessions on 21st century learning to build community capacities</p>	<p><b>Preparing 21st Century Learners with a Focus on Technology</b></p>	<p><b>Positive Behaviour for Learning (PBL)</b></p> <ul style="list-style-type: none"> <li>• All classes complete weekly PBL lessons.</li> <li>• The weekly PBL assembly is an opportunity to discuss our focus for the week and recognise students who have been caught being good the week before.</li> <li>• Staff use a common language when discussing behaviour.</li> </ul>
<p><b>Preparing 21st Century Learners with a Focus on Technology</b></p> <p>Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration.</p> <p>IPads and computer labs are used regularly to support learning.</p> <p>Some students develop a basic understanding of coding.</p>	<p><b>Community Partners</b></p> <p>Community organisations involved in our school to assist in the development of live skills</p>	<p>2016</p> <ul style="list-style-type: none"> <li>• Develop awareness through PL that 21st century skills involve more than technology.</li> <li>• Commit to additional learning experiences across all Key Learning Areas and resources appropriately.</li> <li>• Focus on developing collaboration and communication within our students.</li> </ul>	<p><b>Products</b></p> <p><b>Kitchen Garden Program</b></p>
<p><b>Positive Behaviour for Learning (PBL)</b></p> <p>PBL practices are embedded into all classrooms and school wide settings.</p> <p>85% of students students are operating within the PBL universal level (Tier 1).</p>			

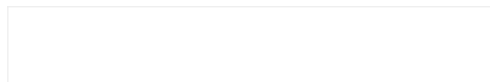
# Strategic Direction 3: To assist our students to develop and master the skills, knowledge and expertise they will need to succeed in work and life in the 21st century

## Improvement Measures

PBL school-wide evaluation tool (SET) displays growth.

An increase in the % of students displaying an attendance record of greater than 85%.

## People



## Processes

- Ensure all classrooms have an IWB.
- Increase wifi network across the school.
- Ensure all classes have a number of iPads to support class activities.
- Purchase class set of iPads to be shared across the school.
- Investigate 'coding' and attend PL if able.

2017

- Additional Professional Learning will occur around coding and technology;
- Staff to be surveyed regarding professional learning requirements;
- Additional resources to improve technology in the classrooms will be purchased; and
- STEM resources to be purchased.

### Positive Behaviour for Learning (PBL)

2015

- Research effect of PBL on a school community.
- Establish a PBL committee.
- PBL training for new committee members.
- Review current school values.

2016

- Tier 1 Universal Training for PBL committee.
- Classes to identify shared area expectations.

## Practices and Products

- Vegetable and fruit pots are established across the school.
- All classes have a vegetable plot..
- All classes participate in gardening lessons.

### Preparing 21st Century Learners with a Focus on Technology

- The school is fully wifi accessible.
- Teachers confidently and competently using interactive technology on a daily basis to enhance quality teaching
- Students communicate effectively as part of collaborative practice.
- Most students are aware of the importance of STEM education.

### Positive Behaviour for Learning (PBL)

- Students know our three focus values.
- The community know what our values are and supports our weekly focus areas.
- There is a reduction in the number of negative behaviours recorded on ebS4.

# Strategic Direction 3: To assist our students to develop and master the skills, knowledge and expertise they will need to succeed in work and life in the 21st century

## Improvement Measures

## People

## Processes

- Seek advice and support from the state PBL Team.

2017

- The PBL weekly assembly format will be revised;
- Weekly PBL lessons will be taught;
- A new PBL award will be formatted and given out at assemblies;
- The committee will develop and distribute a minor and major behaviour matrix based on staff collaboration;
- Corflute signage will be ordered;
- The PBL team will start attending Network Hub meetings; and
- A PBL student working party will be formed.

## Evaluation Plan

- Monitoring of the milestones
- Executive and team leader evaluations
- Yearly outcome monitoring

## Practices and Products