



School plan 2018-2020

Tallong Public School 3154



School background 2018–2020

School vision statement

At Tallong Public School our vision is for committed teachers to collaboratively develop their teaching practice and, in partnership with the community, support every student in achieving their learning potential and acquire skills that prepare them for the future. They aim to develop creative individuals who are committed to practices that lead to well-being of self and others.

School context

Tallong Public School is a rural school set in the Southern Highlands village of Tallong. The school is supported by the community and an active and committed Parents & Citizens organisation. The school is a member of the Moss Vale Community of Schools as well as the Bong Bong Leadership Group of schools, whose principals and staff collaborate to provide transition programs and academic, sporting and creative opportunities for all students. The village is a growing population and school enrolments have risen dramatically over the past few years. With an increases number of working parents, the school is committed to providing before and after school care as well an Early Learning Hub for preschool children.

School planning process

The principal initially sought the opinions of parents, staff and students via surveys, focus groups and forums. Data from these 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. In addition the principal participated in a small schools collaborative process to determine a common strategic direction for all schools within the group. The strategic directions and purposes were finalised to determine the products and practices that the school hopes to achieve for 2018–2020.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching

Purpose:

To build the capacity of teachers through shared expertise and professional learning to respond to the needs of every learner in literacy and numeracy.



**STRATEGIC
DIRECTION 2**
Wellbeing

Purpose:

To embed wellbeing as a cornerstone to enable students to flourish.

Strategic Direction 1: Quality Teaching

Purpose

To build the capacity of teachers through shared expertise and professional learning to respond to the needs of every learner in literacy and numeracy.

Improvement Measures

100% of students display a minimum of one year's progress per year of teaching as measured against the literacy and numeracy learning progressions.

School data shows strong student progress and achievement on internal measures in PLAN and is greater than students at statistically similar schools on external measures e.g. NAPLAN.

Annual survey of student and community responses demonstrates aspirational expectations of growth in learning progress, commitment to the pursuit of excellence and motivation to continually improve.

People

Students

All students build skills to be reflective learners with aspirational expectations committed to the pursuit of excellence.

Staff

Teachers extend their knowledge of data use and analysis. They embrace a coordinated approach to track student progress to ensure optimum conditions for growth and achievement, based on data and evidence.

Parents/Carers

Parent/Carers participate in and embrace opportunities afforded by the school to learn about modern pedagogy.

Processes

Through collaborative practice teachers and leaders draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices..

Using data to inform practice the school uses data to inform collective decisions internally and across the Bong Bong Learning Community about student learning aligned with improvement measures.

Evaluation Plan

Weeks 5 and 10 PLAN data is evaluated at staff meetings.. Progress of meeting Strategic Plan Milestones is evaluated mid term and at the end of each term. PDP goals are aligned with observations of teaching practice and teacher feedback Staff share reflections after Professional Learning.

Practices and Products

Practices

The Bong Bong Learning Community communicates with increasing frequency and confidence, and with a greater understanding of current teaching practices that include evidenced-based teaching.

Products

Analysis of student performance data across the Bong Bong Learning Community is embedded in teaching and learning cycles, including the analysis of student growth, as measured in PLAN, PAT tests and. NAPLAN.

Teachers' knowledge of data use and analysis in the context of the new literacy and numeracy progressions is extended.

Strategic Direction 2: Wellbeing

Purpose

To embed wellbeing as a cornerstone to enable students to flourish.

Improvement Measures

2018 parent/teacher/student surveys demonstrate that every parent, student and staff member has an understanding of the Wellbeing Framework for Schools and of the concept of wellbeing and its close link to learning..

By 2020 at least one parent of each family is represented at parent/teacher/ student interviews. Attendance rates at parent forums, meetings and social gatherings increase measurably.

Attendance and punctuality rates for all students improves with a target of no unexplained absences by 2020

100% of classroom observations and student ILPs and PLPs demonstrate that students are supported to attain their personal learning goals.

2018–2020 All students have the opportunity to participate in school decision making through an effective Student Representative Council as recorded in its meeting minutes.

People

Students

All students will participate in school programs that aim to develop their skills, knowledge, capabilities and mindsets in the cognitive, emotional social physical and spiritual wellbeing domains.

Staff

Staff will have an understanding of the Wellbeing Framework through professional learning and evaluate how current and future approaches/programs support students to connect, succeed and thrive. Staff will participate in the annual self–assessment process, making a connection between wellbeing and school

Leaders

Leaders will undertake a comprehensive evaluation of school wellbeing approaches and facilitate professional learning for staff to develop an understanding of the concept of wellbeing. They will develop a planned approach to implementing the elements of the Wellbeing Framework.

Parents/Carers

Parents/Carers will be encouraged to gain a shared understanding of the Wellbeing Framework for Schools and of the concept of wellbeing and its close links with learning.

Processes

Positive psychology

- Embed positive psychology in all aspects of Tallong Public School life for **students, staff** and the **community**.
- Actively cultivate the dispositions of optimism, resilience, determination and compassion for others in interactions and learning experiences.

Equity

- Educate students in issues of gender, identity, diversity and equality.
- Create leadership and character development in all students that strengthen student voice, build individual confidence and discover their talents and strengths.
- Equip students with tools and strategies to navigate the challenges of life.

Evaluation Plan

- Evaluate current and planned new practices and approaches to wellbeing by using the School Wellbeing Mapping Scaffold.
- Approaches and programs are identified whether they address the learning needs of all, some and few students.

Practices and Products

Practices

- A wellbeing team will be established to lead professional learning for the school community to engage with Wellbeing Framework for Schools.
- 2015–2017 Visible Learning and Positive Behaviour for Learning strategies will be evaluated against the five domains of wellbeing.
- Approaches to student leadership will be evaluated and developed for all , some and few students as per the Self Assessment Tool for Schools.

Products

- Student Wellbeing is dynamic, integral to learning and embedded in the all practices at Tallong Public School.