

School plan 2018-2020

Temora West Public School 4209



School background 2018–2020

School vision statement

Through collaboration and continuous learning, *Temora West Public School* will be a place of excellence where all students are engaged in high quality, real–world learning.

A professional and highly motivated staff, in partnership with parents and community, will **empower students to achieve their full potential** and become caring, responsible citizens who are lifelong learners..

School context

Our motto, 'Strive and Succeed' continues to capture the atmosphere of our school. Temora West Public School is a learning community where students are encouraged to explore ideas, expand their minds and learn new ways to express themselves in a safe and happy environment. Developing a love of lifelong learning are goals we strive to achieve for all our students.

Temora West is a P1 school with a total of 144 students in seven classes and a Multi–Categorical class. We are an inclusive school dedicated to providing opportunities for all students. There is a very strong focus on literacy and numeracy and both staff and parents have high expectations of student achievement. We are focused on providing consistent, high quality teaching and learning in the arts and relevant personal development programs which nurture resilience, creativity and innovative thinking in our students. We aim to inspire and motivate our students and develop confidence in their own abilities.

School planning process

At the centre of this plan are our **students**. Our aim to provide a stimulating, supportive environment where students choose **to reach their full potential**, as learners and as a school community. The Temora West School Community including parents, teachers and the School Council convened to identify the school's strengths, opportunities and areas for development.

The school vision was reviewed and through consultation and collaboration this was refined to reflect our collective philosophy of education and to provide a guide for our values and beliefs.

The school community completed a comprehensive evaluative process based on the School Excellence Framework. This evaluation also included the Tell Them From Me (TTFM) survey, NAPLAN and school based data results. This information provided background related to effective teaching practices and school culture as perceived by our students and community. The staff and parents provided data on existing school practices and priorities and suggestions for future programs.

The evaluative process brought agreement on the revised school vision and prioritised the 3 strategic directions. The school worked with these directions to forward plan for 2018 with the support and collaboration of the school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaging, Inclusive and Reflective Learning Culture.

Purpose:

To provide a powerful learning environment that explicitly teaches students to be literate, numerate and creative, where high expectations are set to achieve students' full potential.

STRATEGIC DIRECTION 2

Staff will be High Performing, Evolving, Collaborative and Dynamic.

Purpose:

To commit to promoting excellence in teaching in every classroom, every day through a shared vision and fostering professional dialogue amongst a collaborative and dedicated teaching team.

STRATEGIC DIRECTION 3

Leading a Supportive and Engaged School Community

Purpose:

To promote a positive, inclusive and collaborative school culture. Learners who are confident, resilient and respectful. Working together as a learning community to equip students to lead successful lives.

Strategic Direction 1: Engaging, Inclusive and Reflective Learning Culture.

Purpose

To provide a powerful learning environment that explicitly teaches students to be literate, numerate and creative, where high expectations are set to achieve students' full potential.

Improvement Measures

Improvement in Year 2 to Year 6 reading comprehension and K–6 numeracy as evidenced through data tracking.

Increase the number of students achieving proficiency in line with the Premier's targets.

People

Students

Students will take responsibility for their learning, articulating how they learn and to develop critical thinking, problem solving, collaborative and communicative skills to achieve their learning goals.

Staff

Staff are committed and supported in Professional Learning activities working collaboratively to improve Teaching and Learning activities.

Leaders

Leaders maintain a focus on Instructional Leadership to sustain a culture of evidence-based teaching strategies. that work.

Parents/Carers

Parents/Carers will support a school-wide collective responsibility for student learning and success.

Community Partners

Community partners will work collaboratively with the school to support student achievement in learning, engagement and wellbeing.

Processes

Deliver quality student-centred learning experiences through innovative teaching practice and by embedding quality teaching practices in planning and teaching of literacy and numeracy.

Ensure learning is based on evidence from formative and summative assessment and there are timely interventions and feedback for all students.

Evaluation Plan

Internal: Quarterly reporting against milestones by leadership group.

School based standardised tests, surveys and classroom observations, Learning Progressions, and the Well Being self-assessment tool.

Practices and Products

Practices

A collaborative and cooperative team will share a collective responsibility for student learning and success.

Positive and respectful relationships across the school underpin a productive and aspirational learning environment.

Products

All teachers will use assessment flexibly and responsively as an integral part of daily practice with emphasis on constructive feedback.

Teaching practices show evidence of Explicit Instruction, Quality Teaching and Visible learning that are embedded in T/L programs.

Strategic Direction 2: Staff will be High Performing, Evolving, Collaborative and Dynamic.

Purpose

To commit to promoting excellence in teaching in every classroom, every day through a shared vision and fostering professional dialogue amongst a collaborative and dedicated teaching team.

Improvement Measures

The school analyses and uses data to identify the learning progress of individual students and cohorts in Literacy and Numeracy.

Teachers have rigorous and self-reflective goals and lesson observations and programs directly show that teachers use evidence based best practice.

People

Students

Students will have opportunities to challenge and extend their learning with quality feedback on their progress.

Staff

Professional Learning activities will focus on building teachers understandings of effective teaching strategies in Literacy and Numeracy and through reflection build a shared knowledge of evidence-based best practice.

Leaders

Leaders will receive training in coaching to improve performance which will enable them to develop the capacity of the staff they lead.

Parents/Carers

Parents work together with staff to establish a partnership of shared care and responsibility for students' learning. To support their child's learning through participation in parent information sessions and 3-way conferences to keep them informed of their child's progress.

Processes

Develop a deeper shared understanding of quality teaching and specific innovative teaching programs.

School project teams will focus on establishing frameworks for consistent, high standard practices in learning support, curriculum (numeracy and literacy), and leadership.

Evaluation Plan

Internal: Quarterly reporting against milestones by the leadership team; feedback from stage groups and focus group sessions.

NAPLAN data, Lesson plans/teaching programs, Classroom Observation data.

External: Peer principal to review the quality and effectiveness of the implementation approach across the school.

Practices and Products

Practices

Teachers and leaders use Professional Learning and Professional Development Plans to identify and monitor specific areas for continual improvement.

Teachers consistently assess **for, as and of** learning to guide teaching practice and to engage with parents in relation to their child's progress and how they can effectively support them to learn.

Products

Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the syllabus and learning progressions.

The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Strategic Direction 3: Leading a Supportive and Engaged School Community

Purpose

To promote a positive, inclusive and collaborative school culture. Learners who are confident, resilient and respectful. Working together as a learning community to equip students to lead successful lives.

Improvement Measures

The school values are embedded in all areas of school life, practice and procedures. The learning aspirations and expectations of students and parents are known and inform planning for learning.

Wellbeing survey indicates the majority of students feel safe and a sense of belonging at Temora West Public School.

People

Students

Students will acquire the skills needed to participate in 21st century life through the development of their emotional and social wellbeing.

Staff

Staff will gain an understanding of the emotional and social needs of students by making a concentrated effort to create a nurturing and supportive environment.

Leaders

Leaders ensure the school culture is a place where students feel safe, feel nurtured and are empowered to make positive choices within an inclusive school environment that values diversity.

Parents/Carers

Parents will establish a collaborative learning community with teachers to support Student Wellbeing and Welfare programs at the school. Importantly we aim to encourage positive Family/school partnerships for the educational benefit of all students.

Community Partners

Community Partners will work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

There is a whole school integrated approach that contributes to the provision of quality teaching and learning for all students and monitors the mental health and wellbeing of students so they can connect, succeed and thrive at each stage of their learning

Behaviour expectations and values are taught and there is an ongoing reward system for expected behaviour.

Evaluation Plan

Closely monitor staff and student attendance, student behaviour and wellbeing by using data and tools such as Sentral/Tell Them from Me surveys/interview techniques.

Practices and Products

Practices

Positive behaviour is rewarded, recognised and encouraged in the classroom, at assemblies, on the playground and during special ceremonies and events.

Practice: Enhanced leadership capacity reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Products

The school values are embedded in all areas of school life, practice and procedures. The staff behave in a safe and professional manner and adheres to the DoE Code of Conduct. legislation relating to Work, Health and Safety are followed.

The needs of individual students are addressed by coordinating the Learning and Support cycle processes.