School plan 2015 – 2017
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

At Tingha Public School we will provide a nurturing and innovative environment that engages all students in high quality, systematic learning and teaching practices. This will promote a school culture that values lifelong learning. Students will apply a range of skills, knowledge and understandings as they become “Totally Proud and Strong” citizens in an ever changing 21st century society.

### SCHOOL CONTEXT

Tingha Public School is a rural school, situated within a small community 26 kilometres from its main service town, Inverell. The school has 80 students, with 67% who identify as Aboriginal. The school is committed to providing an education which fully develops the capabilities of all students. Our school provides our dedicated staff with valuable training and development to ensure students benefit from quality learning environments. These are built upon sound planning, encompassing tried and true methodology, combined with up-to-date curriculum and innovative technology, equipping students with the skills and confidence to become positive and active citizens in the 21st century. Students feel empowered to succeed and achievements are celebrated on a regular basis. Our school motto, ‘Totally Proud and Strong,’ aims to engender in students a strong sense of pride, self-worth and purpose. This is valued, respected and encouraged both within the school and local community and links directly to the schools Positive Behaviour For Learning values of Proud, Strong, Safe and Respectful. Tingha Public School encourages an active partnership with its community.

### SCHOOL PLANNING PROCESS

The consultation process has involved; students, staff and parents/carers responding to surveys.

The students supplied responses to school based surveys.

The parent body and staff responded to school based surveys.

Regular consultative processes were undertaken with the staff for the development of the vision and direction statements. Staff applied the National School Improvement Tool to support the collaborative identification of the strategic directions.

Consultation has regularly occurred with the P&C as well as AECG representatives during the development of the plan and the communication of the vision and direction statements.

A school planning team has regularly evaluated and modified the plan, during the developmental stages, to ensure it best addresses the needs of the whole school community at Tingha Public School. This includes; students, staff, parents, school community groups and committees as well as wider community organisations.
School strategic directions 2015 - 2017

Ensure learning for all students, across the school, is delivered in an equitable, engaging and relevant environment. This is based upon the systematic pursuit of high quality learning and teaching professional practices and high expectations for all student achievement.

Enhance organisational systems and processes to promote an inclusive and positive school culture that values lifelong learning and student achievement in the 21st century.
Strategic direction 1: High quality learning and teaching practices

P I R U S T E N C E

To ensure learning for all students across the school is delivered in an equitable, engaging and relevant environment. This is based upon the systematic pursuit of high quality learning and teaching professional practices and high expectations for all students.

I M P R O V E M E N T M E A S U R E / S

All student learning goals are explicit and identify specific strategies to achieve them. The goals are relevant for their learning and achieved by all students.

Student achievement of quality learning outcomes is evident in school based assessments and student progress along the literacy and numeracy continuums.

High expectations of achievement for all indigenous students to match the learning outcomes of their respective cohort as evidenced in school based data.

Staff actively engaged in a professional learning community that applies theoretical and practical knowledge and self-assessment to provide high quality learning environments. This will support staff to attain learning goals matched to the APST.

P E O P L E

Students:
Students are actively engaging with the curriculum content and learning to make informed judgements about their progress against relevant learning outcomes/intentions. They learn to plan for improvements and identify the strategies required to make progress from quality feedback.

Staff:
Staff will actively engage in contextually relevant, high quality professional learning and collaborative planning, based upon data and resources, to deliver high quality teaching and learning practices. Staff will identify professional learning goals and collate evidence to validate their practice against the APST.

Parents:
Strengthen home-school partnerships and build awareness of the school focus on high quality teaching and learning. Parents will be provided with opportunities to engage in substantive conversations about their child’s learning.

Community partners:
Trust between the school and relevant community agencies will be developed. This will further enhance understanding of their key role in supporting contextually relevant high quality teaching and learning experiences.

Leaders:
Leaders will build a culture of trust and communicate clear expectations to ensure high quality student learning is the focus.

P R O C E S S E S

Processes:
High quality learning and teaching practices builds all students capacity to strive to become confident and creative learners who are successful members into the 21st century society.

Planning and implementation of the Australian Curriculum through high quality learning and teaching practices with a focus on literacy and numeracy.

Whole school ongoing assessment for, as and of learning evident in learning and teaching practices. Systematic reporting processes clearly define student achievement against syllabus outcomes.

Implementation of the Performance and Development Framework to guide high quality teacher professional learning and improve teacher quality using the APST.

Instructional Leader (EA4S) to identify, lead and guide professional learning based upon theoretical and practical knowledge. The implementation of high quality learning and teaching practices including differentiation, will support the learning of all students.

Evaluation Plan:
Student assessment data used each term to inform progress against the literacy and numeracy continuum.

Term reporting against the milestones by the leadership team, following feedback from students, staff, parents and community.

School self-assessment against the Schools Excellence Framework.

P R O D U C T A N D P R A C T I C E S

Product:
All student learning goals are explicit and identify specific strategies to achieve them. The goals are relevant for their learning and achieved by all students.

Student achievement of quality learning outcomes is evident in school based assessments and student progress along the literacy and numeracy continuums.

High expectations of achievement for all indigenous students to match the learning outcomes of their respective cohort as evidenced in school based data.

Staff actively engaged in a professional learning community that applies theoretical and practical knowledge and self-assessment to provide high quality learning environments. This will support staff to attain learning goals matched to the APST.

Practices:
All teachers regularly reflecting on and evaluating the quality of their classroom practice in a variety of ways (team teaching, formal and informal observation, teaching programs) to inform their professional learning goals.

Adjustments for all students with additional learning support needs are identified and monitored through the school’s systematic learning and support processes.

Data is used consistently across the school to identify areas for improvement in student learning, monitor improvements over time as well as growth over the school years.
Strategic direction 2: Effective systems and processes that promote a culture of learning

**PURPOSE**

To enhance organisational systems and processes to promote an inclusive and positive school culture that values student learning and achievement in the 21st century.

**IMPROVEMENT MEASURE/S**

The whole school community (including staff, students, parents, community, outside agencies) values individuals and fosters a collaborative environment. All key stakeholders are actively involved in the processes and systems that create a positive culture for learning.

Data reflects high levels of student wellbeing.

Positive, respectful relationships are evident among students and staff ensuring positive conditions for learning.

Well developed and current polices, programs, systems and processes identify, address and monitor student learning needs.

Greater understanding of strategies to support indigenous and low socio economic students.

**PEOPLE**

**Students:**

Student’s skills and knowledge will be developed through whole school system and processes to enable them to make effective links between positive wellbeing/attendance and academic achievement.

**Staff:**

A greater understanding of the implications of low socio economic status on student learning and strategies to create a culture that values learning. Consistently implement systems and processes to ensure inclusive student learning is occurring in a context that is engaging and challenges students to set high expectations for their achievement.

**Parents:**

Trust relationships built upon through open communication between home and school. Emphasis to be placed on the importance of home-school partnerships and linking this to positive culture that values learning.

**Partners:**

Trust between school and relevant community agencies developed. Deeper understanding of the valuable role they play in promoting a culture of learning through the support of and delivery of quality student learning outcomes.

**Leaders:**

Build a relational trust with all community members. Developing and assessing systems and processes to increase their effectiveness in creating a positive learning culture.

**PROCESSES**

**Processes:**

Implementation of the Student Wellbeing Framework to guide school organisational systems and processes to promote an inclusive and positive culture that measurably improves individual and collective wellbeing.

Partnerships and relationships with the community, and outside agencies will be strategically formed for specific purposes. These connections will support the promotion of a whole school community culture that values learning. The P&C, AECG and Aboriginal Education Officer will play an integral role in this process.

Whole school systems, policies and processes to be successfully implemented creating an organisational culture that promotes and values all students learning and achievement (examples include; PBL, attendance, rewards, awards, Wellbeing Team referrals, 5 week cycles, student learning plans).

**Evaluation plan:**

Term reporting against milestones by the leadership group, following feedback from students, staff, parents and community.

Engagement with the school community to review the quality and effectiveness of implemented systems and processes in creating a school culture that promotes learning.

Assessment against the School Excellence Framework –Wellbeing/ Learning Culture component

**PRODUCT AND PRACTICES**

**Products:**

The whole school community (including staff, students, parents, community, outside agencies) values individuals and fosters a collaborative environment. All key stakeholders are actively involved in the processes and systems that create a positive culture for learning. Data collected from school satisfaction surveys reflect this.

Data reflects high levels of student wellbeing

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring positive conditions for student learning.

Well developed and current polices, programs, systems and processes identify, address and monitor student learning needs.

Greater understanding of strategies to support indigenous and low socio economic students.

**Practices:**

The school collects evidence and data regularly to evaluate whether systems and processes are having their intended impact in creating a positive culture that values learning.

Staff and leaders collaborate to effectively communicate and deliver systems and processes in partnership with the community in a time of greater local decision making.