School plan 2015 – 2017

Tamworth South Public School 3882

Learning for Life

Curriculum, Assessment
Pedagogy

Developing Stronger
Partnerships
School vision statement

Tamworth South Public School is a vibrant, innovative learning community, committed to personal excellence through an active demonstration of Respect for Self, Others and School.

Every student has the opportunity to achieve their personal best in a supportive, active environment that supports individualised engagement and meaningful learning.

Tamworth South works together to ensure teachers, students and families are supported and recognised as important members of our learning community.

School context

Anticipated enrolment in 2015 is 740 children including 4 special education classes; a GAT (Gifted and Talented) class, a senior Behaviour Class (CCO- Choice Change and Opportunity) an Early Intervention class and 2 IO classes. These classes operate as regional resources (eligibility determined by a panel following application). The school’s demographics are changing considerably with a trend towards an increase in LOW SES families. This is particularly noticeable in the lower grades.

There is also a trend towards a more stable population as we move to the future.

The school’s FOEI (Family Occupation and Education Index), currently standing at 132 (2013) is used as a measure of Socio Economic Value. Our value demonstrates a broad range of socio economic spread with 77% of the school population being in the lower middle and bottom quartiles on the index. With the remaining school population in the upper middle and high quartiles. This means that our school attracts significant funding, which is used for educational purposes.

The schools general NAPLAN performance is unremarkable however year 3 results are showing a trend towards increased performance. Growth rates for literacy and numeracy are within expected range however; Aboriginal students still lag behind all cohorts in distribution and performance in key measures. Our school on the ‘Myschool’ website tracks well when compared with ‘like schools’ Australia wide. As always though, there is room for improvement.

PLAN data for kindergarten indicates over 90% of our students begin kindergarten on level 0 for both literacy and numeracy. This pattern is consistent over the past 2 years.

School planning process

A review of the 2012-2014-school plan was conducted, beginning in term 3 of 2014. Extensive consultation was undertaken with staff, parents and students to develop a plan for the future of Tamworth South and to identify the areas that contributed to school growth and those that did not.

Feedback from our community indicates a high degree of trust and expertise in determining the direction of improvement that the school wishes to embark on.

Parents indicate that communication has improved over the course of a number of years however, less than 50% of the parent population have computer and internet capabilities thus requiring the school to reintroduce paper copies of the school newsletter.

Staff and parents clearly identified the three main goals for our school within the next 3 years. The school is to have a focus on learning at all levels.

The school community demands an absolute commitment in developing quality learning experiences using NSW syllabus and National curriculum with a focus on differentiated and personalised learning. Quality assessment practices and a thorough knowledge of pedagogy are to be used in determining all learning initiatives.

Students, staff and parents believe that the recognition given to students for consistent work is a very positive aspect of Tamworth South however; it could be further enhanced by the development of a bronze, silver and gold award as a progressive recognition of excellence, framed under Positive Behaviour for Learning.

Our community wants its students to be properly equipped with sound understandings of technology for learning and communication. Tamworth South wishes to develop a culture of
The school’s enrolment trend shows a pattern of maintaining a similar number of students in the following years with a decline in total enrolment due to an aging population and ramping off of the Federal Governments ‘Baby Bonus’ which had a significant impact at Tamworth South.

Aboriginal enrolments continue to increase as a representation of total enrolments in the school. Currently there are 183 students at Tamworth South representing 25% of the total population. Aboriginal population as a percentage of total will continue to trend upwards.

Tamworth South has maintained a very consistent workforce over a number of years. However, due to retirements expected over the next 3 years there will be considerable change in both experience and knowledge. It is imperative that the school plans well for succession.

The parents who support our school do so with a great deal of enthusiasm. They are a dedicated group who work for the total school. This group, whilst vibrant and viable would like to increase their profile within the community and develop strategies to increase the volunteer workforce to share the ‘enthusiasm’ they have for their school.

Students have the opportunity to participate in a range of coordinated activities to enrich their learning experiences. Opportunities to excel in the arts (Music, dance, drama), sport and culture are well documented and supported by a large number of dedicated staff, parents and community members.

Tamworth South is proud to be a Positive Behaviour for Learning school.

‘technology as a tool’ but not to take over lives. Student learning should be about teaching students how to think, analyse and self-regulate using a range of resources to assist these processes. A key message should be: What do our students need to know in an ever expanding world and how do we ‘enable’ them to know ‘what’ learning is important.

The school environment is an expansive, child friendly and enhances the sporting culture of the school. The school community’s desire is that the school develop its strong sporting culture of participation excellence.

Parents want to know more about how their children learn. It is in their interest to support the school in improving outcomes for its students. Parents see their role in gaining a better understanding of what is taught and how it is taught (best practice).

The school’s Music program is a strength and is highly regarded for its excellence at the local and state levels. Parents want to see this continue to develop as a school initiative.

Our school leaders support all teachers in the accreditation process (accomplished and lead) levels, utilising the full capacity of the Australian Accreditation Framework to enhance teacher performance with the inclusion of Personal Development Plans.
**Purpose:**
Learning is the critical element for all of the students that attend T.S.P.S. Excellence in teaching, using explicit, guided and modelled strategies within the framework of Australian Curriculum and NSW syllabus will lead to improved learning for every student, regardless of background.

The provision of quality learning environments to support quality teaching through Positive Behaviour for Learning will result in successful, responsible and respectful learners.

Our children, as learners will be literate, numerate, creative and cooperative.

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**Purpose:**
The core business of teaching and learning is ensuring that mandated curriculum, using school based and DEC assessment frameworks guide the implementation of quality curriculum for all students, which will be delivered by teachers who are led competently in implementing Public Schools NSW Strategic Directions in ‘fostering quality teaching and leadership’. (Creating Futures together 2015-2017).

Our teachers should look inward and outward to identify both their strengths and areas of development in promoting an interdependent culture at the school and wider school community delivering relevant, challenging and engaging learning experiences.

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**Purpose:**
Partnerships form the basis for both developing and enhancing performance. Quality partnerships utilise resources and collective knowledge to improve local and wider community perspectives, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school’s vision.

Through developing stronger partnerships with our community, educational opportunities will be strengthened, our purpose as a PBL school will be realised and we will develop interdependence with the wider community in seeking to build the capacity of ALL learners (staff, parents and students).
## Strategic Direction 1: LEARNING

### Purpose
Learning is the critical element for all of the students that attend T.S.P.S. Excellence in teaching, using explicit, guided and modelled strategies within the framework of Australian Curriculum and NSW syllabus will lead to improved learning for every student, regardless of background.

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### Improvement Measures
- In Year 3 NAPLAN Reading and Spelling, 36% of students achieve in Bands 5 and 6 with a 2% improvement each year.
- In Year 5 NAPLAN Reading and Spelling, 34% of students achieve in Bands 7 and 8 with a 2% improvement each year.
- In Year 3 NAPLAN Writing, 50% of our students achieve in Bands 5 and 6 with a 2% improvement each year.
- In Year 5 NAPLAN Writing, 50% of students achieve in Bands 6, 7 and 8 with a 2% improvement each year.

### People
STUDENTS can expect:
- to be included and actively engaged in their learning process
- their learning to be differentiated, targeted and measureable
- curriculum design to be child centred
- high quality teaching, drawing on current research to be delivered in every classroom
- learning intentions that are clearly articulated
- to be taught in supportive environments to ensure productive learning
- to understand that learning can, at times be painful, requiring significant effort, energy and responsibility

STAFF will:
- Know and understand the impact they have on learning within their classrooms
- develop a range of strategies to enhance learning process at the individual and class level
- Design and implement quality teaching and learning experiences based upon strategic evaluation of assessment tasks including quality criteria and intended learning intentions.
- Implement PLAN as the primary driver for benchmarking students against state grade expectations.
- Seek professional learning opportunities to enhance learning and teaching.
- Deliver Australian Curriculum with confidence in all mandated subjects.
- Teach a differentiated curriculum
- Develop Personal Development Plans that are specific to levels of expertise and experience at ‘Proficient’ and ‘Highly Accomplished’

LEADERS will:
- Enhance a culture of learning
- Develop and build capacities of staff through the provision of effective, collaborative feedback.
- Lead staff in developing self-evaluation processes for improved student learning

### Processes
Staff trained in the use of data to inform teaching and learning intentions, to develop high expectations and to develop differentiated learning.

Staff develop quality assessments informed by the developmental needs of students to identify starting points for teaching, and plan innovative and integrated learning programs in stage teams including the use of PLAN data.

All teachers support the Learning and Support team and students through:
- Identification of targeted children
- Communication of learning intentions
- Supporting the design of interventions
- Providing relevant information to the LAST
- Assisting with the identification of further interventions through communication and collaboration with LAT and parents/carers
- Ensuring that processes for the identification of GAT and intervention students are equitable.

Staff, students and community surveyed to develop understandings of whole school expectations.

Teachers provide meaningful feedback to parents and community to enhance individual ‘learning’ profiles.

Structured implementation of PBL in classroom spaces will be negotiated and inclusive of all stakeholders in developing strategies to improve:
- Learning and engagement;
- Shared responsibility; and
- Respected relationships.

### Products and Practices
**Product**
There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Seventy five percent of students achieving equal to expected growth.

**Practice**
As a result:
- Student Growth for all students is in line with state averages in standardized testing.
- Growth is plotted, evidenced and demonstrated by students in PLAN data for literacy and numeracy.
- Consistent Teacher Judgement and moderation of work samples is used to determine student success against National benchmarks.

**Product**
Positive respectful relationships across the school community underpin productive learning environments, and support students’ development of strong identities as learners.

**Practice**
As evidenced in:
- All students have negotiated learning plans that are differentiated, targeted, measureable and individually tailored.
- Effective analysis of NAPLAN data is reflected in planning and developing learning programs.

As a result:
- Class teachers regularly communicate learning intentions with students as a collaborative activity
- Teachers regularly review learning with each student ensuring a clear understanding of how to improve individual learning.

**Product**
Well-developed current policies, programs and processes identify, address and monitor student learning needs.
All will be and supported in the Practice As a result:

- Seek opportunities to further develop leadership
- Develop PDP’s that reflect the role of leadership within the overall school context and National Standards Framework
- Engage the community in developing an understanding of the ‘role of the learner’ within the parent community
- Develop PDP’s in line with ‘Highly Accomplished’ and ‘lead’ levels of competency

Assist parents to:
- Engage in children’s learning
- Work with the school in improving the educational outcomes for their children.
- Develop positive relationships focused on the learning of children.
- Engage in reporting processes including interviews, phone conversations and formal school reports.

All teachers will be trained and supported in the process of developing a Personal Development plan that reflect:
- National standards framework;
- Individual goals for professional learning linked to School focus;
- Collaboration;
- Enhancement of learning culture;
- Regular review; and
- Achievement at proficiency level

Executive will develop instructional leadership excellence and model this as collaborative interdependence, focusing on the research of Marzano and Hattie and utilising School Excellence Framework for supervision.

Visible learning strategies and development of learning intentions for classroom use will be enhanced through structured implementation.

Collaborative planning process leads to improved learning through the development of assessment strategies, programs and evidence of differentiated learning.

Product

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

As a result:
- PBL is fully implemented within class settings as a whole school focus.

As evidenced in:
- Students care for self and contribute to the wellbeing of the others and the wider community.
<table>
<thead>
<tr>
<th>Product</th>
<th>Teachers are actively engaged in planning their own professional development to improve their performance.</th>
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<tbody>
<tr>
<td>Practice</td>
<td>As a result:</td>
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<tr>
<td></td>
<td>• All teachers and leaders will have a PDP (Professional Development Plan) that reflects planning, improvement and goals utilizing the National Framework; and</td>
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<td></td>
<td>• PDP's reflect ‘proficiency’, ‘Highly Accomplished’ and ‘Lead’ based upon levels of competency, expertise and experience within the Australian Standards for Teachers.</td>
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<tr>
<th>Product</th>
<th>School leaders cultivate a strong culture of collaboratively developed and enhanced interdependence through personal development plan process.</th>
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<tbody>
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<td>Practice</td>
<td>As a result:</td>
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<td></td>
<td>• School leaders are able to demonstrate instructional leadership processes in working with staff towards individual personal and school centred program targets.</td>
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<td></td>
<td>• Leaders create professional development opportunities for aspiring teachers that focus on the development of key components of leadership.</td>
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<td></td>
<td>• Teacher surveys indicate an increase in work satisfaction and increase levels of support to achieve personal professional learning goals.</td>
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<td>• Supervisors report improved programming with differentiated teaching learning activities with reference to use of ICT and Web2 technologies.</td>
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### Purpose
The core business of teaching and learning is ensuring that mandated curriculum, using school based and DEC assessment frameworks guide the implementation of quality curriculum for all students, which will be delivered by teachers who are led competently in implementing Public Schools NSW Strategic Directions in ‘fostering quality teaching and leadership’. (Creating Futures together 2015-2017).

Our teachers should look inward and outward to identify both their strengths and areas of development in promoting an interdependent culture at the school and wider school community delivering relevant, challenging and engaging learning experiences.

#### Improvement Measures
- 75% of Aboriginal students are demonstrating growth equivalent to or exceeding all cohort growth.
- All teachers will have a performance and development plan (PDP).

### People

**STUDENTS can expect:**
- Curriculum delivered with high expectations for all students;
- Equitable educational opportunities;
- Supportive environments to ensure productive learning occurs in line with state and national average growth;
- To be utilising a range of technologies to enhance learning;
- To be provided with opportunities to take risks and be involved in quality, 21st teaching and learning.

**STAFF will:**
- **Develop Personal Development Plans** that are specific to levels of expertise and experience, demonstrate an understanding and commitment to enhancing the learning culture at the class and staff levels and are embedded in the National Standards Framework.
- Collaboratively plan, develop and implement scope and sequence plans for English, Science, and History and refine Mathematics.
- Integrate ‘Oliver’ into curriculum learning for research and self-paced learning purposes.
- Develop a deep understanding of assessment for learning practices.
- Frame Pedagogical understandings within PDP’s for self-reflection, and improvement purposes.

**LEADERS will:**
- Lead and manage quality implementation of curriculum.
- Develop and build capacities of staff through the provision of effective, collaborative feedback.
- Lead staff in developing self-evaluation processes for improved student learning.
- Lead staff in developing critical analysis skills through the use of data.
- Lead staff in developing deep understandings of the purpose of data and its uses for improved outcomes.
- Engage the community in developing an

### Processes

#### Curriculum
- Resources be purchased and teacher professional learning provided to build staff skills in curriculum planning and development.
- Deep understandings of pedagogy are developed through shared guided and planned collaborative planning opportunities.
- National Curriculum mapped
- Curriculum scope and sequence fully implemented

#### Assessment
- Assessment map developed and implemented for all KLA’s.
- PLAN data is utilised effectively to inform effectively the implementation of curriculum at an individual level.
- All teachers are uploading and using PLAN data effectively

#### Pedagogy
- Quality educational programs reflect assessment, sequenced learning and implementation of differentiated learning strategies.
- Teachers given programming support to write quality multi-modal programs based on the Australian Curriculum.
- Teachers up skilled in designing rich learning tasks that incorporate ICT and Web2 technologies.
- Learning intention strategies are evident in all classrooms.
- Student performance and growth is improved through tailored learning opportunities

### Products and Practices

**Practice**
Curriculum provision meets community needs and expectations and provides equitable academic opportunities

**Product**
As a result:
- Value added targets are demonstrating effective assessment strategies in further developing learning; and
- Aboriginal students are demonstrating the same/or exceeding growth rate for all students.

As evidenced in:
- A 20% decrease in interventions in shared and classroom spaces due to improvements in behaviour through increase engagement.

**Practice**
School plan elaborates on what all students are expected to know, understand and do.

**Product**
As a result:
- Teachers collaborate, design and implement quality educational programs using a demonstrated understanding of intended learning intentions, informed through qualitative and quantitative assessment process.

**Practice**
Curriculum delivery incorporates ICT and Web2 technologies and information services in classroom settings and library

**Product**
As evidenced in:
- ‘Oliver’ fully integrated, providing access to a quality integrated borrowing and learning management system tailored to individual needs.
**Evaluation plan:**

Building teacher and leader capacity for innovation and best practice in teaching and learning will be paramount.

Professional learning goals and PDPs will assist teachers to gain the necessary skills and capabilities so that they can become dynamic facilitators of student learning.

Effective curriculum implementation leads to improved learning and engagement where evidence supports data.

**Assist parents to:**
- Work with the school in improving the educational outcomes for their children;
- Develop an increased understanding of curriculum requirements and expectations;
- Engage in reporting processes including interviews, phone conversations and formal school reports; and
- Develop understandings of the purpose of assessment.

**Practice**

Teachers differentiate curriculum delivery to meet the needs of individual students

As evidenced in:
- Teachers involve students and parents in planning to support students as they progress through stages in education.
- Aboriginal Students are achieving at the same expectations for all cohorts.
- explicit practices to collect, analyse and report internal and external student and school performance data mapped across the school.

Product
- Increased parent engagement leads to shared understandings of the process of learning and assistance in being able to help children with their learning.

**Practice**

As a result:
- Workshops provided by the school to enhance and build the capacity of parents to assist students with learning occurs in Australian Curriculum with a focus on English and Mathematics.

Product
- T.S.P.S is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.

**Practices:**

As evidenced in:
- T.S.P.S. has a strong collegial culture where teachers take responsibility for changes in practice required to achieve school targets, and regularly monitor the effectiveness of their own efforts to meet those targets.
- School leaders place a high priority on the ongoing professional learning of all staff and participate in professional learning alongside teachers.
- A strong mentoring program is in place to support beginning teachers.
Strategic Direction 3: DEVELOPING STRONGER PARTNERSHIPS

**Purpose**

Partnerships form the basis for both developing and enhancing performance. Quality partnerships utilise resources and collective knowledge to improve local and wider community perspectives, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school’s vision.

Through developing stronger partnerships with our community, educational opportunities will be strengthened, our purpose as a PBL school will be realised and we will develop interdependence with the wider community in seeking to build the capacity of ALL learners (staff, parents and students).

**Improvement Measures**

- Improved parent participation in our school-home partnerships by 20% increase in parents attending P&C meetings and supporting the P&C.

**Evaluation plan:**

Goals, progress and achievement are regularly monitored and refined as required.

Parent, staff and students satisfaction surveys to be completed yearly.

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**People**

**Students can expect:**
- Increased consultation and inclusion in decision making process;
- An improved sense of ownership in their school;
- Improved class and shared space engagement;
- Improved processes of feedback; and
- Improved kindergarten to school and year 6-7 transition processes, leading to improved engagement.

**Teachers can expect and cultivate:**
- Stronger levels of trust and professionalism, developed through an increase in individual responsibility and professional engagement;
- A school focus on the development of collaboration activities to improve student learning, program development and personal professional growth;
- The development of a ‘professional learning community’ to benefit all students and increase job satisfaction;
- To increase levels of effective communication processes with community to enhance levels of engagement;
- Involvement in the development of parenting workshops to increase level of understanding amongst the community about Australian curriculum; and
- Improved reporting processes that reflect assessment alignment.

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**Processes**

The school Aboriginal Committee in collaboration with the local Aboriginal community will work to develop strategies in understanding cultural awareness and to improve opportunities for Aboriginal and Torres Strait Islander children.

The school will develop an Aboriginal language program in collaboration with Tamworth High School to foster links with the local community and strengthen ties to cultural background.

Links with Tamworth High School, the local feeder school, will be strengthened through initiatives to enhance positive secondary experiences for GAT students, music students and sport.

Links with THS will strengthen cross collaboration of stage 3 and 4 syllabus to strengthen understandings of syllabus readiness.

Improved parent communication utilising a range of technologies to be developed including use of blogs /wikis.

School will develop strategic workshops to enhance parents understanding and ability to assist students with literacy and numeracy (Utilisation of TED Talks for C21 learning).

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**Products and Practices**

**Product**

The school leadership team engages the school community in reflecting on student performance data and enhancing transitional practices.

**Practice**

As a result:
- Student reporting processes are improved to deliver relevant information about student learning and intended learning.

**Product**

The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

**Practice**

As evidenced in:
- Teachers taking responsibility for changes in practice required to achieve improved school performance and are using data regularly to reflect on the effectiveness of their own efforts.
- Parent surveys indicate an increase in understanding of new English and Mathematics curriculums.
- Parent surveys show an increase in an ability to support their child’s learning at home.
- Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.

**Product**

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

**Practices**

As a result:
- Professional Development Plans demonstrate a shared responsibility for individual growth, improvements in teaching and measureable improvement in student learning.
Leaders will develop:
- Capacity of staff to engage with its community to benefit its students
- Develop increased trust and reliance on all staff to develop PDP’s to improve professional engagement with their support
- Engagement strategies with and for the community
- Seek opportunities to develop community engagement with the school
- Develop strategies to improve communication of student learning with the community

Assist parents to:
- Engage in children’s learning;
- Work with the school in improving the educational outcomes for their children;
- Engage in reporting processes including interviews, phone conversations and school reporting process;
- Support the school in building expectations for its community as a place of learning excellence;
- Foster Positive Behaviour for Learning within the Tamworth South Community by respecting the school in modelling ‘Respect for Self, Others and School’ within the home environment and the wider community;
- Develop understandings of curriculum and ways of helping students in the home environment; and
- Develop a better understanding of transition process to Tamworth South and between primary and secondary school.

Staff will readily engage parents and community to enhance educational opportunities for all students in a range of settings.

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- The school identifies expertise within its staff and the wider community to further develop a ‘professional community’.

Product
The school actively engages community expertise to enhance and develop its community expectations for quality learning and personal excellence.

Practice
As evidenced in:
- Communication within the school community is a shared process of improvement.

As a result:
- A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school’s community is built through inclusive school policies and programs.
- Parents are supported to participate in their child’s learning and are partners in their child’s education.
- Families’ develop their understanding of learning programs and expected student learning outcomes through excellent home-school communication.
- Positive Behaviour for Learning strategies are communicated effectively in developing a community of excellence.