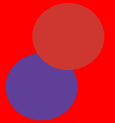


School plan 2015 – 2017

Tumut Public School



School background 2015 - 2017



School vision statement

Tumut Public School enables excellence by providing quality teaching programs to inspire every child, every day to achieve their full potential.

To *Strive* for Excellence.



School context

Tumut Public School is situated in rural New South Wales at the foothills of the Snowy Mountains. The school currently caters for 360 students Kindergarten to Year 6.

The school maintains a culture which is based upon continuous student improvement and learners operating collaboratively with their classmates. Learning is becoming increasingly student-centred with teachers becoming facilitators ensuring that knowledge is generated not just delivered. Our students are seen as lifelong learners. Our curriculum has been reshaped so that it is progressively more connected to students' interests, experiences, talents and the real world. We are increasing the use of technology in our everyday learning as it becomes a tool for gaining information and presenting information. Students are encouraged to use research to find answers to the questions raised in their learning.

Students have access to a wide variety of experiences to enhance and extend their learning. These include excursions, debating, chess competitions, Tournament of Minds, ICAS competitions, instrumental music lessons, Premier's Spelling Bee, Premier's Reading Challenge, public speaking, dance festivals, choir and musical productions. Tumut Public School promotes a healthy awareness of the importance of physical activity through our Physical Education and Sport activities. Students are involved in knockout competitions, PSSA carnivals, local competitions and representative teams in a variety of sports.

School planning process

In 2014 the school used a consultative process to seek the opinions of staff, students and parents.

Tumut Public School became a member of the Cootamundra Alliance of Schools which formed a pilot group working together to share, support and plan common practices and processes relating to the formulation of the 2015-2017 school plan.

Our planning processes included consultation with staff, students, parents and community members. An extensive review of our current educational practices was undertaken. This involved using Simon Sinek's *Golden Circle* and information sessions about the current reforms; the Melbourne Declaration, Great Teaching, Inspired learning, Local Schools, Local Decisions and Rural and Remote Education. These assisted our whole school community in understanding the importance of engaging with the planning process.

School personnel and community members are aware of the development of a new School planning and reporting approach as developed by the Department of Education and Communities.

School staff revisited the school vision and mission statements and aligned them with current documents.

The school executive assisted with the writing of the school plan and participated in learning modules so that they were familiar with the layout of the planning tool.

The School Plan was continually taken back to all stakeholders for ongoing consultation and refinement.



STRATEGIC DIRECTION 1

Quality Leadership

Purpose

Enabling capacity for leaders to deliver high expectation in quality learning.

STRATEGIC DIRECTION 2

Creating a High
Performing School
through continuous
school improvement

Purpose

To enhance the quality of day-to day teaching and learning for all students that is evident in every class, every day. They will have the opportunity to achieve their full potential as learners, leaders and responsible citizens.

STRATEGIC DIRECTION 3

Enhancing Community-
Family Engagement
and Participation

Purpose

To further develop our relationship with the school and wider community to strengthen trust and strategic support. This will ensure that our students are supported in all aspects of their learning, as they acquire the knowledge, skills and experiences necessary to lead successful lives in the 21st Century.

Strategic Direction 1 Quality Leadership

Purpose

Enabling capacity for leaders to deliver high expectation in quality learning.

Improvement Measures

All staff to actively engage in a planned program of professional learning that is driven by school Strategic Directions. This will enhance skills in classroom pedagogy and provide a range of differentiated learning experiences to meet the students' needs.

All Stage 3 students actively contribute to the school, community and the society in which they live.

Improved time efficiency and management of administrative, finance and library tasks by 20% with the implementation of the LMBR, OLIVER and associated solutions.

People

Students

Build the capacity of students to enable them to work collaboratively with staff to develop and implement a Student Leadership Framework. Engage all Stage 3 students in leadership experiences and representative decision making processes.

Staff

Formation of a professional learning and leadership team responsible for building staff capacity to engage in effective teamwork and manage change.

Parents/Carers

Collaborate and build capacity with parent and community members to provide a clear understanding of the curriculum.

Community Partners

Build strong relationships with partner schools to enhance the delivery of innovative practices.

Leaders

Build leaders' capacity to promote the school plan and drive improvement in the strategic directions. Foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement.

Processes

Professional learning and leadership team

Provide and schedule professional learning experiences as indicated by staff. These will be aligned to Australian Teaching Standards, the School Plan and the Professional Development Framework.

School Learning Alliances

Build proactive learning alliances with our local schools network to support a dynamic learning environment at TPS.

Strengthen the middle-school program with Tumut High School

Strengthen the relationship with Tumut Preschools and Day-care Centres

Student Leadership Framework

Develop a leadership framework with Students from Year 2-6.

Administration

Stream-lining of administrative, financial and communication organisation through the introduction of new systems, LMBR and OLIVER.

Evaluation Plan

Regular reporting against milestones.

Products and Practices

Product

All staff to actively engage in a planned program of professional learning that is driven by school Strategic Directions. This will enhance skills in classroom pedagogy and provide a range of differentiated learning experiences to meet the students' needs.

Product

All Stage 3 students actively contribute to the school, community and the society in which they live.

Product

Improved time efficiency and management of administrative, finance and library tasks by 20% with the implementation of the LMBR, OLIVER and associated solutions.

Practice

All students assist in creating a school culture and effective school teams which facilitate school improvement. Students surveyed as to the success of their student leadership teams.

Practice

Creating a school culture which , is professionally supportive, proactive and strengthens teacher capacity to improve learning outcomes.

Strategic Direction 2 Creating a high performing school through continuous school improvement

Purpose	People	Processes	Products and Practices
<p>To enhance the quality of day-to day teaching and learning for all students that is evident in every class, every day. They will have the opportunity to achieve their full potential as learners, leaders and responsible citizens.</p> <p>Improvement Measures</p> <p>A culture of high expectations and belief that all students can be successful learners.</p> <p>Sustained improvement within cohorts on evidence based testing.</p> <p>Effective assessment is guiding further and ongoing quality teaching practice. Assessment data is collated for future planning.</p> <p>Students are confident in their learning and understand the requirements to progress their learning.</p>	<p>Students Master core subjects, think deeply, critically and make relevant connections whilst reflecting on their learning.</p> <p>Staff Engage all students, to achieve success through meaningful learning experiences and by becoming lifelong learners.</p> <p>Parents/Carers Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.</p> <p>Community Partners Foster a collaborative relationship between community partners and the school to join in the celebration and promotion of students' achievements</p> <p>Leaders Develop and maintain a clear vision for the school whilst managing resources to reflect and support the school plan.</p>	<p>Clear and shared focus Identify the core purpose with a focus on learning. This will be maintained and directed by the school plan.</p> <p>High standards and expectations School staff will set high performance expectations and will monitor the effectiveness of school practices and their impact on student learning. Student achievement data will inform teaching and learning practices The NSW Australian Curriculum will be implemented according to the recommend timeline along with revised school scope and sequences for all KLA.</p> <p>Effective school leadership School executive will model the desired behaviours and practices, establish effective teams and distribute leadership among school staff along with a set of standard operating procedures and routines.</p> <p>Evaluation Plan Ongoing monitoring and tracking of data and comparison to benchmark through school based and standardised assessments.</p>	<p>Product A culture of high expectations and belief that all students can be successful learners.</p> <p>Product Sustained improvement within cohorts on evidence based testing.</p> <p>Product Effective assessment is guiding further and ongoing quality teaching practice. Assessment data is collated for future planning.</p> <p>Product Students are confident in their learning and understand the requirements to progress their learning.</p> <p>Practice Consistent assessment practices are in place</p> <p>Practice Teachers discuss with students the criteria of assessment tasks so that they are aware of expectations and provide feedback to students</p> <p>Practice Data is consistently and effectively analysed to direct the future focus for learning. Continuums are used for tracking. All teachers collaborate on the data analysis to ensure consistency of assessment and expectations for students.</p>

Strategic Direction 3 Enhancing Community-Family Engagement and Participation

Purpose	People	Processes	Products and Practices
<p>To further develop our relationship with the school and wider community to strengthen trust and strategic support. This will ensure that our students are supported in all aspects of their learning, as they acquire the knowledge, skills and experiences necessary to lead successful lives in the 21st Century.</p> <p>Improvement Measures</p> <p>Improved parent participation and collaboration evidence by increased numbers of community members attending P & C and school events.</p> <p>A culture of welcome is created and fostered. Parents feel engaged and a sense of belonging and ownership of Tumut Public School.</p>	<p>Students Engage all students so that they reach their full potential as learners.</p> <p>Staff Provide a nurturing and supportive environment where quality teaching takes place. Develop a stronger community relationship within classrooms.</p> <p>Parents/Carers Establish a collaborative learning community based on respect with students, parents and staff.</p> <p>Community Partners Establish learning alliances within and beyond our school to support our educational programs.</p> <p>Leaders Model visible leadership and a culture of welcome whilst supporting sustainable and effective partnerships between all members of the school community, including teachers, families and students.</p>	<p>Building Community and Identity Develop a deeper relationship with the P&C working towards improving community relationships and positive school identity.</p> <p>Communication and decision making Create effective communication to enhance public relations and coordinate feedback from the community.</p> <p>Connecting Learning at Home and School Support student educational programs between the home and school, to obtain a shared understanding of student outcomes. The provision of parent sessions to increase understanding of the educational process will contribute to students' success at school.</p> <p>Recognise the Role of the Family Assist and encourage families to engage in learning sessions. Families' time, energy and expertise supports learning and school programs.</p> <p>Evaluation Plan Family-Community survey issued in Term 4 2015. Internal review processes to monitor community engagement at school events. Social Emotional Wellbeing Survey completed and reviewed 2015.(ACER)</p>	<p>Product Improved parent participation and collaboration evidence by increased numbers of community members attending P & C and school events.</p> <p>Product A culture of welcome is created and fostered. Parents feel engaged and a sense of belonging and ownership of Tumut Public School.</p> <p>Practice Positive, respectful and effective three-way communication is used to share information, students' achievements and learning needs, school policies and practices.</p> <p>Practice Students will participate in a three way interview, using reflection and self-evaluation skills.</p> <p>Practice A shared responsibility for learning and well-being where parents and carers are acknowledged as partners in their children's education.</p>