

School plan 2015 – 2017



Developing an
Engaging
Supportive
School Culture

Creating a
Dynamic High
Performing
School

Building
Sustainable
Community
Partnerships



School background 2015 - 2017

SCHOOL VISION STATEMENT

We serve the wider Tahmoor community by providing quality teaching and learning opportunities that have significance to all learners.

To help our students become critical and creative learners of the 21st Century.

By doing this, we help our students achieve their full academic, social and emotional potential by becoming lifelong learners and active citizens.

We will drive our school's economic model through equitable and needs based purchases and allocation of physical and human resources.

SCHOOL CONTEXT

Tahmoor Public school has an enrolment of 375 students, including 12% Aboriginal students. Tahmoor Public School was established in 1928 and is situated on the southern end of a growing semi-rural town. The school has an enthusiastic staff who are committed to quality teaching and learning. The school has a strong focus on Literacy, Numeracy and embedding technology into classroom practice. Tahmoor Public School has been implementing the L3 program across kindergarten and TEN (Targeting Early Numeracy) across the K – 2 classes. TOWN (Taking Off With Numeracy) and FoR (Focus on Reading) strategies are being implemented across the 3 – 6 classes.

SCHOOL PLANNING PROCESS

Staff, students and parents have participated in several evaluation sessions which have included extended staff meetings, surveys and interviews.

This year we incorporated a Net Promoter score which asked the question, "If a neighbour or friend asked you to recommend our school as a school for their child by giving the school a score out of ten, what score would you give Tahmoor Public School?"

Staff, students and parents were given the opportunity to provide input into this survey.

We explored the effectiveness of our 2012-14 school plan and used the Summer (Maintain), Spring (Introduce) and Winter (Change) model to help facilitate the future directions for Tahmoor Public School .

School NAPLAN results were presented and our staff scrutinised school performance in Reading, Writing, Spelling and Numeracy. We studied trend data, school growth and areas to celebrate, and areas which need to be improved upon.

When determining our school strategic directions we had the staff and parents work in groups and using current school priority areas as headings, staff/parents evaluated what has worked effectively, what hasn't and what strategies/programs need to be introduced.

Strategic Directions were determined by staff/parents using the Melbourne Declaration and a Dr Yong Zhao you tube presentation as a stimulus and a starting point for discussion. Staff and parents were provided with a feedback sheet to help provide further input into our school planning process.

Executive staff will participate in a collegial network to transfer proposed strategies into a 5P format which will result in the 2015-17 school plan.

School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.



To provide all students with equitable access to quality teaching and learning programs across all key learning areas.



To maximise student opportunities for rewarding and productive futures through high levels of engagement encompassing all areas of school life.



To foster partnerships between students, parents, families and the community which are inclusive and provide for rich learning, personal development and citizenship opportunities.

Strategic direction 1: Creating a Dynamic High Performing School

PURPOSE

Why do we need this particular strategic direction and why is it important?

To provide all students with equitable access to quality teaching and learning programs across all key learning areas.

IMPROVEMENT MEASURE/S

Increased percentage of students working at or above school benchmarks.

Positive increases in school NAPLAN trend data in English and Mathematics.

55% of students achieving a greater than or equal to state mean for English expected growth (NAPLAN)

35% of students achieving a greater than or equal to state mean for English expected growth (NAPLAN)

100% of teachers engaging in CAT

100% of staff demonstrating career growth, mapped against Australian Teaching Standards, TARS, EARS and PARS.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Developing academically resilient students who willingly engage in rich learning experiences that prepare them for life in the 21st Century.

Staff:

Delivering strategic and differentiated professional learning to build staff capabilities that translate into effective classroom practice.

Parents:

Creating strong home school relationships which provide regular opportunities to engage in high quality educational experiences.

PROCESSES

How do we do it and how will we know?

- Numeracy programs
 - TEN
 - TOWN
 - Problem Of The Day
 - Scope and Sequence
 - Numeracy sessions
 - Ab. Numeracy coach
 - Ab. Numeracy competition
- Literacy programs
 - L3 (K – 1)
 - L2
 - Reading recovery
 - Spelling Scope and Sequence
 - Literacy sessions
 - Ab. Literacy coach
 - Ab. Literacy Day
- General
 - Assessment focus – Cyclic Planning (LG, SC)
 - Quality Teaching framework
 - Staff Professional Learning Plans

Evaluation plan:

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products: Increased percentage of students accessing grade appropriate high quality English and Mathematics programs.

Practices: All students engaging with high quality teaching learning programs within an environment which incorporates high expectations.

Products: Increased percentage of teacher professional learning transferring into authentic classroom practice with evidence of reflection using Australian Teaching Standards.

Practices: All staff engage in CAT (Collaborating At Tahmoor) demonstrating quality teaching practices as a result of strategic and differentiated professional learning.

Strategic direction 2: Developing an Engaging and Supportive School Culture

PURPOSE

Why do we need this particular strategic direction and why is it important?

To maximise student opportunities for rewarding and productive futures through high levels of engagement encompassing all areas of school life.

IMPROVEMENT MEASURE/S

Increased number of students achieving higher levels of positive award system.

Positive feedback through parent, student and staff forums/surveys.

94% of students above state attendance average.

Net Promoter Score Survey

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Engaging in all activities across the school that support students to develop the necessary skills and attributes to become an effective global citizen.

Staff:

Implementing a whole school student engagement and well being program for all stakeholders that embodies the values of the community.

Parents:

Supporting the school community in the promotion and implementation of student wellbeing programs and initiatives.

PROCESSES

How do we do it and how will we know?

- Launching and maintaining the PEL (Positive Engagement Learning) initiative.
 - Bounce back
- CAPA groups
- Whole school concert
- Targeted ATSI programs
- Science initiatives
- Bring your own device day
- School Parliament
- Culture class
- Peer mentoring
- Peer mediation
- School band
- Sporting programs

Evaluation plan:

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products Increased percentage of students engaging in all aspects of school life.

Practices: Students actively participating in a positive school experience.

Products Increased percentage of students achieving higher level awards as part of the PEL initiative.

Practices: Promotion of school positive award system (PEL).

Practices: All students display a genuine sense of ownership of and pride in their school.

Strategic direction 3: Building Sustainable Community Partnerships

PURPOSE

Why do we need this particular strategic direction and why is it important?

To foster partnerships between students, parents, families and the community which are inclusive and provide for rich learning, personal development and citizenship opportunities.

IMPROVEMENT MEASURE/S

Net Promoter score survey

Increased representation of families regularly participating in P & C meetings.

Increased number of parent helpers in classrooms.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Demonstrating core school values through regular collaboration with the whole school community.

Staff/Leaders:

Supporting and upskilling staff to design and implement learning opportunities for our school community that are meaningful and relevant.

Parents:

Establishing a collaborative learning community by providing opportunities for parents and teachers to work together to enhance and build meaningful relationships across the whole school.]

Community partners: Creating powerful partnerships across the Tahmoor community which work with a strong sense of collective purpose towards common goals.

PROCESSES

How do we do it and how will we know?

- Coffee Mornings
- Executive liaison officer between school and community.
- Curriculum workshops
- Grandparents day
- Community helpers project
- Pre school/high school transition programs.
- Light up Tahmoor
- Sister Speak program
- Community member of the month
- School website
- Participation at AECG Meetings
- School bag
- Aboriginal PLPs

Evaluation plan:

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Product: Increased number of community members playing an active role in the participative decision making.

Practices: A number of community members actively involved in the key areas of school life.

Product: Staff support community members to feel informed, supported and valued in relation to key school programs.

Practices: Community members participating in regular workshops on key school initiatives.

Product: Community members that feel welcomed and valued within the classroom and resinate a positive school profile.

Practices: Community members are visible in classrooms and promote a shared school vision in a wide variety of forums.