School plan 2015 – 2017

Temora Public School

STRATEGIC DIRECTION 1
Create a high performing and dynamic school

STRATEGIC DIRECTION 2
To enhance quality leadership and professional learning practices.

STRATEGIC DIRECTION 3
To promote a positive, inclusive school culture.
**School background 2015 - 2017**

### School vision statement

At Temora Public School we believe in educating for excellence within an inclusive environment. Our vision is to provide educational experiences and opportunities that will engage and inspire all students to become creative, enquiring and active citizens of the future.

### School context

Temora Public School is a medium sized primary school, centrally located within the township of Temora in North East Riverina. Temora Public School was established in 1880 as a tent school during the gold rush and provided education for both Primary and Secondary students up until 1952, when secondary students transferred to the newly established Temora High School. Temora Public has a current enrolment of 257 students, most of whom reside in the town, with 31% travelling in from farms in the surrounding districts. Students are drawn from a broad cross section of the community. The school has a strong reputation for its successful academic, sporting, cultural and extracurricular programs. Temora Public School provides a safe, caring and positive learning environment that caters for the individual needs of students through a variety of quality programs and opportunities. The school staff enjoy positive relationships with parents and caregivers and a dedicated P and C association provides ongoing support for the school. Parents and caregivers are actively involved in a variety of school programs, demonstrating a willingness to support student learning at home and at school. The school has eleven Indigenous students currently enrolled. Temora Public School caters for a diverse range of students and attracts equity funding to support the learning needs of those requiring additional support. Temora Public School is privileged to be a member of the Goldenfields Learning Community, enabling students to benefit from the supportive partnerships of our local schools. Highly effective teaching and learning, mentoring and transition, programs open up a world of opportunities for students.

### School planning process

During 2014, the school sought the opinions of parents and caregivers, students and staff, via surveys and discussions groups to ascertain the strengths and areas for development to inform the 2015-17 school plan. Surveys conducted included:

- Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for staff
- Focus on learning online survey
- Student discussion forums and written feedback
- Survey monkey for parents
- SWOT at a Parents & Citizens Association meeting
- Matrix – working smarter not harder
- Indigenous parents forum
- Tell them from me student survey in term 1, 2015

A school planning team was formed including representatives from the executive and teaching staff, support staff and parent body. The planning team collaboratively analysed the survey data to inform the development of the school's vision statement, school context, planning process statements and strategic directions, considering emerging community needs and aspirations.

Survey results showed that:

#### Staff

- Felt there was a need for more Teacher Professional Learning (TPL) from experts and indicated that quality, ongoing TPL was critical to improve student learning and teaching skills.
- Additional School Counsellor time would be advantageous to address student wellbeing and specific learning needs.
- Communication in paper format was not always effective with parents.
- Felt there was a need to develop more authentic, innovative learning opportunities.

#### Parents wanted:

- Further extension of each child’s ability, having high expectations for all students.
- More information about the curriculum and how to help at home.
- Opportunities for leadership for students.
- Increased involvement of parents in school activities.
- Believed additional support is excellent for struggling learners.

#### Students:

- Value the input of the School Chaplain and all staff in enhancing student well-being.
- Enjoy “hands on” real learning especially in vegie garden.
- Felt teachers really care and deal with bullying.
- Enjoy extra-curricular learning opportunities provided.
- Enjoy opportunity to be leaders and have extra responsibilities.
Purpose:
To ensure students have access to high quality educational programs, personalised learning and innovative practice, with literacy, numeracy and Information and Communication Technologies (ICT) as the foundation, in order to develop resilient lifelong learners.

Purpose:
Implement and embed explicit, targeted professional leadership to build capacity and create a culture of continuous professional growth. To ensure student learning is based on quality educational delivery and consistent, shared, professional practices.

Purpose:
To strengthen positive, compassionate and trusting relationships to support an inclusive school culture which is flexible and dynamic.
Strategic Direction 1: Create a high performing and dynamic learning school

**Purpose**
To ensure high quality education programs, personalised learning and innovative practice with literacy, numeracy and ICT as the foundation.

**People**

**Staff:**
Engage in ongoing, collaborative professional learning and decision making with colleagues to ensure consistent delivery of quality teaching.

Identify and build on strengths of staff to broaden learning opportunities for students.

**Students:**
Develop the mindsets and capabilities of our students to reflect on their learning progress and performance, to make informed judgements about their successes and next steps in their learning.

**Processes**

- Professional learning for staff to collaboratively develop consistent teacher judgement and quality assessment practices, informing ongoing planning and teaching in literacy, numeracy and ICT.

- Data is consistently, collaboratively and effectively analysed by all staff to direct focus areas for future learning.

- Develop teacher capacity to engage students authentically in their own personalised learning by regular professional learning based on the H2L model.

**Products and Practices**

**Product:**
- Staff use pre-tests to ascertain prior student knowledge FOR learning in literacy, numeracy and ICT.

- 100% of staff using consistent assessment practices to achieve the accurate collection of data for reporting, to direct future learning.

**Practices:**
- Effective assessment, including pre-tests is guiding further and ongoing quality teaching practices resulting in improved learning outcomes across the K.L.A’s, as evidenced by class assessments and the A-E reporting scale.

- Students reflect and report on the achievement of their own learning and leadership goals on a regular basis.

**Improvement Measures**

- Staff use pre-tests to ascertain prior student knowledge FOR learning in literacy, numeracy and ICT.

- 100% of staff use consistent assessment practices to achieve the accurate collection of data for reporting, to direct future learning.

- To develop a school scope and continuum for ICT in 2015.
### Strategic Direction 2: To enhance quality leadership and professional learning practices

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| Implement and embed explicit, targeted professional leadership, to build capacity and create a culture of continuous professional growth, in order to ensure student learning is based on quality educational delivery and consistent, shared professional practices. | **Staff:** Commit to and engage in ongoing, targeted professional learning to ensure professional development and consistent delivery of quality teaching and learning programs. Develop a higher level of awareness of personal and professional strengths and areas for development, to build the leadership capacity of all staff. **Students:** Develop a higher level of awareness of personal strengths to build leadership skills. | **Innovative allocation of resources to provide opportunities for professional discourse to support staff proactively in their professional learning.**  
**360° tool completed by staff to evaluate strengths and areas for development by end 2016.**  
**Allocations made in school budget to fund student participation in offsite leadership conferences/programs.** | **Product:** A school culture is created which is professionally supportive, proactive and strengthens teacher capacity to improve student learning outcomes. 75% of staff indicate by survey their satisfaction with TPL as high.  
**Students leaders demonstrate increased confidence in leadership roles and make a greater contribution to school life as a result. 100% of year 6 students participating in leadership compared to 7% in 2012-14.**  
**Practices:**  
- Staff enrol in and complete professional learning courses and mentoring aligned to school plan.  
- School staff reflect and report on the achievement of their own learning and leadership goals.  
- Regular meetings are utilised to provide staff with opportunities to lead professional development to relieve in higher positions, to enable succession planning. |

### Improvement Measures

- A school culture is created which is professionally supportive, proactive and strengthens teacher capacity to improve student learning outcomes. 75% of staff indicate by survey their satisfaction with TPL as high.
- 100% of year 6 students participating in leadership compared to 7% in 2012-14.
Strategic Direction 3: Promote a positive, inclusive school culture

**Purpose**

To develop and enrich positive, compassionate and trusting relationships to support an inclusive school culture which is flexible and dynamic.

**People**

**Staff:**
- Develop the mindsets and capabilities of staff to engage with and communicate effectively with parents and carers, community members and outside agencies.
- Continue to provide personalised learning opportunities that aim to fulfill the diverse capabilities of each student.

**Parents and Community:**
- To encourage parents and carers to engage and communicate effectively with the school.

**Students:**
- To develop the mindsets and capabilities of students to demonstrate self-respect and form trusting relationships with members of the school community.

**Processes**

- Upskill staff on engaging in quality conversations with parents and community members.
- Establish a Family-School team, to develop priorities for improving community relationships, participation and a positive, welcoming learning culture.

**Products and Practices**

**Products:**
- Positive, pro-active, respectful discussions held between staff, parents and carers, to promote student well-being and learning, as reflected in an 80% satisfaction rate on student and parent wellbeing surveys and 90% attendance at parent teacher interviews.
- Students will demonstrate self-management skills based on the How2Learn Philosophy as reflected in a staff survey on the usage of How2Learn language in the classroom and playground.

**Practices:**
- Staff will be able to use a scaffold to guide language use when discussing sensitive issues with parent, carers, community members and outside agencies.
- Parents & community members will:
  - regularly engage in formal and informal school based activities
  - increasingly use Facebook and the TPS website to seek current school information.
- Regular meetings and contact will take place between staff, members of Goldenfields Learning Community, and outside agencies to support student well-being.

**Improvement Measures**

- Positive, pro-active, respectful discussions held between staff, parents and carers, to promote student well-being and learning, as reflected in an 80% satisfaction rate on student and parent wellbeing surveys and 90% attendance at parent teacher interviews.
- Students will demonstrate self-management skills based on the How2Learn Philosophy as reflected in a staff survey on the usage of How2Learn language in the classroom and playground.