Teven-Tintenbar Public School 4578

Strategic Area 1
Excellence in Learning

Strategic Area 2
Excellence in Teaching

Strategic Area 3
Excellence in Leadership

Work Stream

- KidsMatter
- Focus On Reading Phase 1 & 2
- Visible Learning
- Communication Skills
- Curriculum Implementation
## School background 2015 - 2017

### School vision statement

Our school motto, **Respect-Responsibility-Results**, ensures students are encouraged to continually raise the bar in all areas. This is reflected in our school vision:

*We believe all children are unique.*

*We believe all children are entitled to a differentiated education program that meets their needs and parent aspirations.*

*Our high quality teaching and learning programs will address this. We are here to help your child start their journey in realising their dreams.*

At Teven-Tintenbar Public School:

*Students know their school is a safe, trusting and caring environment*  
*Students are valued as individuals, taught by teachers who understand the process of how children learn and cater for the variety of learning styles*  
*Students are provided with a connected curriculum with meaningful tasks, quality resources and caring assistance where all students can experience success as learners*  
*Relevant informal and formal assessment processes are integral to a productive teaching and learning cycle*  
*Staff and student achievements are recognised and publicised appropriately*

### School context

Teven-Tintenbar Public School opened on its current site in 1988 after the amalgamation of Teven and Tintenbar Schools. 2015 will see an anticipated enrolment of approximately 130 students. The school has seen many positive changes, all contributing to make it the welcoming and dynamic school it is today. It is located in the Richmond Valley Schools Group and is well supported within the district by its community.

The school population reflects the diversity of the enrolment feeder area surrounding the school. Approximately 8% of our students come from a non-English speaking background, while approximately 2% are of Aboriginal or Torres Strait Island background. The school promotes understanding and tolerance and provides a happy and productive environment for its diverse student population.

Our school is a Kids Matter and Better Buddies school. Our NAPLAN results indicate several focus areas for 2015-2017.

Our school programs support a diverse range of learning needs across the school.

Our school has a balance of experienced and early career staff. Parents are becoming increasingly aware of the importance of engaging with our school to support their children.

### School planning process

Teven-Tintenbar Public School has undertaken an extensive school wide consultation process to support the development of our school plan. The consultation process included:

- National Improvement Tool for Schools
- School Management Self-Assessment Matrix
- Teacher Survey taken from 5Essentials.
- Parent Survey taken from 5Essentials
- Student Survey taken from 5Essentials
- Irving Survey of school-students and teachers
- SMART data 2012-2014
- School Planning Tool Milestones 2013-14
- Great Teaching-inspired Learning
- National Standards for Teachers
- Performance & Development Framework
- Visible Learning School survey.
- Anecdotal evidence gained from parents/teachers
- Student voice
- Peer Principal
- Director, Public Education

Our community values high expectations for all students. Staff and parents want quality teaching and learning to be an absolute priority. They want achievement for all students, with teaching and learning being differentiated and personalised.
School strategic directions 2015 - 2017

The work stream of our school over the next three years complement each other and can be encompassed in the three broad areas of Excellence in Learning, Teaching and Leadership. Our work stream will focus on the areas of:

- KidsMatter,
- Focus on Reading Phase 1 & 2,
- Visible Learning,
- Communication Skills, and
- Curriculum Implementation.

**Purpose:**

- To engage parents as active partners in children’s learning in a supportive school environment
- To differentiate the learning so all students can fairly access the curriculum
- To personalise the learning for each child so they have the opportunity to achieve their best
- To incorporate 21st Century learning & skills in all KLAS.
- To build resilient children who are self-directed learners and critical thinkers
- To develop a culture of student voice

**STRATEGIC DIRECTION 1**

Excellence in Learning

**Purpose:**

- To ensure teaching and learning programs at TTPS are driven by data and are evidence based.
- Teachers collaboratively and independently evaluating the effectiveness of their teaching practices.
- To develop a culture of expectation of a shared responsibility for student improvement.
- All teachers contributing to the learning culture of the school.

**STRATEGIC DIRECTION 2**

Excellence in Teaching

**Purpose:**

- To build a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
- To develop a culture of planned and proactive engagement with parents and the broader community.
- To ensure that operational issues serve the overarching strategic vision of the school community.
- To support learning at all levels.

**STRATEGIC DIRECTION 3**

Excellence in Leadership
## Strategic Direction 1: Excellence in Learning

### Purpose
To engage parents as active partners in children’s learning in a supportive school environment

To differentiate the learning so all students can fairly access the curriculum

To personalise the learning for each child so they have the opportunity to achieve their best

To incorporate 21st Century learning & skills in all KLAs.

To build resilient children who are self-directed learners and critical thinkers

To develop a culture of student voice

### People

<table>
<thead>
<tr>
<th>Students</th>
<th>Will be actively engaged in quality teaching and learning experiences with programs that are differentiated and personalised to meet specific needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Will develop the mindsets and capabilities of our students to analyse their overall learning progress and performance, to make informed judgements about their successes and next steps in their learning and development journey.</td>
</tr>
<tr>
<td>Parents/ Carers</td>
<td>Will be actively engaged in the education and well-being of children.</td>
</tr>
</tbody>
</table>

### Processes

To establish a Family-School reference group (including students, staff and parents) to develop key educational priorities for improving community relationships and a positive learning culture at the school.

Provide Professional Learning for staff, students and parents to complement the work stream.

Review school resources to ensure needs of students are being met.

Differentiation of programs, adjustments and modifications will be made by teachers in consultation with our Learning Support Teacher and outside agencies when required.

A team will be established to review and implement effective and consistent assessment and reporting

### Products and Practices

To achieve 40% student growth in school-based assessments at the completion of each year in all key learning.

To increase parent participation in our school-home learning partnerships to support engagement in student learning and wellbeing programs at the school.

To improve on current policies, programs and processes to support teachers in identifying, addressing and monitoring student learning needs.

The school achieves at least 30% of students achieving at high levels of performance on external performance measures.

Students are showing higher than expected growth on internal school performance measures.

### Improvement Measures
- To achieve 40% student growth in school-based assessments at the completion of each year in all key learning.
- The school achieves at least 30% of students achieving at high levels of performance on external performance measures.
## Strategic Direction 2: Excellence in Teaching

### Purpose
To ensure teaching and learning programs at TTPS are driven by data and are evidence based.

Teachers collaboratively and independently evaluating the effectiveness of their teaching practices.

To develop a culture of shared responsibility for student improvement.

All teachers contributing to the learning culture of the school.

### People
#### Students
Will be actively engaged in quality teaching and learning experiences with programs that are differentiated and personalised to meet specific needs.

#### Staff
Will involve students and parents in planning to support students as they progress through the stages of education.

Will provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Will develop the mindsets and capabilities of our students to analyse their overall learning progress and performance, to make informed judgements about their successes and identifying the next steps in their learning and development journey.

#### Parents/Carers
Will be actively engaged and share responsibility for the education and well-being of children.

#### Leaders
Will provide professional learning for staff in areas of need.

### Processes
Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Analysis of school performance data including a range of other contextual information and trends in student achievement level.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

### Products and Practices
Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Effective teaching programs that meet the diverse learning needs of all our students.

The ability of all staff to make consistent judgements regarding student achievement, planning and programming for learning.

Classroom programs reflect data analysis.

### Improvement Measures
- Implementation of Performance Development Framework, including Peer teaching reviews
- Evidence of student voice in feedback between teachers-students and students-students
- To achieve 40% student growth in school-based assessments at the completion of each year in all key learning.

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### Strategic Direction 3: Excellence in Leadership

#### Purpose

To build a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

To develop a culture of planned and proactive engagement with parents and the broader community.

To ensure that operational issues serve the overarching strategic vision of the school community.

To support learning at all levels.

#### People

**Students**
Will be actively engaged in quality teaching and learning experiences with programs that are differentiated and personalised to meet specific needs.

**Staff**
Will develop and maintain processes to deliver services and information and strengthen parental engagement.

**Parents/Carers**
Will be increasing more involved with school activities

**Leaders**
Will actively engage the school community in reflecting on student performance data.

Will provide authentic opportunities for students and the community to provide constructive feedback on school practices and procedures.

Will be provided with quality leadership training, coaching and mentoring to ensure effective leadership practices throughout the school.

#### Processes

Provide opportunities for transformational and distributed leadership for all staff.

Provide strategic financial management to gain efficiencies and to maximise resources available in order to implement the school plan.

Staff will participate in effective and personalised professional learning within and outside the school.

An induction and early career professional learning program will support teachers requiring accreditation.

Opportunities will be provided for all staff to benefit from the expertise of others within the school through team teaching, observations and feedback sessions.

Data will be regularly collected to monitor school culture and climate.

#### Products and Practices

Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

All staff have individual professional learning plans with specific goals that guide the development of their professional practice and result in the improvement of student learning outcomes.

School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teaching programs.

Confident, passionate and motivated staff who strive to continuously improve and will embrace change in a positive manner.

A cohesive executive team who support and encourage all staff to achieve their personal and professional goals.

Quality teaching practices that result in students feeling positive as learners and achieving the highest possible educational outcomes.

Challenging learning experiences for students that provide them with opportunities to excel across all curriculum areas.

#### Improvement Measures

- Increased number of opportunities for parents to engage with the school community.
- Increased numbers of parents participating in school activities.
- All executive and teaching staff have individual professional learning plans with specific goals that guide the development of their professional practice and results in the improvement of student learning outcomes.
- School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teacher programs.
Work Stream 1-Kidsmatter

What will people do as a result of this program?
- Staff will incorporate Bounce Back and other Social Skills Programs in all classes to address student needs
- All stakeholders will provide positive acknowledgement to others
- School community will promote and extend the ICARE values program

What skills and training is required?
- Access for students to quality counsellors and experts
- Professional Learning for staff, students and parents-Kidsmatter
- One staff member trained as ARCO
- Better communication between school and home
- More opportunities for community engagement

Why are we doing this?
- To provide a supportive and inclusive school environment
  - To develop resilience in all stakeholders
  - To support the mental health of all stakeholders
  - To educate the community about mental health issues
  - To foster engaged students

What will we achieve as a result?
- Increased resilience of all stakeholders
- Supportive school community
- Strong school-home-school communication
- Increased engagement in learning
- Improved attendance

What systems and structures will we establish?
- Every Face has a Place- new each year
- More, regular parent meetings about all school aspects
- Record keeping of positive outcomes in student well-being database
  - Include parents on 'co-ordination' team
- TEAM work- Together Everyone Achieves More.
Work Stream 2- Focus on Reading

What will people do as a result of this program?
- Collaboration between teacher-teacher, teacher-student, student-student, parent-teacher, parent-student
- Use a common language of learning
- Be reflective learners- teachers and students
- Teacher peer mentoring and lesson study

What skills and training is required?
- Access for teachers to experts
- Professional Learning- for staff- Focus on Reading
- Timetabled collaboration sessions and lesson observations
- Better communication between school and home
- Scheduling of additional modules and training for new staff

Why are we doing this?
- To improve comprehension skills of all students
- To encourage student voice in the learning journey
- To develop self-directed learners
- To build capacity in students, staff and parents
- To target student need

What will we achieve as a result?
- Improved Literacy and numeracy skills- internal & external assessments
- Sustained results developing life long learners
- Engaged, confident, collaborative, independent learners
- Critical thinkers, increased resilience and risk takers
- Increased engagement with learning

What systems and structures will we establish?
- Whole school Scope & Sequence will allow for high level of support
- Use of RFF program to extend FOR program
- Resource Review and purchase of necessary resources
- Consistent school assessment schedule
- Use of PLAN to direct Teaching & Learning programs
**Work Stream 3- Visible Learning**

**What will people do as a result of this program?**
- Embedding of learning intentions and success criteria in school culture
- Teacher peer collaboration and lesson study
- Students monitor own achievements through teaching of authentic feedback skills
- Effective student-student and student-parent talk about learning

**What skills and training is required?**
- Teachers have critical friend for lesson study and program reviews
- Training for students, parents and teachers
- Use of consistent language - in class, playground and through all communication with parents
- On the spot training for casual teachers

**Why are we doing this?**
- To develop self directed learners who are critical thinkers
- To authentically promote student voice
- To develop a culture that promotes timely and meaningful feedback
- To authentically differentiate the learning process

**What will we achieve as a result?**
- Increased resilience of all stakeholders
- Strong student accountability
- Student self sufficiency - developing life long learners
- Student motivation - students monitoring own achievement

**What systems and structures will we establish?**
- Data walls and 'walls that teach' become embedded in school culture
- Talking partners, accountable talk and consistent language in all areas
- Bank of Learning Intentions and Success Criteria
- Culture of students monitoring learning through feedback by teachers, peers and self
Work Stream 4- Communication Skills

What will people do as a result of this program?
- Students will build their mindsets and explicit skills
- Teachers will explicitly teach communication skills & strategies
- Students will write/speak a range of texts confidently while self assessing own learning
- Teachers will explicitly teach vocabulary skills that support public speaking and enhance writing skills

What skills and training is required?
- Professional learning for staff to improve teaching skills
- Provide opportunities for professional dialogue of success strategies
- Provide authentic opportunities for students to engage with communication skills
- Provide training for students in giving/receiving feedback
- Provide opportunities to engage parents in all aspects of student learning

Why are we doing this?
- SMART data indicates effect size of less than 1.0 between Year 3- Year 5
- To improve public speaking skills of all students
- Evidence indicates majority of students below stage expectations of literacy continuum- aspect of writing
- To develop students’ central form of communication

What will we achieve as a result?
- Increase in effect size in writing
- Increase in range /type of vocabulary used
- Increased self esteem of students
- Articulate and confident students
- Increased participation in inter school competitons

What systems and structures will we establish?
- Annual school magazine of writing samples of all students
- 2x yearly whole school writing topic to determine effect sizes -Use of PAT test for monitoring of vocabulary growth
- Public Speaking program K-6 with School Debating Program stages

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Work Stream 5- Curriculum Implementation

What will people do as a result of this program?
- Programming in line with BOSTES requirements
- Common language in all classes
- Teach 21st Century skills K-6
- Collaborative programming for spiralling curriculum
- Provide authentic differentiated learning
- Strong school-home relationships

What skills and training is required?
- Parent workshops in all new curriculum for all stages
  - Professional Learning for staff
    - Student Voice
- Better communication between school and home
- More opportunities for community engagement

Why are we doing this?
- Compliance with BOSTES requirements
- Incorporates 21st Century learning
  - Underpins all other programs
- Provides continuity of learning in all KLAs

What will we achieve as a result?
- Strong school-home-school communication
- Increased engagement in learning
- Engaged students-effective learning
- Integrated curriculum that is time efficient and addresses student needs

What systems and structures will we establish?
- Collaborative Programming to ensure effective learning in all stages
- Develop Bank of resources- programmes, assessment tools, rubrics
  - Develop data base of Units of Work
- Links to FOR, Kidsmatter and Visible Learning as a school culture