School plan 2015 – 2017

Tuntable Creek Public School 3283

MAKING A DIFFERENCE
### School vision statement

At Tuntable Creek Public School we serve parents and students by actively engaging students in learning experiences that are challenging, meaningful and supportive to help them achieve knowledge, skills and attitudes necessary for achieving their full potential. By doing this we help our school achieve excellence in education for every student, every day. Our vision for Tuntable Creek Public School is to create a supportive learning environment that provides opportunity, excellence and success with high expectations that every student will learn and achieve. Through quality teaching that incorporates creative technology, meaningful and differentiated learning programs, we will continually improve the school’s ability to meet the needs of all students, to make a difference and function successfully in society.

Tuntable Creek Public School is committed to actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Tuntable Creek Public School will be seen as a strong, committed school that strives for excellence and makes a difference in everything, demonstrating respect and understanding for all.

### School context

Tuntable Creek Public School is located in a beautiful rainforest setting on the Far North Coast of New South Wales between Nimbin and The Channon. It is approximately 26km north of Lismore.

Tuntable Creek Public School has a proud tradition of excellence and has been meeting the community and state-wide educational needs of students in the Far North Coast for 91 years.

Our school motto is ‘Making a Difference’.

Our current school enrolment is 11 and includes students from ESL and Aboriginal backgrounds. We mostly work as a complete class, with students from Years 1-5, using meaningful and differentiated programs. At other times students have the opportunity to work in Stage groups with support from our LaST teacher and SLSO.

In previous years Tuntable Creek Public School has received National Partnerships money. We are a Stephanie Alexander Kitchen Garden Program and KidsMatter School. Our student well-being program is based on You Can Do It! - a positive behaviour program that provides students with social and emotional skills and attitudes to be successful in everyday life.

Last year our school received funding through the NRMA Insurance Community Grants program to support our joint community program “Protecting Endangered Frog Species- The Giant Barred Frog.”

Tuntable Creek Public School is a member of the Big Scrub Community of Schools group which comprises twelve P5 and P6 local schools and a member of the P-12 College.

### School planning process

During 2014, the school undertook a variety of processes to review current practices and collect evidence.

Strategies to ensure a consultative process have included:

- Staff, student and parent surveys
- Community survey from our community program
- P and C meetings
- Student and staff discussions
- Professional learning days with our Community of Schools Groups

This evidence was then collated and used on a planning day to share ideas and to identify the priorities for the 2015-2017 plan. As a result, the following three strategic directions were identified:

- Quality Relationships
- Dynamic Teaching and Learning
- Aligning systems for achieving and Learning

Each strategic direction provides details of the purpose (why), people and processes (how) and products and services (what) that are to be realised through implementation of the plan.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Quality Relationships

Purpose:
To build positive relationships and strong partnerships, between parents, students, staff and community to enhance student learning and wellbeing.
To construct relevant learning experiences that connect with the world beyond school
Quality Relationships are used to strengthen knowledge, nurture, facilitate and develop critical thinking skills to produce good citizens that are informed and engaged.

STRATEGIC DIRECTION 2
Dynamic Teaching and Learning

Purpose:
To provide a meaningful and differentiated learning environment that engages all students in purposeful experiences so that they develop a life-long love of learning.
To give students the knowledge, skills and attitudes they need to make a positive change to their future and to face the challenges of the 21st Century.

STRATEGIC DIRECTION 3
Aligning Systems for Achieving and Learning

Purpose:
To enhance organisational practices and systems which enables students’ learning outcomes to increase.
To provide a curriculum that meets the diverse need of our students by engaging in professional learning that is evidence based.
### Strategic Direction 1: Quality Relationships

#### Purpose
To build positive relationships and strong partnerships, between parents, students, staff and community to enhance student learning and wellbeing. To construct relevant learning experiences that connect the world beyond school. Quality Relationships are used to strengthen knowledge, nurture, facilitate and develop critical thinking skills to produce good citizens that are informed and engaged.

#### Improvement Measures
- **Process:**
  - **People:**
    - **Students** will develop the ability to communicate and collaborate effectively.
    - **Students** are provided with opportunities to engage with peers, staff and community at a personal, social and educational level.
    - **Students** build confidence in leadership through experiencing regular and strategically targeted interaction with peers from Community of Schools.
    - **Staff** members build leadership capacity through regular and strategically targeted professional interaction with colleagues from Community of Schools.
    - **Staff** members engage in professional learning through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
    - **Staff** members work with the community and businesses to enhance student learning through meaningful connected experiences that benefit all.
    - **Parent/Carers** strengthen relationships with the school through positive partnerships in collaboration, life skills and team planning.
    - **Community** partners establish links and build local knowledge within the school, equipping students with support and leadership skills.
    - **Leaders** build knowledge, strengthen their own and others through Community Groups, targeted Professional Learning and team building to develop challenging learning environments.

- **Processes:**
  - **Students** are provided with opportunities to engage with peers from the Community of Schools Group at a personal, social and educational level.
  - **Students** are involved in meaningful projects and differentiated learning with the school community.
  - **Students** are involved with the social and emotional learning program You Can Do It, to produce good, informed citizens.
  - **Staff** members attend regular and strategically targeted professional interaction with colleagues from Community of Schools.
  - **Staff** interacts collaboratively with parents and the community through meaningful activities including projects, parent/teacher meetings, school social events.
  - **Parents/Carers** invited to work with students in their own area of expertise and other school projects.
  - **Parents/Carers** are active members in the school planning process.
  - **Community** connections are built through targeted projects aligned with school and community needs.
  - Work with the school community to promote and sustain school improvement. Invite and facilitate the community’s participation in student learning.
  - A strong learning and wellbeing program implemented throughout the school.

- **Evaluation Plan**
  - **YCDI evaluation shows students using skills for learning**
  - **Survey of staff/parents/community CoS group and students on school directions**
  - **Consultations with all key stakeholders**

- **Products and Practices**
  - **What is achieved and how do we measure?**
    - Staff from CoS groups work collaboratively together to construct relevant learning and enrichment experiences for students.
    - Evidence of students developing critical thinking skills, positive relationships and understanding of others.
    - Parents and community are actively working with students on meaningful projects.

- **Product:**
  - **Students build relationships and participate in learning activities which allow them to confidently transition to High School.**

- **Product:**
  - **Students value themselves, others and the world around them.**

- **Product:**
  - **The school has deeply embedded strategic partnerships with the wider educational, local and business community.**

- **Practice:**
  - **Students show increased self-worth, self-awareness, confidence socialisation and emotional well-being through the YCDI program.**

- **Practice:**
  - **Staff and leaders are collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making.**

- **Practice:**
  - **The school actively seeks ways to enhance student learning by partnering other education and training institutions, local businesses and community organisations.**

- **Practice:**
  - **Parents and caregivers are able to engage with the school at a level that suits their personal family circumstances.**

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Parent feedback affirming the school's strategic directions and processes in relation to the delivery of quality learning experiences.

All students, staff and parents actively engage in and support the school's educational priorities through community partnerships and learning opportunities.

All Students showing positive behaviours for effective learning using the YCDI skills framework.
### Purpose

To provide a meaningful and differentiated learning environment that engages all students in purposeful experiences so that they develop a life-long love of learning. To give students the knowledge, skills and attitudes they need to make a positive change to their future and to face the challenges of the 21st Century.

### Improvement Measures

All students achieving their learning goals through the school’s teaching and learning programs as measured by their external performance data, school based performance data and community survey results.

Qualitative measures indicate more evidence of student creativity, confidence, critical thinking, collaboration and communication.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of students using evidence-based teaching to ensure 21st Century capabilities.

### People

**Students** build knowledge in how to identify elements in their learning progress and performance and make informed judgements about the next steps to take in their learning by setting and reviewing goals. **Students** interact with other students through planned CoS enrichment programs that develop and support their learning needs. **Students** display attitudes of persistence, innovation, questioning and independent thinking. **Students** confidently use a variety of technologies in purposeful experiences to enhance learning. **Students** build knowledge and skills in persistence, organisation, getting along, cooperation and confidence. **Students** think deeply and critically and make relevant connections. **Students** develop communication, collaboration and critical thinking skills. **Students** confidently use creativity and innovation across all KLAS. **Students** use evidence and reasoning to support thinking and demonstrate responsibility towards the global environment. **Staff** members engage in professional development to create challenging, engaging, learning environments **Parents and Community** value and participate in the differentiated learning experiences **Leaders** lead other staff in the focus on evidence based practices and programs, and quality evaluation processes to ensure challenging and quality learning occurs.

### Processes

Expectations and targets for student learning are clearly communicated. **Students** are reflecting on their learning. **Students** attend enrichment days every term. **Staff** know and use a range of strategies to provide direction and redirection in terms of student progress. **Staff** members incorporate effective use of ICT learning tools and other technology in their teaching. **Staff** implement writing for success strategies to improve student writing outcomes **Staff** provide students with multiple opportunities and alternatives for developing learning strategies. Ongoing professional learning for school support staff to increase their capacity to support literacy and numeracy learning. The school embeds a variety of 21st Century technology into its learning programs to provide meaningful learning experiences to develop deeper knowledge. **Community** and parents access student learning through a variety of 21st century technology.

**Evaluation Plan**

*Parent /student/staff/community feedback surveys and consultations on the school’s strategic directions and processes in relation to the delivery of quality learning experiences*

*Internal and external data*

*Regular reflection and use of rubrics to track progress and measure evidence of students use of 21st Century skills.*

### Products and Practices

**What is achieved and how do we measure?**

Evidence in programs of 21st Century Skills and capabilities and improved student outcomes. Every student is actively and consistently engaged in learning that is meaningful and developmental and behaviour that is of a high standard. Students demonstrate confidence as learners and are mapping their progress against their learning personal goal.

**Product:** Differentiation and personalised learning in place to support all students

**Product:** Increased levels of overall Literacy and Numeracy achievements for all students as evidenced by progress on the continuums.

**Product:** Engaged and authentic learning experiences are enhanced through student feedback and self-regulation.

**Product:** Students demonstrate knowledge, skills and positive attitudes towards community and global issues.

**Product:** Community involvement in the Giant Barred Frog project in place and sustainable.

**Practice:** Evidence based learning and a range of pedagogies to support creative learners used in a Quality Teaching framework.

**Practice:** Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning through effective feedback.

**Practice:** Students reflect and report on the achievement of their own learning and leadership goals.

**Practice:** Learning programs and curriculum delivery is developed in consultation with parents and the community.

**Practice:** Stephanie Alexander Kitchen Garden program is integrated into teaching programs to support student engagement.
**Strategic Direction 3: Aligning systems for Achieving and Learning**

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<th>Purpose</th>
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| **To enhance organisational practices and systems to enable students’ learning outcomes to increase.**  
To provide a curriculum that meets the diverse need of our students by engaging in professional learning that is evidence based. |

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<th>Improvement Measures</th>
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| **All staff using assessment data, collaborative feedback and reflection to ensure improvement for all students.**  
School and national data using formative and summative measures indicate improvement in focus areas for all students  
All students use goal setting to improve own learning  
All staff have a professional development plan to enhance own and students learning outcomes. |

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| **Students** actively involved in planning and know the learning intentions and criteria for success.  
**Staff** collaborate within and across stages through CoS to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.  
**Staff** are actively engaged in planning their own professional development to improve their performance  
**Staff** members build knowledge and understanding in how to use self-evaluation practices to identify key strategies incorporating high quality approaches to instruction and intervention.  
**Staff** members build leadership capacity through regular and strategically targeted professional interaction with colleagues from Community of Schools.  
**Staff** access professional learning that enhances deeper understanding of the curriculum and ability to influence students’ surface and deep learning  
**Support staff** to develop systems for monitoring and tracking student evidence of use of 21st Century skills.  
**Leader** has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.  
**Leaders** and staff actively collect and uses information to support student’s successful transitions  
**Leaders** provide effective TPL in relevant pedagogies that support learning and capabilities for 21st century students. |

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| **Student**: use reflection on assessment and reporting processes and feedback to plan learning.  
**Staff** professional learning needs identified through the teacher professional development plan framework.  
**Staff** members are using the K-6 Literacy and Numeracy Continuum to inform teaching and make consistent judgements.  
**Staff** analyse NAPLAN, PLAN and school based data and strategically teach to ensure improvement for all students.  
**Staff** attend Professional Learning days on Visible learning for teaching  
**Staff** create effective assessment schedule and data analysis organised using Momentum and BI  
**Leaders** develop sustainable systems including those to support teacher and leadership accreditation.  
School develops a range of communication, including technology, to inform parents and community.  
**Parents/community** involved in developing diverse curriculum through understanding of evidence based learning strategies. |

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| **What is achieved and how do we measure?**  
Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.  
Teachers have high expectations for all students and constantly seek evidence to check and enhance these expectations. |

| Product: Performance management and professional development for all staff are linked to school plan and professional standards  
**Product**: A strong school improvement agenda is grounded in research and shared best practice  
**Product**: Evaluating and reporting student performance data underpins the whole-school assessment strategy. |

| Practice: School measurement, assessment and reporting tools are shared through school planning and decision making  
**Practice**: Curriculum planning, programming, assessing and reporting practices are responsive to student needs  
**Practice**: Teachers monitor learning and provide feedback  
**Practice**: Teachers regularly engage in structured professional dialogue I order to accurately plot student progress. |

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.