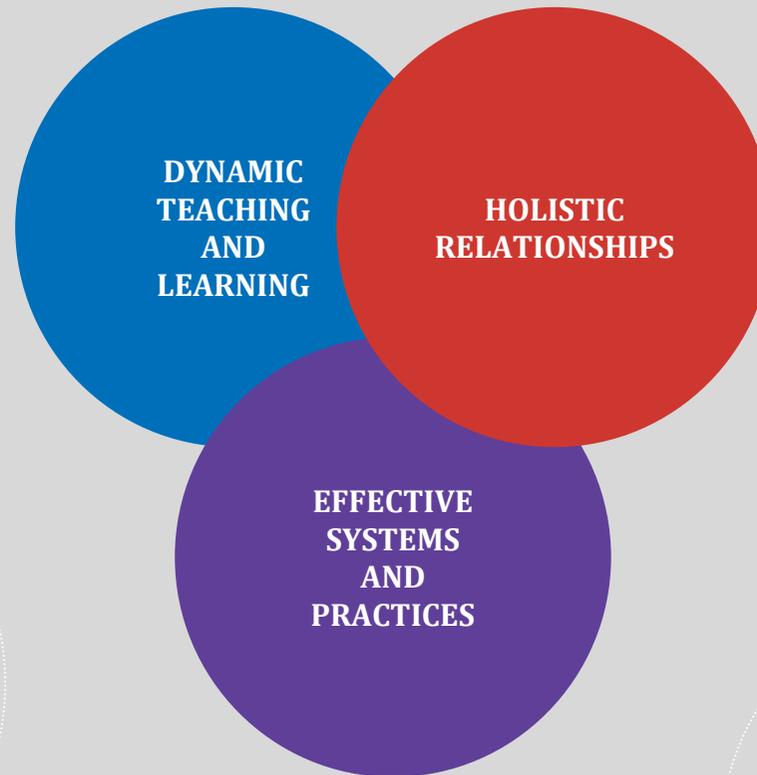


# School Plan 2015 – 2017

## TRUNKEY PUBLIC SCHOOL - 3260





## School Vision Statement

At Trunkey Public School we provide the highest quality education for all students within an inclusive, stimulating and challenging learning environment. Our staff is committed to developing every child's strengths, interests, and abilities whilst working harmoniously with parents and our community. We support our students to reach their potential and to strive for success by focusing on individual learning styles & needs. All students at Trunkey Public School are confident, creative individuals who are prepared to embrace 21st Century changes to build our community for the present and the future.

## School Context

Trunkey Public School is a P6 school, serving the rural village of Trunkey Creek and surrounding properties. The school, in support of its guiding principle, 'Our Best Always', provides inclusive, quality educational experiences within a caring and vibrant learning environment where students, staff, parents and the community work together in a supportive, cohesive manner. There are 17 students enrolled in 2015 and 10 children regularly attend the school-based Playgroup. An enthusiastic parent body and active P&C continue to support the school and generously contribute substantial funds towards school programs and excursions. The school focuses on the principles of an active lifestyle supported by healthy eating. We have embedded the SAKGP into our school practices, whereby the students learn about planting, growing and harvesting vegetables and preparing and cooking various dishes based on the ingredients grown at school. Through this highly successful program, staff, parents and community volunteers work together with students to create a wholesome learning experience. School-based data at the end of 2014 shows that the vast majority of students are performing well in both Literacy and Numeracy with matched students recording incredible growth in NAPLAN from Yr 3 to Yr 5, far exceeding state expectations. We acknowledge that explicit, systematic core programs are integral to our students' ongoing success. The school is committed to continued school improvement and is focussed on ensuring that all students believe they can be high achievers and strive to do their best. We value Social and Emotional Learning and the impact this has on student welfare. A major focus over the next three years is the implementation of student leadership and resilience programs to enhance student wellbeing.

## School Planning Process

In Term 4, 2014 the school sought the opinions of students, staff, parents and community members about the school, initially in the form of a school survey. Respondents were asked to indicate three positive aspects and three areas where the school could improve.

### Positive aspects from the survey include:

- The school participates in many programs most would think only big city schools have access to,
- The school encourages students in scholastic endeavour and the arts and sports, giving an all-round education,
- The school environment is an attractive and happy place to learn,
- Outstanding academic results,
- A large range of teaching and learning resources,
- Approachable and caring staff.

### Suggestions from the survey include:

- A more flexible approach to learning methods to suit individual needs
- Evidence-based comments on school reports from all staff with suggestions of how the parents can assist with the educational progression of their child
- Enhanced music program - access to instrumental mastery or choir

The writing of the School Plan included a review of the strengths, opportunities and areas of development across the school at a time of many DEC reforms, mandatory curriculum changes and Local Management Business Reform (LMBR.) As a result, three key strategic directions were identified as a basis for shared commitment to future developments across the school community. These are:

- Dynamic Teaching and Learning
- Holistic Relationships and
- Effective Systems and Practices.

2015 will be a transformational year to revise school planning, monitor the implementation of these directions and evaluation processes focussed on continued school advancement.



## OVERALL PURPOSE:

To effectively engage and develop highly literate, numerate, creative and technologically competent 21st Century learners.  
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, effective communication, empowered leadership and effective organisational practices.



### **Purpose:**

- To ensure all students are supported to reach their potential through the development of consistent, dynamic, innovative and differentiated educational practices.

### **Purpose:**

- To foster self-worth and resilience in all our students and community members through enhancing and strengthening connections between individuals.

### **Purpose:**

- To assist all students to be highly engaged in their schooling through the enhancement of whole school organisational and communication practices.

### **Key:**

BI - Business Intelligence  
BOSTES - Board of Studies, Teaching and Educational Standards  
HCS - Heritage Country Schools  
LMBR - Learning Management and Business Reform  
P&C - Parents and Citizens

PD - Professional Development  
PDP - Performance and Development Plan  
PLAN - Planning Literacy and Numeracy  
Pre2 - Primary Education Squared  
SAM - School Administrative Manager

SASS - School Administrative and Support Staff  
SEL - Social and Emotional Learning  
SP - School Plan  
YCDI – You Can Do It, Student Resilience Program

# Strategic Direction 1: DYNAMIC TEACHING AND LEARNING

## Purpose

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

- To ensure all students are supported to reach their potential through the development of consistent, dynamic, innovative and differentiated educational practices.
- Teaching and learning opportunities are driven by high student achievement, evidenced by assessment in line with the New South Wales Syllabi in all KLA's.
- To embed and implement explicit, targeted and ongoing professional learning opportunities for all staff.
- Through sharing information about children's learning development, teachers will engage parents as active participants in their children's education.

## People

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

#### Students:

- Levels of attainment will be improved through the development of engaging, differentiated teaching and learning activities, designed to meet the needs of all individuals.
- Student learning will be meaningful and successful.
- Instil a culture of high expectations in all students.

#### Staff:

- Capabilities will be developed by accessing appropriate professional learning opportunities according to individual staff responsibilities and needs.
- Teachers will evaluate the effectiveness of their teaching practices, analyse student engagement, learning growth and achievement of outcomes in order to plan for each student's ongoing development.

#### Parents/Carers/Community Members:

- Parents will have a greater knowledge and a workable understanding of the curriculum in order to support and assist in the education of their child.

#### Extended Community Partners:

- Raising awareness of school activities and networking with all community stakeholders to further

## Processes

### How do we do it and how will we know?

#### A Learning Culture:

- Lead school advancement and innovation and build staff capacity through whole school structured professional learning.
- Teachers plan collaboratively, to develop and implement programs in learning and assessment within all KLA's that engage students in 21st century learning.

#### Differentiated Learning and Support:

- Use of quantitative and qualitative assessment data to inform and improve practices and programs.
- Analysis of all student assessments identify individual areas for improvement and differentiated programs are put in place to meet these needs in consultation with caregivers.

#### Educational Innovation and Curriculum Resourcing:

- Provide professional development to support curriculum and pedagogy. Use data to provide resources where required.

#### Evaluation Plan:

- Ongoing monitoring and tracking of data and comparison to benchmarks through school-based and standardised assessments.

## Products and Practices

### What is achieved and how do we measure this achievement?

#### Products:

- An integrated approach to quality teaching, planning and assessment in all BOSTES syllabus documents, promotes excellence and meets the learning needs of all students.
- Student reports contain detailed information about individual students' learning achievements and areas for growth, providing the basis for discussion with the student and the parents/caregivers.
- A culture of high expectations is evident in the school.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- Students have a shared responsibility in their ongoing learning.
- Students' knowledge and skills in Literacy and Numeracy are improved and enhanced.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

#### Practices:

- Implementation of the Literacy and Numeracy Continuums as a planning and monitoring tool to inform and personalise learning programs and to track students' progress.
- Establishment of a new Music Program, Music Express, to cater for student outcomes in Music in an engaging and innovative way.

**Improvement Measures:**

- 100% of students will be reading at or above their CA and all primary students will improve on their Lexile Levels by a minimum of 50 points in a 12 month period, demonstrating improved comprehension.
- Students are showing higher than expected growth on school-based and external performance measures, for example NAPLAN.
- Increased number of students achieving top two bands in NAPLAN.
- Students will achieve grade expectations in Writing based on school-based assessments and NAPLAN Writing criteria.
- 90% of students will achieve stage appropriate learning clusters in PLAN data

enhance school priorities.

**Leaders:**

- Instigate innovative educational pathways to inspire future direction for teaching and learning.

- Embedding new and innovative teaching strategies into classroom practise.
- Establishment of a PDP for each member of staff, addressing systemic, school-based and individual needs, targeted at improving individual pedagogy.
- There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Confident parents access information from the school and take every opportunity to participate and collaborate in their child's education.
- Staff (teaching and SASS) possess an increased knowledge and efficiency in accessing relevant information and support as required.

# Strategic Direction 2: HOLISTIC RELATIONSHIPS

## Purpose

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

- To value and enhance the wellbeing of all students and staff through strong leadership and a shared vision.
- To foster self-worth and resilience in all our students and community members through enhancing and strengthening connections between individuals.
- To build a strong and vibrant community by providing further opportunities to involve the extended community of Trunkey Creek in the educational activities of the school and offering learning opportunities for groups within the community.

### Improvement Measures:

- 100% of infants students will demonstrate an increased awareness of their feelings and the causes of specific emotions utilising YCDI Program data
- 100% of primary students will demonstrate an increased ability to manage their emotions evidenced by YCDI Program data
- Parent survey results will demonstrate an improvement in parent and caregiver's abilities to assist their child/ren to become more resilient.

## People

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

#### Students:

- Engage all ES1 and S1 students in the 'Fun Friends' Program, developing students' recognition of emotions and valuing relationships.
- Engage all S2 and S3 students in the 'Friends for Life' Program, enhancing students' relationship and management of emotions.
- Promote student leadership throughout the school.

#### Staff:

- Embed Social and Emotional Learning as a cultural priority throughout the school community.
- Develop staff capacity to build stronger community relations with parents and caregivers.
- Build staff capacity to train students to be resilient.

#### Parents/Carers:

- Establish a collaborative support network for students, parents and community members where required

#### Community Partners:

- Promote TPS in the local and extended area and acknowledge community support regularly.

#### Leaders:

- Model visible leadership and promote positive relationships with all stakeholders.

## Processes

### How do we do it and how will we know?

#### Wellbeing:

- Promote Student Resilience Programs throughout the school in order to enhance student wellbeing.
- Educate parents and the broader community as to how they can support their children by modelling resilience.
- Promote and foster support networks and social opportunities for staff, students, parents and caregivers.

#### Community Engagement:

- Improve community knowledge of and involvement in the school.

#### Communication and Consultative Decision Making:

- Utilise technology via mediums such as the School website to promote active, frequent and streamlined communication with the broader community.

#### Evaluation Plan:

- Review longitudinal data on Social Emotional Wellbeing Surveys to monitor students' emotional development.
- Use internal review practises to monitor community engagement on a regular basis.

## Products and Practices

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

#### Products:

- Improved student resilience.
- Increased parent participation and collaboration.
- A larger community involvement in the school.
- Improved student leadership capabilities and a student voice throughout the school.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

#### Practices:

- Promotion of a positive, progressive school culture that focuses on student-centred decision making.
- Information sessions to support parents and community needs, including curriculum changes, assessment strategies and new reporting formats.
- Increased number of social gatherings to promote community connectedness.
- Increased Playgroup sessions fostering social interaction and networking with and between young families.

# Strategic Direction 3: EFFECTIVE SYSTEMS AND PRACTICES

## Purpose

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

- To assist all students to be highly engaged in their schooling through the enhancement of whole school organisational and communication practices.
- To further develop school planning, in partnership with a well informed and involved staff and community.
- To utilise systematic data collection to monitor whole school progress and target areas for improvement.
- To apply resources in a targeted manner to meet student learning and wellbeing needs.

### Improvement Measures:

- Reduction in time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced.
- Increased number of teachers and students aware of teaching and learning resources available and their location.

## People

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

#### Students:

- Implementation of a structured leadership program for all Stage 3 students.

#### Staff:

- Develop staff workforce capabilities through the implementation of quality school systems and organisational structures that promote effective resource distribution.
- Provide access to additional PL through Pre2 membership.

#### Parents/Carers:

- Promote effective parent communication within the school through active involvement in the P&C Association.
- Ensure access to all school communications in a timely fashion through a variety of mediums.

#### Community Partners:

- Build strong relationships with the Heritage Country Small Schools to enhance the delivery of innovative practices across all schools.

#### Leaders:

- Develop a shared understanding and alignment to the School Vision and Plan.
- Strengthen the understanding and effective implementation of all DEC reforms.

## Processes

### How do we do it and how will we know?

#### Student Learning & Leadership:

- Student leadership training and implementation of Peer Support Program and Kids' Council.
- The school has developed explicit processes to collect, analyse and report internal and external student and school performance.

#### School Learning Alliances:

- Build proactive learning alliances between the HCS, HCSS and Pre2 to enhance our dynamic learning environment at TPS and to strengthen staff capabilities.

#### Administration:

- Streamline the administrative, financial, communication and organisational workflows of the school through the introduction of LMBR, SALM and BI.
- Strengthening staff capabilities by providing staff PD on systems within the school to ensure all teachers are aware of the resources available and where they are located.
- Enhance home-school communication practices.

#### Evaluation Plan:

- Review of organisational practices
- Monitor the implementation of the School Plan and Milestones seeking feedback from all stakeholders.

## Products and Practices

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

#### Products:

- Improved time efficiency and management of administrative and financial tasks through the effective implementation and use of key applications.
- Increased involvement and collaboration with all learning alliances
- All staff are aligned with the School Plan, including all organisational and administrative procedures.
- All teaching staff attain and maintain accreditation.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

#### Practices:

- Establishment of staff access to the faculty drive for collaboration on student reports and Literacy and Numeracy Continuums.
- Quality educational and organisational innovations are introduced and embedded to improve system wide frameworks and workflows that enhance whole school efficiency.
- Proactive leadership centred on high expectations supports positive educational practices that align with the School Vision and School Plan.

