



School Plan 2018 - 2020

TRUNKEY PUBLIC SCHOOL - 3260

**MEANINGFUL
LEARNING**

**INSTRUCTIONAL
LEADERSHIP**

**DYNAMIC
TEACHING**



School Vision Statement

EXCELLENCE, OPPORTUNITY AND INNOVATION

Trunkey Public School teachers utilise dynamic teaching strategies to achieve meaningful learning for all students, supported by effective instructional leadership.

Our school promotes excellence and equity. We are committed to ensuring all students are confident, creative and successful learners. Teachers are innovative technology users in the classroom and inspire their students to achieve success.

School Context

Trunkey Public School is a TP1 school, serving the rural village of Trunkey Creek and surrounding properties. The school is located 57 kms from Bathurst and 39 kms from Blayney.

There are 16 students enrolled in 2018 and 5 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.

Trunkey Public School is a keen and constructive participant in, and strong supporter of the Heritage Country Schools Learning Community, which is committed to collaboratively lead, implement, monitor and report on shared professional learning and organise combined academic, creative and sporting events and stage excursions.

Our school prides itself on educating the whole child, with emphasis placed on Literacy and Numeracy as well as the Creative and Performing Arts. We focus on the principles of an active lifestyle supported by healthy eating, through our highly successful implementation of the Stephanie Alexander Kitchen Garden Program. We value Social and Emotional Learning and the impact this has on student welfare. We currently have a major focus on student wellbeing, through the 'Kids Matter' program, which is supported by the school's culture of high expectations, respect and care for one another. The addition of a School Chaplain to our staffing has greatly assisted the school support the students and their families.

School-based data at the end of 2017 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.

School Planning Process

Our three strategic directions have been formulated through a consultation process which began at the end of 2017 and has included:

- collection and analysis of student and school data, including School Self-Evaluation using the School Excellence Framework;
- evaluation of previous school plan's achievements;
- establishing a shared vision that is aligned with the NSW Department of Education and the Premier's Priorities;
- staff consultation and input into plan development;
- consultation with Kids' Council on a range of school features and proposed initiatives; and
- consultation with and endorsement by the P&C Association

The writing of the School Plan 2018-2020 included a review of the strengths, opportunities and areas of development across the school. Three key strategic directions were identified as a basis for shared commitment to future developments across the school community. These are:

**MEANINGFUL LEARNING
DYNAMIC TEACHING and
INSTRUCTIONAL LEADERSHIP**



Purpose:

- To ensure all students are supported to reach their potential through the development of consistent, dynamic, engaging, innovative and differentiated educational practices, including effective and transparent monitoring,

Purpose:

- To provide strong instructional leadership which supports high expectations and engagement for students, staff, parents and the community.

Purpose:

- To identify and implement evidence based teaching practises across the school to to maximise student results, within a culture of excellence and innovation, supported by high quality professional learning and collaboration.

Strategic Direction 1: MEANINGFUL LEARNING

Purpose

- To ensure all students are supported to reach their potential through the development of consistent, dynamic, engaging, innovative and differentiated educational practices, including effective and transparent monitoring, assessment and reporting.

Improvement Measures:

- An increased number of students will achieve equal or greater than expected growth in Literacy and Numeracy achievement data, using internal and external measures.
- Increased levels of student wellbeing and engagement, measured against teacher observation and data.

People

Students:

- Engage, learn and reflect on their Literacy and Numeracy development and use critical thinking, problem solving, collaboration and effective communication to achieve their individual learning goals.

Staff:

- Differentiate their teaching strategies to meet individual student's learning needs by providing targeted intervention in areas of Literacy and Numeracy.
- Develop capabilities by accessing appropriate professional learning opportunities according to individual staff responsibilities and needs.

Parents/Carers/Community Members:

- Collaboratively develop their child's learning goals through a improved understanding of the teaching of Literacy and Numeracy, including assessment and reporting processes in order to be more active participants in their child's education.
- Work collaboratively with school staff to support student achievement, engagement and wellbeing.

Leaders:

- Build staff capacity to analyse data to identify, address and monitor student learning progression.

Processes

Curriculum Implementation:

- Using the latest research and knowledge of the English and Mathematics Syllabi and Progressions, implement a focus on improving Literacy and Numeracy skills.

Professional Learning:

- Lead school advancement and innovation and build staff capacity through whole school structured professional learning in Literacy and Numeracy.

Differentiated Learning, Support and Reporting:

- 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.

Student Wellbeing:

- Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation Plan:

- Collation and analysis of the following data:
 - Literacy and Numeracy Progressions
 - NAPLAN
 - Internal student assessment

Practices and Products

Practices:

- Implementation of the Literacy and Numeracy Progressions as a planning and monitoring tool to inform and personalise learning programs and to track students' progress.
- The school's curriculum provision supports high expectations for student learning where feedback derived from assessments informs further learning.
- Teachers provide explicit, specific and timely feedback to both students and their parents/caregivers, which supports further student improvement and success.

Products:

- An integrated approach to quality teaching, planning and assessment, promotes excellence and meets the learning needs of all students.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve and students have a shared responsibility in their ongoing learning.
- 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.
- The school has implemented evidence-based change to whole school practices, resulting in measurable value-added results in student wellbeing and engagement.

Strategic Direction 2: INSTRUCTIONAL LEADERSHIP

Purpose

- To provide strong instructional leadership which supports high expectations and engagement for students, staff, parents and the community.
- To value and enhance the wellbeing of all students and staff through strong leadership and a shared vision.

Improvement Measures:

- An increase in the number of staff pursuing higher levels of accreditation.
- Increased student leadership opportunities and participation.
- Increased leadership opportunities for staff.

People

Students:

- School leaders and senior students foster a culture of pride and belonging in the school.
- All students set high expectations of themselves.
- Engage in leadership experiences and representative decision making processes on behalf of the student body and within the classroom.

Staff:

- Build communication and collaboration between the Heritage Country Small Schools and within the community.
- Initiate additional leadership roles within the school and embrace the challenge.
- Implement targeted professional learning programs designed to develop leadership, management and excellence.

Parents/ Carers / Community Members:

- Contribute positively to the school and the community through a collaborative support network.

Leaders:

- Model visible leadership and promote positive relationships with all stakeholders.
- Identify staff professional learning needs to build the capacity of the school through mentoring and coaching.
- Demonstrate instructional and organisational leadership and model evidence-based practice.

Processes

Student Leadership:

- Develop and implement a whole school integrated approach to build the leadership capacity of students.

Staff Leadership:

- Develop and implement collaborative processes for the understanding of and the support for improving leadership capability within the school.
- Lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning, PDP planning, coaching and mentoring of staff.

Instructional Leadership:

- Leaders within the Heritage Country Schools share evidence based and innovative practice that builds professional networks with a focus on continuous improvement in teaching and learning.

Evaluation Plan:

- Collation and analysis of the following data:
 - PDP's - development, monitoring and review
 - School Excellence Framework
 - School Plan
 - National Excellence in School Leadership Initiative program and evaluation
 - ATISL Leadership Capabilities Framework
 - Student, parent and staff surveys

Products and Practices

Practices:

- Promotion of a positive, progressive school culture that focuses on student-centred decision making and leadership.
- A focus is maintained on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so every student makes measurable learning progress.
- Technology that supports learning is available and expertly integrated into lessons by teachers. Appropriate professional learning is provided to all staff to ensure the technology used is effectual and innovative.
- Administrative staff are expert users of available technology and LMBR systems.
- Collaboration and consultation with the school community provides positive and constructive feedback.

Products:

- Improved student leadership capabilities and a student voice throughout the school.
- Leadership opportunities for staff are established and working effectively to build staff capacity within the school.
- Increased parent participation and collaboration.

Strategic Direction 3: DYNAMIC TEACHING

Purpose

- To identify and implement evidence based teaching practices across the school to to maximise student results, within a culture of excellence and innovation, supported by high quality professional learning and collaboration.

Improvement Measures:

- A greater number of evidence-based and dynamic teaching strategies are employed by teachers to successfully engage their students and improve learning outcomes.
- Teacher professional learning is directly aligned with the teaching standards and school planning.

People

Students:

- Actively engage in their learning and provide feedback to teachers on their learning experiences.
- Understand how they can monitor, reflect, critically analyse and improve their own results.

Staff:

- Work collaboratively with their colleagues to ensure that their pedagogy aligns with practices that are research-driven and successful.
- Maintain accurate records, documentation and assessment data in order to evaluate and adjust teaching strategies, to maximise impact on student learning.
- Innovative technology users in the classroom to consistently engage and inspire their students to achieve success.

Parents/ Carers/ Community Members:

- Enhanced knowledge of curriculum content is enhanced through regular communication.
- Build strong relationships with the school to enhance the delivery of innovative practices.

Leaders:

- Develop a shared understanding and alignment to the School Vision and Plan.
- Establish and improve processes which build the capacity of staff to deliver quality curriculum outcomes in school identified focus areas.

Processes

Professional Learning:

- Draw on solid research and best practice to develop and implement high quality professional learning in Literacy and Numeracy.

Implementation:

- Develop and implement collaborative processes for consistency in teacher judgement in Literacy and Numeracy.
- Build proactive learning alliances between the HCS, HCSS and TPS to strengthen staff capabilities.

Technology:

- Develop a whole school technology plan, ensuring teachers are innovative technology users, supporting their students' development of skills and understandings of technology.

Evaluation Plan:

- Collation and analysis of the following data:
 - NAPLAN
 - Internal student performance
 - Teaching and Learning programs
 - Classroom observations
 - Professional learning evaluations
 - MyPL records
 - PDP process

Practices and Products

Practices:

- Embedded and explicit systems within the school facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of timely and effective feedback between teachers. This drives ongoing, school-wide improvement in dynamic teaching practise.
- Staff professional learning is evidence based, matched to PDP's and the School Plan and ensures dynamic teaching strategies are employed by all teachers.
- All teachers understand and explicitly teach Literacy and Numeracy to students, with success that can be measured by improved student progress and achievement data.
- Teachers review student learning routinely and provide explicit feedback to students on how to improve, ensuring mastery is demonstrated.

Products:

- Teaching strategies reflect best practice and include ongoing monitoring of student progression.
- All staff develop PDP's that align to the Australian Standards for Teachers and the School Plan.

