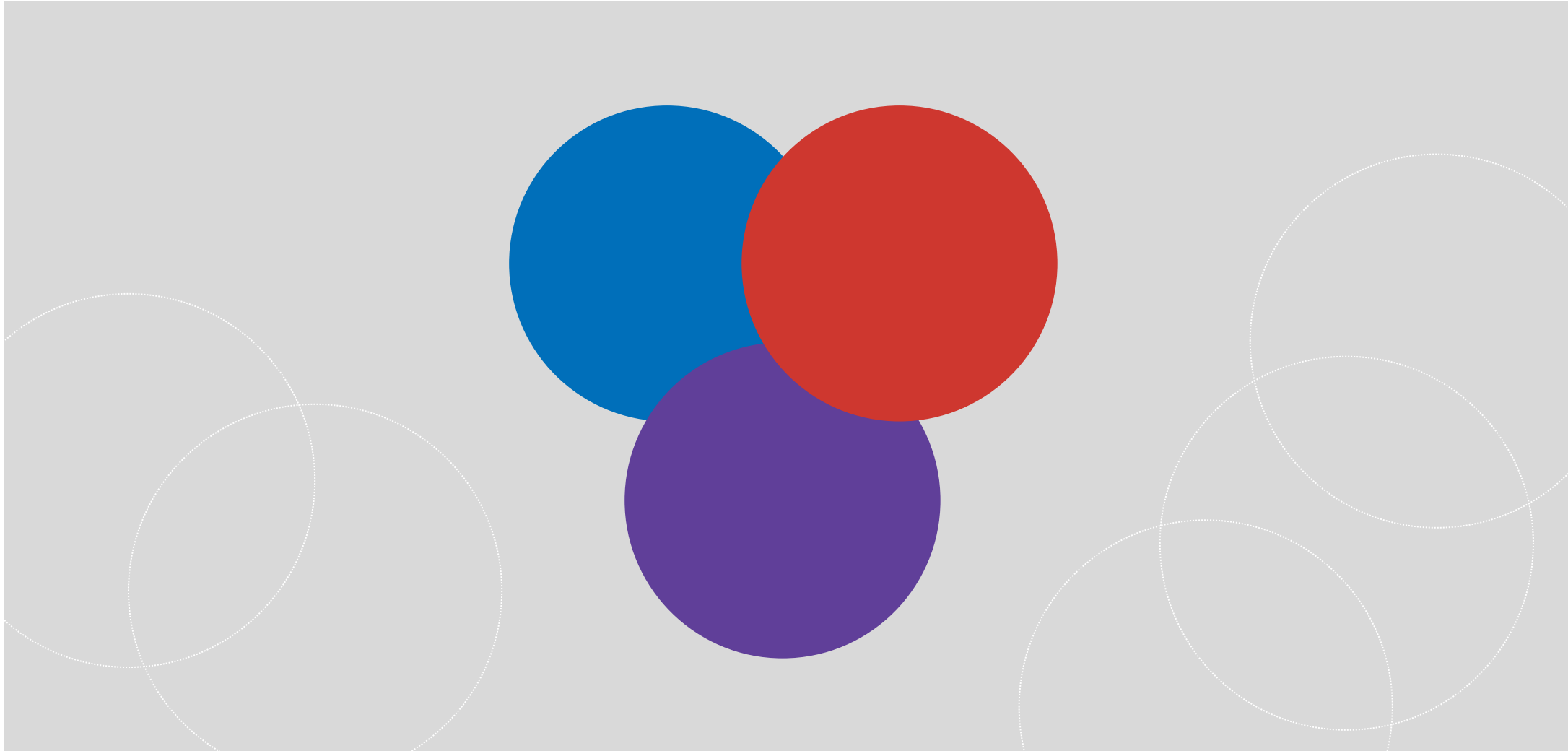


# School plan 2015 – 2017

**Tirranna Public School - 3222**





## School vision statement

Tirranna Public School aims to provide our students with an environment that is safe and caring and that implements a broad range of opportunities for relevant student engagement and maximised student outcomes. This will enable them to become lifelong learners who are responsible, respectful and successful citizens.

## School context

Tirranna Public School is a small school that is located near Goulburn and is strongly supported by the local community with a recent history of growth. The school is a member of the Goulburn Community of Public Schools (GCoPS) as well as working closely with the other small schools in the Goulburn Community of Public Schools.

It is a school that is an important part of the local community because of its long history and educational context. There are 24 K-6 children from 16 families. The school has a Family Occupation and Educational Index of 86 which indicates medium levels of socio-economic disadvantage.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all the students.

## School planning process

The school planning process at Tirranna Public School is consultative at all levels – students, staff and community. The first step was the creation of a shared School Vision.

This process included a review of the strengths, opportunities and areas for further development across the school.

It forms the basis for the school's improvement and development efforts for the next three years, in partnership with members of the whole school community. Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through the implementation of the school plan.



## STRATEGIC DIRECTION 1

Develop consistent,  
high quality  
educational practices  
and student  
achievement in  
Literacy and  
Numeracy

### **Purpose:**

To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching process in the areas of reading, writing, talking and listening and in all areas of mathematics.

So that students are successful and engaged citizens who can understand their world.

## STRATEGIC DIRECTION 2

Ensure Wellbeing for  
all students and staff  
in the school.

### **Purpose:**

Ensure quality welfare practices are evident so that all members of our learning community feel safe, acknowledged and rewarded through a common understanding.

# Strategic Direction 1: Quality learning practices

## Purpose

To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching process in the areas of reading, writing, talking and listening and in all areas of mathematics.  
So that students are successful and engaged citizens who can understand their world.

## Improvement Measures

- Through analysis of student outcomes data, it is apparent that the school has affective development and understanding of the Literacy and Numeracy continuums
- Staff have a greater understanding of their students and subject matter as measured against the Australian Institute for Teaching and School Leadership standards

## People

**Students:** Levels of achievement in Literacy will be improved through the development of engaging, differentiated teaching and learning designed to meet the individual needs of students.

**Staff:** Staff plan for, design and implement effective teaching and learning programs which demonstrate appropriate modifications for personalised learning.

School wide systems and structures will be developed which support all staff in meeting the needs of students.

**Parents:** Become collaborative partners in learning through sharing pedagogy and curricular processes and practices.

## Processes

- All staff in the school complete Personal Learning Plans for all students in discussion and consultation with parents.
- Identification of strategic professional learning goals for staff supported by the Growth Coaching process.
- School implements a range of quality teaching and learning programs, including Focus on Reading (FOR) and Making up lost time in literacy (MultiLit).

## Evaluation

Regular reporting against the milestones.

Individual student progression along the continuums in the Planning Literacy and Numeracy (PLAN) data.

Students gaining more than two bands improvement in the NAPLAN testing from year 3 to year 5.

## Products and Practices

### Product

- Teaching and learning programs show the affective development and understanding of the Literacy and Numeracy continuums.
- Staff have a greater understanding of their students and subject matter as measured against the Australian Institute for Teaching and School Leadership standards.
- Students, in collaboration with staff, establish learning goals enabling them to map their learning against the Literacy and Numeracy continuum standards, thus taking more responsibility for their learning.

### Practice

- Templates showing curriculum differentiation for individual student needs both for support and extension.
- Integration of technology into the Literacy and Numeracy teaching and learning programs.

## Strategic Direction 2: Wellbeing

### Purpose

To improve the welfare practices in the school both creating Positive Behaviours for Learning and developing a consistent set of procedures and record keeping for communicating to parents regarding the welfare of students and staff in the school.

So that all members of our learning community feel safe, acknowledged and rewarded.

### Improvement Measures

- The school community understands, acknowledges and is engaged with the values of the Positive Behaviours for Learning program.
- All student behaviours reflect the Positive Behaviours for Learning program of respect, responsibility and fairness.

### People

**Students:** Understand, demonstrate and engage in school values education program.

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.

**Staff:** Plan for, design and implement effective values education and awareness program.

**Parents and Community:** Parents and community engaged in the Values Education Program.

Parents and community provided with opportunities to actively participate in all areas of school life.

### Processes

- Develop a resource to support Positive Behaviours for Learning with a consistent set of processes and data tracking.
- Principal facilitate parent information session on Positive Behaviours for Learning (PBL).
- Implement school playground incident tracking.

### Evaluation

Survey: students, parents and staff.

School will have an effective and consistent welfare program that is sustainable for a student's primary schooling period.

Parents will be involved in the development of Wellbeing and support the school's values.

### Products and Practices

#### Product

- The school community understands, acknowledges and is engaged with the values of the Positive Behaviours for Learning program.
- All student behaviours reflect the Positive Behaviours for Learning program of respect, responsibility and fairness.
- Whole school shares a common understanding of the school's values and culture.
- All staff use the Positive Behaviours for Learning framework to reward and acknowledge students.

#### Practice

- Clear and transparent communication with the learning community regarding school Positive Behaviours for Learning program.