

School plan 2015 – 2017

Tullamore Central School 3270



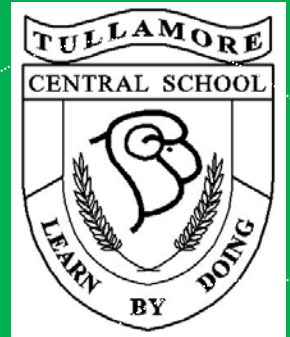
Western Access Program
Collaborative · Connected · Innovative



*Promoting
Professional
Innovation*

*Designing
Pathways to
Success*

*Nurturing
Dynamic
Partnerships*



Respectful

Responsible

Cooperative

Honest



School vision statement

Tullamore Central School is an integral part of the Tullamore community.

We aim to produce citizens who demonstrate the highest qualities as citizens by being Respectful, Responsible, Cooperative and Honest.

We aim to provide students with a wide range of high quality curriculum K-12 delivered by teachers who are constantly searching for innovation.

We aim to deliver a diverse blend of extracurricular activities in creative and performing arts, sports, public speaking, debating and student leadership and to celebrate and promote the successes of our students in these fields.

We aim to work closely with all of our community partners and stakeholders including parents, government agencies, volunteer groups, business, local employers and the media to promote a positive school culture and provide mutually beneficial opportunities within our local community and beyond.

We aim to put student welfare and opportunities for success at the forefront of all our actions and decision making as a school.

We aim to support the ethos of public education by valuing inclusivity and diversity.

We aim to take into account the individual special needs and circumstances of many of our students and do our best to cater for their unique talents and challenges.

We aim to deliver our vision by valuing teamwork and the contributions of everyone involved in our school.

School context

Tullamore Central School is located in the western plains of NSW, in the Parkes Shire, catering for students from Kindergarten through to Year 12. Our current enrolment is 85 students, including approximately 55 Primary and 30 Secondary students plus Adult education classes.

Tullamore CS school embraces Positive Behaviour for Learning (PBL). Our mascot is a sheep named "Tully". Our school values are that students are Respectful, Responsible, Cooperative and Honest at all times.

Along with 6 other schools, we are part of the Western Access Program, allowing us to offer a high quality, broad curriculum to Senior students.

Tullamore CS has a very supportive and involved school community including an active and engaged P&C and AECG.

Staff are a mix of very experienced and early career teachers, committed to delivering innovative educational experiences and to constantly improving their skills in line with the latest professional learning.

Tullamore CS offers wide range of extracurricular opportunities including sports, music, drama, debating and leadership skills, as well as having a strong focus on the basics. Vocational educational opportunities as well as a robust academic curriculum are offered.

Tullamore CS has outstanding student attendance rates and NAPLAN growth rates, as well as very high expectations of student behaviour. Individual support is provided for those who experience difficulties.

Tullamore CS has excellent facilities including a brand new Trade Training Centre, video conferencing and other technological facilities, as well as an ag farm.

School planning process

Our school has conducted a thorough and inclusive consultation process. All opinions have been valued and all suggestions considered. Staff, students, parents and community have all had ongoing formal opportunities to contribute to the consultation process. There has also been a very "open door" policy for individual, informal consultation and feedback which has been and continues to be ongoing.

Major consultation milestones include :

1. Teaching Staff consultation re strategic directions / vision statement, 5P's done on Staff Development evening on Tues 28 Oct.
2. First consultation done with P&C Mon 3rd Nov, further on Mon 1st Dec and subsequent P&C meetings in 2015.
3. SASS staff consultation meeting Mon 17th Nov
4. Tullamore Interagency consultation at next meeting November 20th
5. Parent / staff surveys created via survey monkey over and open for completion by email or via Facebook page during Oct / Nov / Dec 2014. Excellent response with over 25 respondents.
6. Student surveys provided to students in Nov / Dec 2014. Excellent response with 30% of students submitting written surveys responses.
7. Results of all consultation to be considered by school exec, when our RAM and 2015 funding finalised later in term 4 (revised Term 1, 2015)
8. Collated survey responses provided to all stakeholders and discussed at P&C meeting 2nd March, 2015
9. Collate survey responses presented at Staff development evening March 10th, 2015 as well as additional consultation and staff meetings Term 1, 2015.
10. Present draft plan to all stakeholders in late term 1, 2015 for further refinement / feedback as required.



DESIGNING PATHWAYS TO SUCCESS

In the 21st Century globalised, high-tech economy we must acknowledge that all students are different, have individual abilities, interests and ambitions and plan accordingly so that all students can experience success via a mix of either traditional academic, vocationally based or life skills pathways.

PROMOTING PROFESSIONAL INNOVATION

We can only ensure the success of our students by investing in the professional learning of our staff. This applies to teaching and SASS staff. Our goal is staff members who value innovation, creativity and diversity as 21st Century educators and who are committed to constantly refining their skills and knowledge.

NURTURING DYNAMIC PARTNERSHIPS

The quality of our partnerships with our community, local and regional businesses, collaborations with expertise in other schools, relationships with our parents and carers are vital in ensuring the success of our school. Dynamic partnerships with our stakeholders will inspire dynamic student achievement.

Strategic Direction 1: DESIGNING PATHWAYS TO SUCCESS

Purpose

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

In the 21st Century globalised, high-tech economy we must acknowledge that all students are different, have individual abilities, interests and ambitions and plan accordingly so that all students can experience success via a mix of either traditional academic, vocationally based or life skills pathways.

Improvement Measures

- ❖ NAPLAN and school based reading, comprehension and numeracy testing showing student growth rates exceeding either state average growth rates for matched students by 10% (NAPLAN) or chronological age growth rates (school based) by 10% or greater.
- ❖ Percentage of students transitioning from Tullamore CS into quality exit destinations – eg further education or employment to be 90% or greater.
- ❖ Percentage of students engaged in at least one or more regular extracurricular activity to be 90% or greater.

People

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

Students: By developing their skills, knowledge and values across a wide range of contexts, including academic, sporting and cultural.

Students experiencing greater challenges will be supported by individualised pathways and practices designed for their specific needs.

Staff: By providing additional professional learning for our staff in literacy, numeracy, curriculum implementation and technology.

Parents/Carers: By creating an open and supportive environment where all families are valued and welcomed into the school and through clear and positive lines of communication across a variety of mediums.

Community Partners: By nurturing functional and dynamic partnerships with community stakeholders to support the educational and career ambitions of our students.

Leaders: School leaders will prioritise the individual learning needs of students, working in collaboration with staff and parents to support this.

Processes

How do we do it and how will we know?

- Individualised learning and support teams and additional SLSO support for targeted students.
- Coordinated delivery of extra-curricular whole school programs embedded into school practice, with particular emphasis on music, sport and creative arts.
- Strategic implementation of technology upgrades across K-12.
- Additional coordinated staff professional learning targeted at identified improvement measures.
- Whole school continued strategic implementation of PBL program and other welfare initiatives.
- Regular promotion and publication of our student's achievements across a variety of forms of media.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ NAPLAN and school based reading, comprehension and numeracy testing showing student growth rates exceeding either state average growth rates for matched students by 10% (NAPLAN) or chronological age growth rates (school based) by 10% or greater.
- ❖ Percentage of students transitioning from Tullamore CS into quality exit destinations – eg further education or employment to be 90% or greater.
- ❖ Percentage of students engaged in at least one or more regular extracurricular activity to be 90% or greater.

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

Practice:

- Individual support plans for targeted students K-12, incorporating school to work and career planning.
- Differentiated teaching and learning programs and assessment practices.
- Cutting edge technology an integral feature of classrooms K-12.

Strategic Direction 2: PROMOTING PROFESSIONAL INNOVATION

Purpose

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

We can only ensure the success of our students by investing in the professional learning of our staff. This applies to teaching and SASS staff. Our goal is staff members who value innovation, creativity and diversity as 21st Century educators and who are committed to constantly refining their skills and knowledge.

Improvement Measures

- ❖ 100% of staff to be engaged in a collaboratively developed and meaningful Professional Learning Plan.
- ❖ 100% of teaching programs to demonstrate differentiation between various student learning styles and capabilities, facilitating pathways to success for all.
- ❖ 90% of staff to take on the leadership of one aspect of school improvement, as negotiated with Principal and supervisors in the context of whole school planning.

People

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

Students:

Our students will provide formal and informal feedback on learning activities to guide our staff in delivering the curriculum to best suit needs and interests.

Staff: Our staff will embrace the concept of ongoing innovation being a key driving factor in the improvement of curriculum delivery.

Our staff will both be engaged recipients and deliverers of meaningful and constructive professional learning.

Our staff will develop dynamic partnerships with relevant sources of expertise and innovation in other schools and via industry and academic channels.

Parents/Carers: We will ensure parents and carers are provided with regular information regarding staff professional learning and innovative school practice, so that they are well informed and can be an engaged partner.

Community Partners: We will seek out expertise in the community to assist us in innovative programs and practices.

Leaders: School leaders will facilitate opportunities for staff to lead and participate in professional learning.

Processes

How do we do it and how will we know?

- Implementation of Performance Development Framework.
- Dynamic engagement in local and wider professional networks supporting curriculum development and student welfare.
- Investing in additional teacher professional learning to support identified improvement measures.
- Investing in additional SASS professional learning to support identified improvement measures.
- Additional targeted professional learning for beginning teachers including the development of collaborative networks with neighbouring schools.
- Specific collaborations around K-2 early action for success (Narromine PS) , PBL (Narromine HS), Focus on Reading.
- School based P/L developed and delivered by identified school based expertise.

Products and Practices

What is achieved and how do we measure?

- ❖ 100% of staff to be engaged in a collaboratively developed and meaningful Professional Learning Plan.
- ❖ 100% of teaching programs to demonstrate differentiation between various student learning styles and capabilities, facilitating pathways to success for all.
- ❖ 90% of staff to take on the leadership of one aspect of school improvement, as negotiated with Principal and supervisors in the context of whole school planning.

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

Practice:

- Professional Learning Plans developed and modified in collaboration with supervisors.
- All staff and faculty meetings to contain a professional learning component.

Strategic Direction 3: NURTURING DYNAMIC PARTNERSHIPS

Purpose

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

The quality of our partnerships with our community, local and regional businesses, collaborations with expertise in other schools, relationships with our parents and carers are vital in ensuring the success of our school. Dynamic partnerships with our stakeholders will inspire dynamic student achievement.

Improvement Measures

- ❖ 10% increase over 3 years in attendance at parent / teacher events.
- ❖ 10% annual increase over 3 years in attendance at P&C meetings.
- ❖ 20% annual growth in followers of school Facebook page.

People

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

Students: Our students will continue to be wonderful ambassadors for our school in community events. They will be positive members of the Tullamore community and will engage with key community stakeholders in appropriate contexts.

Staff: Staff will understand the importance of their role in developing and maintaining dynamic partnerships with our community.

Parents/Carers: Parents will be regularly and effectively communicated with regarding their child's development and challenges. Parent feedback and communication will be managed in a timely and effective manner. Parents will be informed and educated of their enormous role in their child's education and provided with positive support in achieving this.

Community Partners: Our community partners will be actively sought out. They will be invited to participate where appropriate and given explicit support and thanked for their efforts.

Leaders: School leaders will prioritise the enormous importance of the support of our local community. We will strategically develop these partnerships, celebrating and promoting successes.

Processes

How do we do it and how will we know?

- Promotion of the Tullamore Central School 'brand' via the purchase of memorabilia celebrating 125 years of public education 1890-2015.
- Invigoration of school via significant investment in school grounds beautification.
- Energetic promotion of school via Facebook page, newsletter, Tullamore Tidings and other less formal methods.
- Dynamic engagement in whole of community events such as Tullamore Irish Festival and Tullamore Show.
- Welcoming the community into the school with events such as Seniors and Grand Friends Day, Big Gig, NAIDOC and more structured parent / teacher evenings.
- Regular parental feedback surveys in relation to key aspects of school life such as homework, extracurricular events, school policies and procedures.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ 10% increase over 3 years in attendance at parent / teacher events.
- ❖ 10% annual increase over 3 years in attendance at P&C meetings.
- ❖ 20% annual growth in followers of school Facebook page.

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

Practice:

- Parental feedback surveys a regular source of school improvement data in relation to an identified range of school practices and policies.
- Continued promotion of school successes in a strategic, systematic way via a variety of mediums.
- All major school decision making to involve a SWOT or similar analysis in relation to maximising partnerships with key stakeholders.