**Taralga Public School 3163**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Taralga Public School encompasses a holistic approach to educating our students into lifelong 21st Century Learners and social citizens. We believe parents and the school are partners in the education of our students. |  | Taralga Public School is a small, rural school located 45km, north of Goulburn in the Southern Tablelands. The school is a member of the Crookwell Community of Schools and works collaboratively with other small schools in the area to strengthen ties between the schools and the students.  In 2015, Taralga Public School had an enrolment of 41 students with 14 girls and 27 boys. Classes were K/1/2 with 20 students and 3/4/5/6 with 21 students. 100% of students identify as being Anglo Saxon.  The school offers many academic, sporting, creative and practical arts opportunities, as well as giving our students a great foundation in Key Learning Areas such as Literacy and Numeracy. Taralga Public School prides itself on being a family oriented school with a proud historical tradition and strong ties to the community. Student wellbeing is a priority, and every student is valued and has a strong sense of belonging. |  | The school planning process at Taralga Public School is consultative. Students, staff, parents and community have been consulted at all stages. We have undertaken an analysis of the school’s current practice, and created a shared vision of the future which will develop our students as successful learners, confident and creative individuals, and active and informed citizens. This process has been governed by the Melbourne Declaration which promotes equity and excellence in all Australian Schools.  The school will be implementing key strategies and monitoring progress against regular milestones. Methods to evaluate and assess our performance are built into the planning framework. |
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| Students will be taught to be literate and numerate using explicit methodology and will have the opportunity to use technology productively. Students will be taught to be innovative and resourceful, developing their independent work habits and becoming successful learners, motivated to reach their full potential. |  | Working with the whole school community to develop a positive school culture based on the expectations that we are respectful, responsible learners. Achieving a school culture that values success and develops students’ engagement with their local community and their skills as 21st century learners. |  |

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| Strategic Direction 1: Literacy and Numeracy | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Students will be taught to be literate and numerate using explicit methodology and will have the opportunity to use technology productively. Students will be taught to be innovative and resourceful, developing their independent work habits and becoming successful learners, motivated to reach their full potential. |  | **Students:**  The students are engaged in the experiences in their classroom, becoming responsible and successful learners. This will enhance the students’ capacity, expectation and achievement.  **Staff:**  Staff will design and implement teaching and learning experiences and assessments that encompass deep thinking, innovation and creativity. This will be undertaken in an explicit methodology framework, which demonstrates appropriate adaptations for personalised learning and is aligned to the literacy and numeracy continuums.  **Parents/Community:**  The expertise of parents and community will be utilised to provide learning opportunities with real world experience and context.  Parents and community will be encouraged to become partners in learning through the sharing of curricular practices and processes. |  | Assessment of data analysis and work samples to implement a targeted, literacy, numeracy and ICT strategy, informing planning and programming.  Teachers provide and receive planned constructive feedback from peers, school leaders and students, to improve teaching practice, e.g. L3 training, TARS, staff meetings, student surveys.  Identification of professional learning needs and opportunities provided to learn the skills required.  Opportunities provided for the sharing of curricular practice and processes, e.g. Parent information nights, parent interviews.  Opportunities provided to involve parents and students in planning to support students as they progress through stage levels. |  | PRODUCTS  Teachers differentiate curriculum delivery to meet the needs of individual students.  Teachers will provide well-designed, resourced and evidence based explicit teaching and learning programs in Literacy and Numeracy.  PRACTICES  Learning adjustments for students are aligned with the Nationally Consistent Collection of Data (NCCD). e.g. PLPs – in consultation with parents.  Teachers will use literacy and numeracy continuums to track and map student achievement from K-6, on PLAN.  Stage based sharing of practice and developing whole school assessment criteria for consistency when tracking students on the continuums. |
| **Improvement Measures** |  |
| * Staff survey indicates 100% of teaching staff have the understandings and confidence to implement, assess and report on the NSW Syllabus for the Australian Curriculum in English and Mathematics. * Teaching staff have the understandings and ability to apply adaptations for every student using Personalised Learning Plans-underpinned by Every School Every Student(ESES) and aligned with NCCD |  |

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| Strategic Direction 2: School Culture | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Working with the whole school community to develop a positive school culture based on the expectations that we are respectful, responsible learners. Achieving a school culture that values success and develops students’ engagement with their local community and their skills as 21st century learners. |  | **Students**:  Show empathy to value others and value diversity.  Understand the core values of being a Respectful, Responsible Learner and  have high expectations of themselves.  Engage in the schools reward system.  **Staff:**  Demonstrate a consistent approach to reinforcing values and common language around positive learning and behaviour.  Show a common understanding of appropriate student behaviours.  Have high expectations of student work and behaviours.  Teachers monitor and respond to data to successfully manage student behaviour and learning.  **Parents:**  Supports and reinforce the values promoted through the school’s positive behaviour/learning system both in and out of school. |  | **Students:**  Participate in school and community events that reinforce our shared values and citizenship.  Leaders and peer support leaders play an active role in the school behaviour system.  **Staff:**  Actively engage in all values of the schools positive behaviour/learning system in all settings.  Teachers continue to develop resources and strategies that the staff use and implement in all school settings.  Are effectively using school wide processes and rewards system.  Increase positive signage throughout school.  **Parents:**  Respond to communication strategies to help support their involvement in the school’s positive behaviour/learning system. |  | **Students:**  Students clearly understand the school’s positive behaviour/learning system and are rewarded for their efforts.  Students demonstrate the core values of Respectful, Responsible, Learners across the school and community.  **Staff:**  Staff role model expected behaviours.  Staff consistently communicate high expectations regarding student work and behaviour.  Staff use positive language, skills and strategies to reinforce the core values in all school settings.  Staff participate in future decision making that is informed through data analysis of learning and behaviour systems.  **Parents:**  Parents participate in promotion of student and school successes across all areas.  Parents increasingly acknowledge the school’s positive core values in communication with their child and the school. |
| **Improvement Measures** |  |
| * All staff indicate understanding and commitment to the core values of being Respectful, Responsible Learners. * 100% of respondents agree that Taralga Public School knows about the families and community it serves.      * 92% of respondents to survey believe school leaders have a positive influence on school culture. * 92% of respondents feel that the school encourages new students and their families to be involved in activities. |  |