### School vision statement:
Tanilba Bay Public School is a community focussed school, which has a clear mission to provide a happy, secure learning environment for all of its students. Each staff member is committed to ensuring that all students achieve their personal best and to the provision of quality teaching and learning programs. Our goal is to create a learning environment that is relevant and engaging to prepare our students for life long success. We acknowledge and value the role that parents have in this education process and with this in mind we aim to encourage effective partnerships with families to support the learning of each student.

### School context:
Tanilba Bay Public School (enrolment 550) services the Tilligerry Peninsula and students from the Tanilba Bay, Mallabula and Lemon Tree Passage communities. TBPS has had increased funding under the Resource Allocation Model (RAM) in the areas of Equity and Aboriginal Education during the 2014 school year. The RAM funding is aimed at supporting Quality Teaching practices to better engage Aboriginal students and the community and maximise educational outcomes for every student regardless of their socio economic situation. Students from Tanilba Bay Public School attend Hunter River High School and as such we are committed to further developing strong links from Stage 3 to 4 to support improved student outcomes in the Middle Years.

Our strategic directions for 2015 - 17 have targeted three distinct areas of need as identified through a rigorous review and the analysis of data collected at state, and School level including; attendance data, suspension data and benchmarking data. Our strategic directions are in the areas of high performance, leadership and community engagement. These areas will be strategically targeted as outlined in this plan utilising available human resources and expertise which will be augmented by the RAM financial enhancements. Previous support in K-2 has led to improved results in national benchmarking for Year 3 and strategies identified in this plan are designed to build on this success. Student engagement and attendance will be strategically targeted and the performance and development of staff will be a critical element of our improvement processes.

### School planning processes:
The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching and non-teaching staff, our AEWs who are members of the Worimi Local AECG parents and P & C Association.

In developing the 2015 – 2017 school plan, the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes:

- Comprehensive review and evaluation of 2012 – 2014 School Plan;
- Analysis of school’s current practices and future needs;
- Surveys, focus groups and interviews with parents, staff and students provided data towards key learning areas, school culture, student engagement and professional learning needs;
- Analysis of students’ achievement data (NAPLAN, PLAN, Reading Levels etc);
- Analysis of students’ attendance and Positive Behaviour for Learning data;

Key DEC reforms also considered and contextualised such as Great Teaching Inspired Learning, Local School Local Decisions, Curriculum, Every Student Every School, Literacy/Numeracy and the Melbourne Declaration.

**Endorsement by AECG (where required):** During the process it was recognised that consultation with the local AECG, throughout the school planning process, needs to be strengthened and this has been addressed in the body of the plan.

**Principal approval:** I certify this plan has been written in consultation with staff, students, parents and community members. This plan accurately reflects the directions set for TBPS 2015-2017 school cycle.
Tanilba Bay Public School
Strategic directions 2015-2017

Strategic direction 1
Creating a high performing and dynamic learning school
The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

Purpose of Strategic direction 1
To provide a high standard of educational outcomes through the combination of curriculum resources, targeted human resources, ICT infrastructure teaching and learning programs which inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

Strategic direction 2
Systems leadership and collective efficacy
Embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Purpose of Strategic direction 2
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Strategic direction 3
Enhancing Community Engagement and Participation
Continue to develop community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Purpose of Strategic direction 3
To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experience to achieve their personal goals and lead successful lives in the 21st century.

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### 5Ps – Strategic direction 1: Creating a high performing and dynamic learning school

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

**Purpose:** To provide a high standard of educational outcomes through the combination of curriculum resources, targeted human resources, ICT infrastructure teaching and learning programs which inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

**Improvement measures:** To sustain student growth in NAPLAN by over 60% between Years 3, 5 & 7 with a focus on the lowest and highest performing students. To achieve student growth in school based-assessments by 70% at the completion of each year in learning in Maths and English with a focus on differentiated strategies to support all students achieving their potential.

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
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<td><strong>Leaders:</strong> Leading improvement, innovation and change.</td>
<td>Engaged &amp; Accomplished community of learners: Collaborative curriculum and assessment/reporting planning to support school-wide systems and a dynamic learning environment. Develop staff and student skills in the areas of Number and Working Mathematically, focusing on the development of mental computation strategies, conceptual understandings and fluency in Number and flexible Numeracy grouping structures to support low and high performing students. Evidence Seeking Knowledge Generation: Use of quantitative and qualitative student assessment and data to inform and improve school curriculum and assessment practices. Culture of collaboration/Connectedness: Consistent exchange of educational and student welfare data across the school to improve teacher collaboration, student knowledge and community connection. Education innovation and Curriculum Resourcing: Further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support low performing and high performing students. Differentiated Learning and Support: Build staff capacity to collaboratively plan and differentiate programming in Literacy and Numeracy using the quality teaching elements and ESES policy strategies.</td>
<td>Product: Sustained 60% growth from Year 3 to 5 in NAPLAN Literacy and Numeracy results. Product: Increased number of ATSI students performing in the top two bands in NAPLAN Literacy and Numeracy by 10% Product: Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning. Practice: Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement. Practice: Proactive professional learning teams across stages and curriculum areas that are focussed on using best evidence based practice and data analysis delivering consistent quality teaching and effective performance and development. Practice: Students and staff reflecting on the achievement of their personal learning and leadership goals in the areas of Literacy and Numeracy.</td>
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<td><strong>Staff:</strong> Develop staff capabilities by designing training and school wide systems structures to support and extend low performing students, as well as laterally and vertically extend and or accelerate high performing and gifted and talented students.</td>
<td><strong>Students:</strong> Engage students in being a quality learner of literacy and numeracy in the class and home environments.</td>
<td><strong>Parents:</strong> Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. <strong>Partners &amp; Community:</strong> Actively encourage partner and community participation in school professional learning to build community educational capacities. This will include providing community learning sessions on 21C learning, Literacy, Numeracy and new BOS syllabus documents.</td>
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5Ps – Strategic direction 2: Systems leadership and collective efficacy

Embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

**Purpose:** To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

**Improvement measures:** The number of executive staff aligned to the Systems Leadership frameworks who are leading their teams with a focus on collective efficacy. Reduction of time spent in the administrative, financial, communication and organisational workflows of the school due to the new LMBR software.

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<td>Students: Incorporate “active student” voice in whole school priorities and projects. Workshop students in the nature and value of planning processes before engaging them in the writing of TBPS school plan and annual school report.</td>
<td>Organisational and systems innovation: Provide staff with professional learning on Systems Leadership and ACER research into ‘best practice’ in leadership systems and support. School Learning Alliances: Build proactive learning alliances with the Hunter River learning community, Worimi AECG to support a dynamic learning environment at TBPS. Teacher Quality: Implement staff professional learning and mentoring on ways to implement a dynamic learning systems model as instructional teacher leaders. Executive Leadership: Design/Pathways Implement executive training in the AITSL leadership profile and Australian Standards for Leaders. Support the PDF process and develop aspiring leaders through the provision of coaching and mentoring support. Administration: Stream-lining of administrative, financial, communication and organisational workflows at the school through the introduction of the LMBR solution. Organisational Health, Workforce Capabilities and Sustainability: Further develop staff workforce capability through improved knowledge and understanding of WHS practices, the Australian Teacher Performance Development framework &amp; Australian standards for teachers and leaders. Evaluation Plan: Survey staff to review balance of office deadlines with the new LMBR solution. Executive surveys based on the AITSL.</td>
<td>Product: Improved time efficiency and management of administrative and finance tasks by 40% through the implementation of the LMBR solution. Product: Increased number of Executive Leaders modelling a Systems Leadership approach with their teams by 80%. Product: 100% of staff are aligned to the goals within the school plan and actively support this with a focus on personal and collective efficacy. Practices: Quality educational and organisational innovations are introduced and embedded to improve system-wide frameworks and workflows that improve whole school efficiency. Practices: Proactive leadership learning teams across all levels of the school support quality educational and organisational practices that comply with our leadership values, WHS policies and Australian performance standards for teachers and leaders. Practices: An inspiring culture of learning and personal best that is motivated by the exchange of knowledge within the school and through our learning alliances.</td>
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Parents/Community/Partners: Establish proactive learning alliances with other schools and community members to enhance the delivery of educational innovation projects.

Staff: Develop staff workforce capabilities by implementing and sustaining quality school wide systems and organisational structures.

Staff: Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have an alignment to the school plan and vision.

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### 5Ps – Strategic direction 3: Enhancing Community Engagement and Participation

**Purpose:** To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experience to achieve their personal goals and lead successful lives in the 21st century.

**Imrpovement measures:** To sustain our current ratio of negative to positive student behaviours at TBPS, as per PBL recommendations. To increase parents participation in our school-home partnerships by 25% to support the P&C and parents as partners initiative. To improve community and school identity through a focus on our Worimi and Murrook linkages and Family-School reference group.

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<td>Students: Engage all students in our PBL programs to improve emotional resilience, social intelligence and proactive leadership behaviours.</td>
<td>Building Positive Community and School Identity: To establish a Family-School reference group (including students, staff and parents) to develop priorities for improving community relationships and positive school identity.</td>
<td>Product: Improve parent collaboration and participation in School-Family partnerships.</td>
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<td>Staff: Develop staff capacity to build stronger community relations with all parents. To improve positive modes of two-way communication to improve community consultation processes.</td>
<td>Connecting learning at home and school: To support student educational programs between the home and school through the use of online technology to maximise learning opportunities.</td>
<td>Product: A supportive school community evidenced by increased number of parents attending P&amp;C and community events/fundraisers.</td>
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<td>Parents: Establish a collaborative learning community with students, parents and teachers to support Student Well-being and Welfare programs at the school. To encourage more family-school partnerships for the educational benefit of all students.</td>
<td>Communication and Consultative Decision Making: To create two-way communication processes that support active, frequent and culturally sensitive collaboration between the school and the community.</td>
<td>Product: Enhance student voice, leadership and consultation through student input on the School Parliament and Family-School partnership group.</td>
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<td>Community: Establish learning alliances within and beyond TBPS to support innovative communities of practice with other PBL schools in our LMG.</td>
<td>Participation and Community Learning: To increase the numbers of parents engaging in community learning sessions – thus enhancing community attendance at school and parent learning events.</td>
<td>Practices: Two-way, reciprocated and respectful communication between students, staff and parents.</td>
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<td>Student engagement and Wellbeing programs: To encourage home support of our PBL program so that all students benefit from a combined home-school approach. To support the School Parliamentarians in having a more active role in whole school planning.</td>
<td>Practices: A proactive leadership culture that supports students in project managing school projects in cross-stage, collaborative groups.</td>
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<td>Evaluation Plan: Closely monitor PBL data, Family–School reference minutes, parents attendance data and community survey information. The school will develop targeted programs and strategies to improve in these areas as required.</td>
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