Highly effective Teachers working to build and maintain positive relationships with students, parents and the wider community to develop and maintain quality systems that support quality outcomes for children.
School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Telarah Public School celebrates its 125th year supporting the Telarah community and their children in 2015. It has evolved over this time to be a strong example of all that Public Education in NSW can offer. The school mission statement is to provide students with a love of learning, pride in achievement and respect for themselves and others in a safe and happy environment. The school prides itself on building and maintaining a culture of acceptance and tolerance, working hard to do your best and being responsible for not only your safety but the safety of those around you. The school aims to cater effectively for all children and to support their families paying particular care to ensuring those students who require accommodations and adjustments to do their best. Our mantra is simple – Fair is when you get what you need, not the same as everyone else. This mission statement has served the school well for many years and was recently used to build some new positive school rules in the form of values. This has rebuilt the school welfare system and is the guide to both the social and academic development of the children of Telarah Public School in 2015 and beyond. Students are taught how to Be Safe, Positive, Learners in all school environments and are supported to do this by the adults within the school community. The school has used these new values to re-image the school and develop a supportive school culture that is based on teaching children what they need</td>
<td>The school is situated in the western Maitland suburb of Telarah and serves a predominantly low socio-economic community and has just over 100 Aboriginal and Torres Strait Islander students enrolled. Telarah Public School is proudly a Preschool to Year 6 campus housing one of 100 NSW Department of Education and Communities Preschools that caters for 80 Preschool aged children who attend 5 days a fortnight. The school also has an Early Intervention Unit on site catering for up to fifteen 3 to 5 year old children with disabilities. The Early Intervention Unit is primarily designed to support students to transition to school in the year they turn 6, it is structured to enable the staff to provide additional support to external agencies. The school also has two support classes for students with emotional disturbances. These classes cater for 14 students who are shared enrolments from other schools across the Lower Hunter Area. Access to both the Early Intervention and ED Support classes is gained through the home school completing an application in partnership with parents. The complexity of the school environment means that the total enrolment is 510 students. The school has a small but active Parents and Citizens Association that is well supported by some ex-parents, grandparents and community members. Traditional methods of engaging Parents and Community members have not been as</td>
<td>This plan has been developed in close consultation with all stakeholders who work with the school. To engage parents in the planning process we have distributed surveys, posted questions for response using social media, held discussions with groups of parents and taken numerous informal opportunities to discuss the activities of the school. Our aim is to build positive relationships with families one family at a time. Over the past 5 years it has proven to be successful and parent and community engagement is improving. The staff at the school have been heavily involved in developing the plan. Across the school we have clearly established working groups that are responsible for the implementation of key strategies from the previous school plan. These groups have reported back to the staff who have responded and from this we have clearly developed and articulated strategies that will support continuous improvement in our delivery of social and academic programs. Our school has a strong student leadership program and this has provided clear opportunities for students to be engaged in the process of developing the school plan. Student groups have participated in surveys and discussion groups as well as class based conversations to seek their input. As a school we are fortunate to have been able to develop solid relationships with a range of community partners and our partner primary schools and high school, Rutherford Technology High School. This plan reflects these strong relationships and work we</td>
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## School background 2015 - 2017

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<th>Successful as the school would have hoped in recent years as traditional methods have not been successful. The school has since adopted a less formal approach and this has improved interaction with the community. Parents, Grandparents and other community groups assist school sport programs and the Stephanie Alexander Kitchen Garden Foundation program are great examples of activities that are well supported by community members. The school takes an individualised approach to supporting families and will do whatever it takes to ensure children are safe, positive, learners whilst they are at school.</th>
<th>are doing together to benefit the Telarah Public School Community.</th>
<th>In addition to the range of consultative strategies that have taken place in 2015 our school joined the Early Action for Success Initiative (EAFS). A number of the programs and initiatives that we are undertaking are part of the EAFS Initiative.</th>
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<tr>
<td>The school works hard to build and maintain positive working relationships between home and school and uses creative and innovative practices to achieve this engagement. We have high expectations of the relationships that we facilitate across the school community. The school is proud of the way it treats all families individually providing them with the support they need to help their children be successful at school.</td>
<td>to learn both academically and socially in partnership with parents and community members.</td>
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**Purpose:** To ensure that the teaching in every class across the School is effective and enables students to reach their potential. Teachers will be highly reflective in their practice, continuously asking themselves and each other if the teaching in their classrooms is effective. Through Highly Effective Teaching, teachers across the school will improve their use of the literacy and numeracy continuums ensuring that all students have learning experiences that are targeted towards their needs. Highly Effective Teaching will demonstrate that the pedagogical approaches to delivering literacy and numeracy are best practice and meet the needs of the students. We will also ensure that implementation of the Early Learning Framework in our Early Intervention Unit and Preschool is effective.

**Purpose:** The school community of Telarah Public School has high expectations of the way we build and maintain relationships with our students, their parents and the wider community we serve. Everyone has a responsibility to ensure that we are committed to working together, being honest and ensuring the focus of the activities at our school meet the needs of the children. To enable high expectations, relationships will be fostered with the community to engage them in the activities of the school. Teachers will work with parents and community members to teach students how to build and maintain positive relationships and how to respond appropriately. The school will provide programs that meet the social, emotional, academic and cultural needs of our students. The school will build relationships that are effective, respectful and focused on students receiving the support they need as individuals to reach their potential.

**Purpose:** To ensure that the school continues to meet the needs of its community in an ever-changing educational environment and that the products and practices supporting student wellbeing, academic achievement and teacher effectiveness are successfully embedded within the routines, policies and practices of the school. Teaching and Learning cycles within the school will be commensurate with the needs of the students in every classroom and effectively monitored, maintained and supported by school leaders. Planning processes and resource management will effectively reflect the needs of the school community responding to changing needs as they arise.
Strategic Direction 1: Highly Effective Teaching

Purpose
To ensure that the teaching in every class across the School is effective and enabling students to reach their potential. Teachers will be highly reflective in their practice continuously asking themselves and each other if the teaching in their classrooms is effective. Through Highly Effective Teaching teachers across the school will improve their use of the literacy and numeracy continuums to ensure that all students have learning experiences that are targeted towards their needs. Highly Effective Teaching will demonstrate that the pedagogical approaches to delivering literacy and numeracy are best practice and that the schools delivery of programs such as LLL and Accelerated Literacy effectively meet the needs of the students. We will also ensure that implementation of the Early Learning Framework in our Early Intervention Unit and Preschool.

<table>
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<td>100% students from Kindergarten to Yr 6 are progressing along the NSW Curriculum and Learning Innovation Centres Literacy and Numeracy Continuums</td>
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<tr>
<td>100% teachers have personalised professional learning plans reflecting their individual needs aligned with the schools strategic plan</td>
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<tr>
<td>Student growth in number and reading in NAPLAN is equal to or better than state average growth</td>
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Note: this links to the first bullet-points in the Products and Practices column

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<td>Students: Students will work as partners with their teachers, taking joint responsibility for their academic and social development. Students will know where they are up to, what they are learning and why they are learning it. Learning intentions will be clear for all students across the school.</td>
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<tr>
<td>Staff: Teachers will be highly reflective practitioners constantly asking themselves, through a variety of mediums if the teaching in their classrooms is highly effective. Teachers will use the literacy and numeracy continuums, learning support team processes and engage effectively with the NSW BOS Syllabus Documents to be highly effective teachers.</td>
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<td>Parents: Parents are the first teachers in every child’s education and as such the relationship between parents and teachers is paramount. We will support parents to effectively engage with the school and most importantly the teachers of their children through a range of initiatives aimed at attracting them to the school and assisting parents to become partners with their children and teachers.</td>
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| Processes |
| How do we do it and how will we know? |
| Successful involvement in the Early Action for Success Initiative |
| Effective use of data to monitor and track student performance in literacy and numeracy targeting resources to meet individual and group needs. |
| Teacher professional learning in pedagogical practices that support student improvement in literacy and numeracy |
| Supporting teachers to be reflective practitioners who all have individualised professional learning plans clearly aligned with the school plan. |

| Evaluation Plan |
| Monitoring student progression along the literacy and numeracy continuums. |
| Utilising data gained from participation in the “Tell Them From Me” student, staff and parent survey. |
| Monitoring teacher feedback through the Telarah Public School PDF processes |
| Student growth in reading and writing in Years 5 and 7 will be equal to or better than state average growth. |

| Products and Practices |
| What is achieved and how do we measure? |
| 100% students from Kindergarten to Yr 6 are progressing along the NSW Curriculum and Learning Innovation Centres Literacy and Numeracy Continuums |
| 100% teachers have personalised professional learning plans reflecting their individual needs aligned with the schools strategic plan |
| Student growth in number and reading in NAPLAN is equal to or better than state average growth |

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

Practices:
- Participation in the Early Action for Success Strategy. Instructional leader to support staff K-2 to improve student outcomes in Literacy and Numeracy
- Effectively monitoring continuous improvement in all students along the literacy and numeracy continuums. Learning intentions will be clear.
- Implementation of a range of initiatives as interventions to support teachers to effectively cater for the needs of all learners. L3, Accelerated Literacy, TEN, TNT and TOWN.
- All teachers to develop personalised teacher professional learning plans aligned with the Australian Teaching Standards and Telarah Public School Personalised Teacher Reflection Tool that reflects the schools strategic plan.
Strategic Direction 2: Building and Maintaining Positive Relationships

Purpose
The school community of Telarah Public School has high expectations of the way we build and maintain relationships with our students, their parents and the wider community. Everyone has a responsibility to ensure that we are committed to working together, being honest and ensuring the focus of the activities at our school meet the needs of the children. To enable high expectation relationships to develop the community will be engaged in the activities of the school. Teachers will work with parents and community members to teach students how to build and maintain positive relationships and how to respond appropriately. The school will provide programs that meet the social, emotional, academic and cultural needs of our students. The school will build relationships that are effective, respectful and focused on students receiving the support they need as individuals to reach their potential.

Improvement Measures
- 100% of students K-6 will either earn their PBL Badge or have a collaboratively developed Behaviour Support Plan based on the school PBL values teaching all school community members to be Safe, Positive, Learners.
- Number of students attending school increases to more than 90% of students attending more than 90% of the time.

Note: this links to the first bullet-points (>>) in the Products and Practices column

People
Students: Will be able to build and maintain positive relationships with their peers, teachers and the wider community. They will build their capacity to support their peers and family members to build and maintain healthy relationships.

Staff: Will support each other and their students to build and maintain positive relationships. They will work to include parents and community members as partners in the activities of the school facilitating a range of opportunities for them to engage with the school.

Parents/Caregivers: Will be welcomed and encouraged to join in the day to day activities of the school. They will be provided with opportunities to work in partnership with their children and teachers to be authentically engaged in the educational activities of the school.

Community Partners: Will have opportunities to engage with the activities of the school being utilised to support both core and extra-curricular activities. The school will support community partners to deliver positive physical and mental health initiatives that support the overall ethos of welfare programs at the school.

Leaders: Will ensure that relationships with community partners are strong. Leaders will ensure that they and their teams are effectively prepared and resourced to deliver programs effectively.

Processes
How do we do it and how will we know?
- Providing a range of opportunities for school community members to engage with students in their work and play
- Celebrating school milestones and community events effectively in partnership with the wider community
- Working collaboratively with community organisations to support school and community mental and physical health initiatives
- Working authentically in partnership with our local schools as part of the Rutherford Learning Community
- Communicating effectively within the school and with community stakeholders
- Ensuring that the school has effective welfare strategies and systems in place that meet the needs of all students.

Evaluation Plan
Measures to evaluate the effective of this strategic direction include:
- Improved student attendance
- Improved community interaction within the school both in person and via social media
- The school will participate in the “Tell Them From Me” student surveys.

Products and Practices
What is achieved and how do we measure?
- Number of students attending school increases to more the 90% of students attending more than 90% of the time.
- School Facebook account activity will increase with total engagement equal to or more than 1000 Telarah Public School Facebook Page likes.
- 100% of students K-6 will either earn their PBL Badge or have a collaboratively developed Behaviour Support Plan based on the school PBL values teaching all school community members to be Safe, Positive, Learners.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
- Implementing initiatives that support mental and physical wellbeing of staff, students and community partners including Kidsmatter, White Ribbon and the Stephanie Alexander Kitchen Garden Foundation Program.
- Developing effective interagency partnerships to support families in need
- Stronger Smarter Professional Learning for all staff including community members where appropriate
- Collaborative development of a strategic plan for the Rutherford Community of Schools.

The school will support community members to develop trusting partnerships with the school.
**Strategic Direction 3: Quality Systems Supporting Quality Outcomes**

**Purpose**
To ensure that the school continues to meet the needs of its community in an ever changing educational environment and that the products and practices supporting student wellbeing, academic achievement and teacher effectiveness are successfully embedded within the routines, policies and practices of the school. Teaching and Learning cycles within the school will be commensurate with the needs of the students in every classroom and effectively monitored, maintained and supported by school leaders. Planning processes and resource management will effectively reflect the needs of the school community responding to changing needs as they arise.

**Improvement Measures**
- 100% of Telarah Public School teaching staff have professional learning plans that are clearly aligned with the school plan and the Australian Teaching Standards.
- The Telarah Public School Learning Support Team practices clearly aligns with Best Practice on the Learning Support Team Matrix.
- Successful assessment of the schools Preschool under the ACEQUA Assessment and Rating program (Early Years Learning Framework) in 2016.

**People**
- **Students:** Will have an effective voice in the decision making processes of the school. Students will be partners with their teachers in reflecting on the practices that support them to learn ensuring that continuous improvement in a cultural construct within their school community.
- **Staff:** Will have strong systems that support them to know what they are expected to do, how to do it and whether or not it was effective. Teachers will all have appropriate accreditation, have personalised professional learning plans that allow them to continuously improve and increase their effectiveness in the classroom.
- **Parents/Caregivers:** Will be consultative partners in the leadership and running of the school. They will have an authentic voice that enables the programs of the school to reflect the needs of their children and allows them to be involved in their education. Systems that support student wellbeing and academic improvement will be clear and transparent.
- **Community Partners:** Will be actively engaged in the decision making processes of the school and aware of the role they can play in supporting the school to reach its goals and targets. They will be supported to deliver their programs and initiatives that are supported by the school.
- **Leaders:** Will have clearly defined structures that support effective supervision, support and reflective practices for teachers. They will lead the school in consultation with the school community and community partners. Leaders will support others to continuously improve to meet the changing needs of the educational environment.

**Processes**
- **How do we do it and how will we know?**
  - Plan, Implement and Review Cycle to ensure that the systems that support effective teaching and learning are successful and sustainable.
  - Strategic planning to ensure that the school leadership team is abreast of whole of department systemic changes to resourcing, financial management and educational programs and able to implement changes to effectively meet the needs of the school.
  - Continued implementation of the Quality Improvement Plan enabling further successful review periods for the Telarah Public School Preschool.

**Evaluation Plan**
- Review progress against frameworks provided by the NSW Department of Education and Communities (DEC) looking at School Excellence and Performance Development.
- Data evaluation from involvement the “Tell Them From Me” surveys
- Successful completion of NSW DEC Audit processes.

**Products and Practices**
- **What is achieved and how do we measure?**
  - 100% of Telarah Public School teaching staff have professional learning plans that are clearly aligned with the school plan and the Australian Teaching Standards.
  - The Telarah Public School Learning Support Team practices clearly aligns with Best Practice on the Learning Support Team Matrix.
  - Successful assessment of the schools Preschool under the ACEQUA Assessment and Rating program in 2016.

- **What are our newly embedded practices and how are they integrated and in sync with our purpose?**
  - Effective implementation of NSW DEC Reforms relevant to Telarah Public School.
  - Ongoing review of the schools systems that support student learning.
  - Staff input into development of and review of milestones to support the implementation of the strategic plan.
  - Teacher professional learning to support accreditation practices.
  - Effective implementation of the Preschool Quality Improvement Plan process with new Preschool staff.