## School background 2015 - 2017

### School vision statement
Tarcutta Public School is building the future through the provision of high quality educational opportunities for each and every child. We will ensure every student in our care is actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

### School context
We are a great community school. Our dedicated, experienced teachers provide excellent educational programs tailored to each student. We support students to achieve their best. Innovative technology programs prepare our students for their future.

Our students live in the village of Tarcutta or on properties in the surrounding area. Tarcutta is located 48 km from Wagga, half way between Sydney and Melbourne. Tarcutta is now bypassed by the Hume Highway.

In 2015 our student enrolment is 15, with an anticipated 2016 enrolment of 19.

### School planning process
The Tarcutta Public School planning process has been collaborative and consultative. A review of the Tarcutta 2012-14 school plan was conducted by staff, P&C and the planning committee. The school planning team, comprised of school, parent and community representatives established Tarcutta Public School’s strategic directions and vision statements. The team examined demographic changes and targets for Tarcutta Public School. This information was used to develop the vision statements. These statements were presented to stakeholders at meetings to obtain feedback and suggestions.

A strategic planning consultation survey examining our strengths, weaknesses and opportunities was developed to inform planning for the strategic directions for the 2015-2017 cycle. All parents were provided a written survey. The senior students were actively involved in the decision making process through focus groups workshops and Tell Them From Me surveys. Parent representatives participated in a Wagga Wagga Community of Small Schools planning meeting.

The planning team utilised:

- assessment of the achievements of the previous school plan
- parent surveys and information and feedback gathered during focus groups

Parents were regularly asked for further input through P&C meetings and individual conversations.

 Principals School Leadership (PSLs) from the High Performance Unit guided our Wagga Wagga Community of Small Schools’ principals through the 5P planning process.

The school community will be invited through focus groups and surveys to contribute feedback during our annual evaluation process to inform future directions.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Learning to Learn

**Purpose:**
Build capacity at an individual and collective level through ongoing, relevant and evidence-based learning focused on developing the knowledge, understanding and skills of all students.

**STRATEGIC DIRECTION 2**
Wellbeing

**Purpose:**
To develop students, staff and the broader school community understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

**STRATEGIC DIRECTION 3**
Community Connections

**Purpose:**
The school is recognised as excellent and responsive by its community as a result of its effective engagement with students, parents, families, the local community and the Wagga Wagga Community of Small Schools (CoS).
## Strategic Direction 1: Learning to Learn

### Purpose
Build capacity at an individual and collective level through ongoing, relevant and evidence-based learning focused on developing the knowledge, understanding and skills of all students.

### People
Students develop the mindset and capabilities to analyse their overall learning progress and performance, to make informed judgements about their successes and next steps in their learning journeys.

Parents understand what their children are learning and how to effectively support them to learn. They are confident that their children are happy, safe and engaged.

Staff understand expectations of the Australian Curriculum and map student achievement to plan their individual learning path. They establish effective assessment processes to enable authentic feedback to parents and students.

### Processes
Provide coaching and mentoring which establishes high expectations recorded in individual learning goals and effective implementation of Australian Curriculum.

Establish positive learning culture through monitoring and timely, meaningful feedback on individual learning goals by embedding programs such as How2Learn and L3 in pedagogy.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Teachers use information about individual students’ capabilities and needs to plan for students’ learning.

Engaged and authentic learning experiences are enhanced through student feedback and self-regulation.

### Products and Practices
- **Products**
  100% of students progressing along the continuums with an annual growth of the equivalent of 1.25 years learning in all Key Learning Areas.

  Differentiated learning is guided by practices of assessment for, as and of learning which enable students to lead successful lives in the 21st Century.

- **Practices**
  There is school-wide responsibility for student learning and success.

  Engaged learners focused on individual goals with self-assessment within purposeful environment building high expectations.

  Students reflect and report on the achievement of their own learning goals. They demonstrate confidence and resilience as learners and are mapping their progress against their learning goals and school values.

### Improvement Measures
- 100% of students progressing along the continuums with an annual growth of the equivalent of 1.25 years learning in all Key Learning Areas.

- Differentiated learning is guided by practices of assessment for, as and of learning which enable students to lead successful lives in the 21st Century.
## Strategic Direction 2: Wellbeing

### Purpose
To develop students, staff and the broader school community understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

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

Parents are confident that their children are learning in a safe and supportive environment and are developing resilience in becoming accountable and responsible.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

### Processes
Individual learning is supported by positive and respectful relationships.

Programs that teach behaviours that enhance wellbeing are identified and implemented including How 2 Learn, Blueearth, Live Life Well, Stephanie Alexander Kitchen Garden Program and Premier Sporting Challenge.

Regular review of student welfare policy with students.

### Products and Practices

#### Products
Students adopt a resilient attitude and treat others with respect, leading to a reduction in classroom and playground disputes.

Students are able to self-regulate their behaviour in order to gain recognition from peers and staff for positive behaviour. The language used to address each other is respectful.

#### Practices
Tarcutta school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and metaphysical wellbeing of students, which measurably improves individual and collective wellbeing.

Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.

### Improvement Measures
- Students adopt a resilient attitude and treat others with respect, leading to a reduction in classroom and playground disputes.
- Students are able to self-regulate their behaviour in order to gain recognition from peers and staff for positive behaviour. The language used to address each other is respectful.
## Strategic Direction 3: Community Connections

### Purpose
The school is recognised as excellent and responsive by its community as a result of its effective engagement with students, parents, families, the local community and the Wagga Wagga Community of Small Schools (CoS).

### Improvement Measures
- Support is provided for students beyond that available through use of school resources alone.
- Community partners feel valued and welcomed into the school environment.
- Staff are supported in their delivery of specific curriculum requirements.

### People
Students develop the mindset and capabilities to analyse their overall learning progress and make informed judgements about partnerships and technologies to support their learning and engagement.

Staff utilise the professional development framework to identify specific areas for professional learning. They utilise the expertise and support the formation of active learning partnerships in our CoS.

Parents develop the knowledge and understanding to participate fully in their child’s learning.

### Processes
21 Century teaching and learning technologies used to develop active partnerships between students, staff and parents across the CoS to enrich parent, student and staff learning.

Develop partnerships with the local community. Parents and community members contribute time and expertise to the educational programs of Tarcutta Public School.

Collaboratively develop teaching practices through professional learning at school and CoS.

Connect communities, parents, students and staff leading to the establishment of active, collaborative, leading and learning partnerships to support student learning and engagement.

### Products and Practices

#### Products
Support is provided for students beyond that available through use of school resources alone.

Community partners feel valued and welcomed into the school environment.

Staff are supported in their delivery of specific curriculum requirements.

#### Practices
Collaboration exists within the school and across our CoS to ensure consistently high standards of curriculum delivery, including strategies for curriculum differentiation and consistent teacher judgement.

Tarcutta and our CoS has embedded an explicit system for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school and CoS wide improvement in teaching practice and student outcomes.