Tangara School 5684

Active and Engaged Learners

Every Student has a voice
## School vision statement

**Every Student Every Opportunity Every Day**

The central aim of Tangara School is to provide high quality educational services to students with disabilities.

The school is determined to provide for all students, a curriculum which is relevant and challenging, promoting their intellectual, aesthetic, moral, social, emotional and physical development.

Parent/Caregiver and community participation are identified as a critical factor in the school's functioning and vital to a student's achievement and success.

We believe in the right of the student to a practical and needs based education program across all Key Learning and Subject Areas.

## School context

The school provides educational programs for students from the age of four to eighteen years with a range of disabilities, which include an intellectual disability in the moderate to severe range. In 2016 the school has five classes in total.

Each student has an outcomes-based individualised program that is designed in consultation with parents and other support agencies. Tangara School offers opportunities for therapy support, integration and transition to post-school life.

School priorities include literacy, mathematics, student wellbeing programs, independent living skills, assistive and supportive technology and communication programming.

Tangara has always had a strong affinity toward supporting positive behaviours across the school through its four school values: I am Kind, Calm, Safe and Proud.

The school has developed excellent relationships with student families, the wider community and the very active and supportive members of the Parent and Citizens Association.

## School planning process

The school principal and assistant principal engaged in a series of professional learning activities in 2014 to gain a better understanding of the new School Planning processes and the 5Ps:

- **Purpose**
- **People**
- **Processes**
- **Products and Practices**

School staff was surveyed during staff development days and staff meetings. Ideas for the 2015-2017 Strategic Directions were shared and agreed upon. These were revisited during staff meetings in 2015/16 when the 5 P planning page detail was agreed upon.

The P&C were consulted for their feedback and opinion on the strategic directions for the school over the next three years. The P&C agreed to support the school financially to achieve in each strategic direction. Parents joined the discussion during informal morning and afternoon tea visits.

A new welcome sign was placed at the school entry that promotes the school aim of Every Student Every Opportunity Every Day.
Purpose:
To ensure students participate in all aspects of English to develop cognitively and socially. Students are able to enjoy good quality literature and are given the opportunity to communicate their experiences using a range of strategies.

Purpose:
Students, staff and parents engage in a wide range of learning activities both in school and in the wider community that are educationally beneficial and, promote innovation and inclusion.
Strategic Direction 1: Every Student has a Voice

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| To ensure students participate in all aspects of English to develop cognitively and socially. | **How do we develop the capabilities of our people to bring about transformation?**  
**Students:**  
Students develop a wide range of learning skills to enable them to increase fluency in literacy. Individual programs target the specific needs of students.  
Assessment targets the improvement of individual students.  
Every student experiences literacy learning every day.  
**Staff:**  
Staff work collaboratively in literacy teams to design and produce guided reading resources aimed to improve student outcomes in literacy with an emphasis on reading and writing.  
Staff shares the expertise of professionals and teachers to increase knowledge and ascertain best practice in reading and writing strategies.  
**Parents/Carers:**  
Parents are acknowledged as teaching partners in the formulation of Personalised Learning Plan goals and use resources at home to generalise student skills.  
**Community Partners:**  
Volunteers are recruited and trained to use guided reading packs.  
**Leaders:**  
Leaders in literacy have the skills to the team to ensure goals are met in a timely manner and that all staff is confidently developing resources, and improving student outcomes in literacy. | **How do we do it and how will we know?**  
The commitment of staff will be established through the development of a Literacy Team and their ownership of creating guided reading resources which meet all student learning outcomes.  
Profession development opportunities during the year will focus on current research and developing a deeper, shared understanding of quality teaching in Literacy.  
The establishment of shared resources in Literacy across the school, including the school library and books, will support a consistent approach to Literacy which is based on high expectations and achievements of every student every day. | **What is achieved and how do we measure?**  
Literacy teams work together to produce Guided reading Plans with a package of resources that are available in the school library and accessible to all staff  
- Product: Staff use guided reading packs to engage all students in high quality and valid literacy activities every day  
- Product: Students are able to achieve their individual priorities in English by responding to and engaging with quality literature every day. Guided reading Plans are embedded into every class timetable.  
- Practices: Student progress in their literacy priority is monitored using school developed quantitative data collection and recorded observations.  
- Practices: All parents are involved in establishing a goal in Literacy for their child each year. |

**Improvement Measures**
- 100% of students achieve their individual literacy goal
- 100% of parents help to formulate literacy priorities for their child
- Guided reading Plans are embedded into every class timetable every day.

**Evaluation Plan**
Regular discussion and evaluation of the program of improvement through Literacy team surveys, student individual data collection and discussions at staff meetings.
Strategic Direction 2: Active and Engaged Learners

**Purpose**

**Building individual and collective capability**

Students, staff and parents engage in a wide range of learning activities both in school and in the wider community that are educationally beneficial and, promote innovation and inclusion.

To work collaboratively with parents, carers and other professionals to promote a healthy lifestyle for all students as a foundation for learning.

**People**

**Students:** Our students are unique learners, ranging in age from four to eighteen years. We provide curriculum that is adjusted to accommodate the learning needs of all students. Students are offered highly motivating and inclusive educational activities from both school staff and other specialists to cater for their individual interests and talents.

Tangara students benefit holistically from the collaboration between school staff, parents and other agencies.

**Teachers** acknowledge and work towards fulfilling the Australian Professional Standards for Teachers by being active learners and engaging with the school team to improve their knowledge and skills to be effective and competent teachers. Goals for professional learning and performance should be based on teacher needs and teachers must be provided with support to set their own goals for professional learning that is identified within school planning.

**Parents and Carers:**

The school offers a variety of opportunities to parents to improve their knowledge and skills to support the educational program of their child.

**Processes**

**How do we do it and how will we know?**

Implementation of a broad, inclusive and relevant curriculum. The school will make decisions about programs, their timetabling, staffing and funding during staff meetings and meetings with parent groups. The school will offer several programs that will contribute to student’s progressing towards achieving their Individual Educational priorities. The P&C are committed to financial support of the programs.

- Artist in Residence
- Horse-Riding for the Disabled
- Music Therapy
- Integration programs for both primary and high school students
- Signing Choir
- Work Skills
- School Pool programs
- Library Skills

Tangara School will develop support networks with parents by offering regular opportunities for parents to meet each other and participate in both educational and information programs.

**Products and Practices**

**What is achieved and how do we measure?**

- **Product:**
  - Student engagement and achievement is improved by their access to specialised programs.
  - Teacher knowledge and skills are increased by the opportunity to work alongside specialist facilitators and by their continuous growth evidenced by their achievement of their professional learning goals

- **Practices:**
  - Specialist facilitators and school staff who are successful and skilled in the areas targeted are sourced to provide engaging teaching and learning programs.
  - Teachers consult to prepare plan and document programs. Student assessment is embedded into the documented program.

  Parents and Carers are supported to provide the highest level of care to their children because of access to therapists and other related professionals.

**Improvement Measures**

- Students participate every term in community activities such as art exhibitions and integration.
- Teacher knowledge and skills are evidenced by their achievement of professional learning goals.
- Student achievement is measured by specific curriculum based data such as checklists and surveys.
- School policy and implementation strategies on using community services is developed and published for the school community to access.
- Parents/carers have access to information meetings every term.