

School Plan 2015 – 2017



TARRAWANNA PUBLIC SCHOOL

School background 2015 - 2017

SCHOOL VISION STATEMENT

Our school vision is to:

- Promote equity and excellence
- Students are:
 - successful learners
 - confident and creative individuals
 - active and informed citizens

(From: Melbourne Declaration on Educational Goals for Young Australians. December 2008. Ministerial Council on Education, Employment, Training and Youth Affairs)

SCHOOL CONTEXT

Tarrawanna Public School is located in the northern suburbs of Wollongong in a residential area near a village shopping precinct and a 5 minute drive to the local beach.

The school has approximately 130 students, 23% from non-English speaking background and 17% Aboriginal and Torres Strait Islanders.

The school is committed to Positive Behaviour for Learning where the values of Respect, Safety and Learning are the key features of the welfare program.

The school has an active P&C who work collegially with staff and the broader community, to enhance the school learning environment.

The school motto "Strive to achieve" is incorporated into everyday practice.

SCHOOL PLANNING PROCESS

The key features which underpin the school planning process:

The School Excellence Framework - using the key elements of high quality practice across the three domains of Learning, Teaching and Leading

Consultation process - meetings with P&C, staff, student and parent feedback. Consulted with the school Aboriginal and Torres Strait Island population.

Data Informed Decision Making - analysing NAPLAN, PLAN data and internal school performance measures to guide the strategic direction.

Key reform areas – Local Schools, Local Decisions, Great Teaching Inspired Learning, Every Student Every School, Australian Curriculum, The Melbourne Declaration on Educational Goals for Young Australians. These reforms are embedded in the 2015-2017 School Plan.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1 LEARNING

Creating a productive learning environment

Promote an inclusive culture by supporting all students to experience challenging and stimulating learning and opportunities.

STRATEGIC DIRECTION 2 LEADING

Fostering a strong culture of collaboration and whole school improvement

Collaboratively build skills and knowledge through innovative practices and data driven teaching and learning.
Enhance teacher and leader opportunities within a culture of educational improvement.

STRATEGIC DIRECTION 3 TEACHING

Collectively building contemporary classroom practice

Embed effective practice and feedback to drive ongoing, school wide improvement in teaching practice and student outcomes.

Strategic direction 1: Learning – Creating a productive learning environment

PURPOSE

Promote an inclusive culture by supporting all students to experience challenging and stimulating learning and opportunities.

IMPROVEMENT MEASURE/S

95% of students demonstrate greater resilience and positive behaviour techniques to achieve positive rewards.

100% of staff have a strong understanding of differentiation and demonstrate this in their classrooms.

95% of students and staff are demonstrating PBL values of Safe, Respect and Learn.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Students understand and demonstrate the Positive Behaviour for Learning (PBL) core values of Safe, Respect and Learn.

Staff:

Staff has high expectations, a consistent approach, monitor and respond to data to successfully manage student behaviour and learning.

Parents:

Build awareness, understanding and confidence to engage in partnerships with the school to support the learning of students.

Leaders:

Use collaborative feedback and reflection to promote and generate learning and innovation within the school community.

Community Partners:

Strengthen awareness of the importance of building an inclusive school learning culture focussed on improved student learning outcomes.

PROCESSES

How do we do it and how will we know?

Implementation of PBL and monitoring of behaviours to ensure an ongoing positive learning environment.

Identify current resources utilised by the school to meet student needs and where to target future resource development.

Collaboration between Community of Schools (CoS) and educational providers focussing on Literacy, numeracy, wellbeing and transition.

Differentiation in teaching practice is evident through professional learning in literacy and numeracy.

Evaluation plan:

Regular analysis of behaviour tracking data trends.

Succinct resource collection reflective of current teaching methodologies.

Differentiation is visible in all classrooms to cater for student learning capabilities.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

At least 95% of students demonstrate resilience and positive behaviour techniques in the playground and classroom.

95% of students and staff are demonstrating PBL values of Safe, Respect and Learn.

The school learning environment supports a variety of innovative teaching mechanisms.

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

Practices:

A whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Staff actively sharing expertise and knowledge of resources across Key Learning Areas (KLA's) and the broader learning community.

Strategic direction 2: Leading: Fostering a strong culture of collaboration & whole school improvement

PURPOSE

Why do we need this particular strategic direction and why is it important?

Collaboratively build skills and knowledge through innovative practices and data driven teaching and learning.

Enhance teacher and leader opportunities within a culture of educational improvement.

IMPROVEMENT MEASURE/S

All teachers have quality individual professional development plans that are aligned to the National Standards, Performance and Development Framework and Quality Teaching Framework.

100% of teachers implementing teaching and learning programs consistent with NSW DEC syllabus documents.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Through formative assessment students understand and articulate what they need to know and do to achieve their learning goals.

Staff:

Set personal and professional learning goals aligned to the School Plan and Quality Teaching Framework.

Parents:

Parents have a greater understanding of improved teacher practice.

Community partners:

Enhancing collaborative partnerships and common goals across the whole school community.

Leaders:

Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Build leadership capacity through significant professional learning such as growth coaching and peer mentoring.

PROCESSES

How do we do it and how will we know?

Support teachers in their development of professional learning goals and plans.

Implement a consistent approach to the planning of teaching and learning programs.

Teachers will implement the new knowledge and skills they have learnt to plan, implement, assess and provide feedback to all students.

Provide mentoring, coaching and leadership opportunities to study innovative practice to enhance student growth.

Evaluation plan:

Staff Development and Performance Plans demonstrate significant growth in knowledge and skills for 2015-2017 and are reviewed for achieving professional learning goals through reflective practice.

Teacher, student and focus group surveys are relevant, reviewed

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

All teachers have quality individual professional development plans that are aligned to the National Standards, Performance and Development Framework and Quality Teaching Framework.

100% of teachers implementing teaching and learning programs consistent with NSW DEC syllabus documents.

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

Practices:

All students have effective learning goals and reflect on them appropriately.

Teachers will demonstrate increased leadership skills by sharing and modelling their evidence based practice.

Teachers collaborate to ensure consistency of curriculum delivery, including quality feedback and consistent teacher judgment.

Leaders demonstrate effective skills in leading, teaching and learning

Strategic direction 3: Teaching: Collectively building contemporary classroom practice

PURPOSE

Why do we need this particular strategic direction and why is it important?

Embed effective practice and feedback to drive ongoing, school wide improvement in teaching practice and student outcomes.

IMPROVEMENT MEASURE/S

All students tracked using Literacy and Numeracy continuums with 80% of students showing expected growth per semester.

100% of teachers show strong evidence of Quality Teaching elements through lesson observations, mentoring and feedback of reflection.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Students learn to make relevant judgements about their own progress against the continuum to create and achieve their learning goals.

Staff:

Staff give and receive quality feedback to inform student and staff learning

Build the capabilities of teachers and to improve outcomes for students as promoted in the Great Teaching Inspired Learning reform.

Analyse SMART data and PLAN to systematically identify any trends in student achievement to implement evidence based teaching strategies.

Parents:

Parents understand and actively engage in how to improve and support their child's learning.

Leaders:

Develop staff skills and capabilities to support and extend high performing students.

Community Partners:

Extend community partnerships to find opportunities for their involvement and contribution towards enhancing broader school programs.

PROCESSES

How do we do it and how will we know?

All teachers be trained and implement relevant Literacy and Numeracy initiatives in a collegial environment. Initiatives include Language Learning and Literacy (L3), Taking Off With Numeracy (TOWN), Targeted Early Numeracy (TEN).

All students receive and give feedback based on their progress across all key learning areas.

Planning to support tracking of students, consistency of teacher judgement and lesson study techniques based on the Quality Teaching Framework

Evaluation plan:

Use data on a regular basis to monitor the effectiveness of student and teacher performance and development to enhance teaching practice and student outcomes.

NAPLAN and PLAN data reflect growth.

Teachers work collaboratively across classrooms and the school to build knowledge and enhance teaching practices.

Community partners work beyond the classrooms to achieve high levels of contemporary content knowledge and teaching practices.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

80% of students demonstrating expected growth per semester across DEC Literacy and Numeracy continuums relevant to expected time frames.

100% of teacher programs will show strong evidence of Quality Teaching elements.

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

Practices:

Curriculum programs and teaching practices are evidence based, engaging and motivating.

Student engagement will be enhanced by providing a wide range of learning experiences, which is significant, celebrated and supportive of individual student development.

Analyse school performance data and a range of other contextual information and recognise trends in student achievement levels to inform, plan and implement strategic student improvement.

Quality feedback is explicitly learned and demonstrated by leaders, teachers and students.

