

# School plan 2015 – 2017

## Tuggerawong Public School 4097





## School vision statement

To create, support and maintain a broad and challenging 21st Century learning environment, encompassing innovative techniques and modern technologies. To encourage student confidence and well-being through social, emotional, academic and physical development.

## School context

Tuggerawong PS is committed to providing a quality learning environment that meets the diverse needs of our students. We are a community focussed school that encourages parental involvement.

Our school motto, 'Participate with Enthusiasm' mirrors a school culture that promotes diverse activities including academic, sporting and cultural pursuits, particularly performing arts. The school is committed to utilising technology in learning and, in the leadership and management processes within the school. There is a strong student welfare program in our school and a commitment to providing enrichment programs for Gifted & Talented students.

During 2014 the school introduced major initiatives to improve student outcomes including L3 Language, Literacy and Learning and Focus on Reading.

Students are offered a large variety of extra-curricular programs in sport and performing arts.

The students are actively involved in school life through student leadership programs and the student representative council.

We value a positive and friendly school environment that relies on community partnerships and continued collaboration with local community groups. The school has a tradition in supporting environmental programs.

The school receives a funding for equity programs under the new Resource Allocation Model (RAM). With this funding implements major initiatives focusing on improving literacy and numeracy outcomes. These include Reading Recovery, Targeted Early Numeracy Strategy. Targeted initiatives such as Focus on Reading, Language, Literacy and Learning (L3). As a result of this extensive professional learning staff are implementing the latest strategies and initiatives in teaching and learning programs.

## School planning process

Tuggerawong Public School's planning process began in 2014 with a series of parent and community open forums where a series of educational practices were discussed and key issues were addressed. The school also sought the opinions of parents via an interview survey process, including direct phone calls on the direction for learning in a variety of areas.

The school Executive team completed an analysis of current school policies, programs, plans, budgets and assessment information to inform school decision making.

Staff evaluated current programs and practices and workshopped strengths and opportunities for continued school improvement. Focus groups provided additional clarity around – literacy, numeracy, school culture and other target areas.

A written student survey was also conducted for all students in Years 3 to 6. Students were also surveyed in group settings where they were asked to contribute their thoughts and feelings toward different aspects to school life and what they perceive to be the key points of school, in particular over the next 3 years.

The 2015-2017 School Plan was then compiled and presented to the staff for final approval/agreement. This was then published and provided to all staff, committee leaders and executive.



## STRATEGIC DIRECTION 1

Learning, Innovation  
and Engagement

### Purpose:

To equip all students with the literacy and numeracy skills that will allow them to develop into engaged life-long learners and productive contributors to society in the 21st century by engaging in quality learning activities that encourage the application of critical thinking skills.

## STRATEGIC DIRECTION 2

Quality Leadership,  
Teaching and Systems

### Purpose:

Build the capacity of all teachers and leaders to implement a curriculum that is rigorous, flexible and engaging to meet the needs of students in a modern 21<sup>st</sup> century setting. Teachers and leaders engage in individualised, team and shared professional learning to enhance all students' learning through explicit quality teaching practices and the implementation of the National Standards. All teachers are encouraged and enabled to seek opportunities for leadership at all levels.

## STRATEGIC DIRECTION 3

Inclusive, Connected  
Communities

### Purpose:

Create an inclusive learning environment that engages all members of our community in authentic learning experiences that cater for the entire well-being of the child by building meaningful partnerships with parents, carers and the wider community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

# Strategic Direction 1: Learning, Innovation and Engagement

## Purpose

To equip all students with the literacy and numeracy skills that will allow them to develop into engaged life-long learners and productive contributors to society in the 21st century by engaging in quality learning activities that encourage the application of critical thinking skills.

## Improvement Measures

**Increase the proportion of all students achieving markers at or above grade appropriate clusters on the Literacy continuum in reading, comprehension and writing. (Target 85% or more) and Mathematics in whole number.**

**NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured as an average over each three year period. An increase in the number of students in the top two bands for reading and numeracy. Improved results in target areas for punctuation, sentence structure and vocabulary.**

**HSLO attendance reports at or above state average.**

**Tracking student engagement through Positive Behaviour Learning system.**

## People

Students align their learning goals to the continuum and are involved in the self-evaluation processes. Students in Years K to 6 will engage with Focus on Reading (FOR) metacognitive strategies to improve comprehension, reading and vocabulary.

Students understand that technology is a tool and have the capacity to utilise various forms of technology to support and enhance their learning.

Build staff capacity to implement FOR comprehension strategies and assessment for learning and teaching students at their point of need.

Teachers have deep understanding of the new syllabus documents and the skills and capacity to incorporate critical thinking, problem solving and enquiry based learning into all teaching and learning opportunities.

Teachers have an understanding and skills to incorporate technology across teaching and learning experiences.

Parents and Carers will develop an understanding of school processes that cater for the differentiation and success of individual children.

Leader's capacity increased to enable effective operation of and actively support their teams and whole school systems/processes.

## Processes

Developed school wide approach to scope and sequencing, planning and assessing. Streamline the scope and sequence in literacy and develop assessment, planning, programming and teaching models from K-6 to provide consistency for students and teachers

Teachers engage in professional learning to sustain practices in L3, Targeting Early Numeracy (TEN), Focus on Reading (FOR) Count Me in Too and including all new National Curriculum Syllabus Documents.

Teachers undertake professional learning in Building Blocks to support explicit teaching strategies of Mathematics.

All students K-2 will participate in a sequential and explicit skill based L3 Literacy program differentiated to meet the needs of all individuals. Students in Years 3 to 6 will engage with Focus on Reading metacognitive strategies to improve comprehension, reading and vocabulary.

Teachers engage in professional learning in the area of writing with a specific focus on punctuation, sentence structure and vocabulary as identified by NAPLAN data.

Students engage and implement in student leadership opportunities through Peer Support, Student Representative Council (SRC), Environmental Club, Student Leadership Conference and PSSA and sporting roles.

LaST implements NAPLAN focussed program for Term 1 for students in Yrs 3 & 5.

### Evaluation Plan

Student progress monitored twice per term, NAPLAN analysis, and regular meetings with teachers to discuss professional learning.

## Products and Practices

PLAN data shows growth of all students working at or above expected levels in literacy and numeracy

Increase the proportion of students engaging in schooling and attending reward days each term.

NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured as an average over each three year period in line with Premier's target.

Attendance rates will continue to be at or above the state average.

### Practice:

Explicit teaching of Literacy and Numeracy is observable and evident in classrooms and in all teaching and learning programs.

Teaching and learning across the school will be driven by effective assessment, purposeful tracking and student analysis systems in place to ensure consistent teacher judgement, and dynamic effective programming.

Teachers incorporate purposeful and relevant technology which is embedded and linked to learning experiences.

School Excellence Framework forms the basis for ongoing reflective practices.

# Strategic Direction 2: Quality Leadership, Teaching and Systems

## Purpose

Build the capacity of all teachers and leaders to implement a curriculum that is rigorous, flexible and engaging to meet the needs of students. Teachers and leaders engage in individualised, team and shared professional learning to enhance all students' learning through explicit quality teaching practices and the implementation of the National Standards. All teachers are encouraged and enabled to seek opportunities for leadership at all levels.

## Improvement Measures

Staff professional growth plans reflect teaching standards and map a path for continual improvement.

Effective management of school administrative, financial and resourcing involving a distributed leadership model.

Increase in the number of students achieving reward days and a reduction in students being placed on a level.

## People

Staff understand the importance and value of professional goal setting, self-reflection and recognise their skills, expertise and responsibility in maintaining accreditation and identifying their own professional development needs.

Increased teacher knowledge, skills and capabilities required to achieve BOSTES teaching standards. Develop teacher capabilities to achieve highly accomplished and lead levels of accreditation and/or promotion positions.

School leaders understand the need for up to date resources and equipment to support student learning.

Parents will possess a greater understanding of the organisation required to provide a highly effective school environment.

Leaders develop capabilities to lead and embed FOR, L3 and QT framework into the school community and engage in leadership professional development including Coveys Seven Habits of Highly Effective People.

All stakeholders engage with the implementation of Positive Behaviour for Learning (PBL)

## Processes

Teachers engage in professional learning to enhance all students' learning through explicit quality teaching practices and the implementation of the National Standards.

Continued L3, Focus on Reading and Count Me In Too TPL to ensure the sustainability of pedagogies including new teachers appropriate to their level of experience.

Staff will actively engage in professional learning aligning with NESAs Teaching Standards and actively engage in collaborative planning and development.

Principal and leadership team engage in professional learning on the Australian Professional Standards for Principals, mentoring and the School Excellence Framework.

Parents and Carers will engage in a collaborative learning community. This will include providing community learning sessions to enable parents to support student learning.

Positive Behaviour for Learning (PBL) systematically implemented throughout the year and reviewed periodically.

Teachers and staff sustain and improve whole school PLP, IEP systems and structures utilising LAST, LST and AECG.

Teachers use allocated time for instructional coaching, sharing knowledge and collaboration around professional practice.

### Evaluation Plan

Plan monitored against the milestones every five weeks by the leadership team and every term by staff and the P and C.

## Products and Practices

100% of staff develop and implement PDPs which are monitored by school monitored by school executive team.

100% of staff meeting NESAs teaching standards, with effective processes that identify, support and enable achievement for those aspiring to Highly Accomplished, Lead and executive positions.

100% of teachers engage in collaborative planning and practice.

### Practice:

Proactive leadership across all levels of the school to enhance educational organisation and management practices that comply with Australian performance standards

Quality teaching framework embedded in curriculum programs, scope and sequences and assessment benchmarks for whole school evaluation professional learning and strategic planning.

School wide systems and structures will be implemented which support all staff in meeting the educational needs of students.

School Excellence Framework forms the basis for ongoing reflective practices.

# Strategic Direction 3: Inclusive, Connected Communities

## Purpose

Create an inclusive learning environment that engages all members of our community in authentic learning experiences that cater for the entire well-being of the child by building meaningful partnerships with parents, carers and the wider community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

## Improvement Measures

Parent surveys reflect an increase in their contribution to school life.

Increase the unique hits and contributions on the school Facebook and school website

Increased numbers of parents actively working as learning partners in classrooms

Increased numbers of parents contributing to school direction forums.

Positive increases in a range of areas from parent, student and teacher Tell Them From Me Survey

## People

Students have a respectful understanding of Australian history and the importance and contribution of Aboriginal and Torres Strait Islander cultures to society.

Staff understand the importance of increased family and community engagement and open two way communication and the benefits this has on improving student learning outcomes and develop the skills to communicate effectively with all community members.

Parents understand the important role they play as a valued partner in the consultative decision making process and recognise their input and ideas are reflected in school processes and practices. They acknowledge the impact they have on educational performance of their child through actively engaging with the school.

Parents and Carers will build their capacity to engage in a collaborative learning community. This will include providing community learning sessions to enable parents to support student learning and recognise the value of education and prepare parents to appropriately support learning from home.

School leaders understand the importance of reflective practices and have the skills and capacity to work to with the whole school community to identify where the school sits on the School Excellence Framework and to move the school forward in all areas.

All stakeholders complete the Tell Them From Me Survey

## Processes

Professional learning provided for staff on ways to communicate effectively with a diverse range of parent's families and community members utilising Community Consolidation Funding.

Professional learning on Aboriginal and Cultural Competencies and creating a welcoming school. Consultation is regularly sort from the AECG and Aboriginal community members on the best way to support Aboriginal students.

Celebrate 60<sup>th</sup> Anniversary of the School through a variety of community events.

Transition processes reviewed and adjusted. Orientation to re-evaluate each year progressing towards best practice to meet the needs of school community.

Authentic and meaningful opportunities for our parent community to be involved in the school including- ongoing sharing forums, engage in information session on L3, FOR, Literacy, Mathematics and Supporting learning at home, the School Excellence Framework and Healthy School Canteen Initiative.

Stronger links with LMG, High School and Preschools in area by to pool resources and share best practice.

Staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with the Learning Support Team (LST) with budgets set to purchase resources to aid differentiation for students with special needs.

### Evaluation Plan

This plan will be monitored against the milestones every five weeks by the leadership team and every term by staff and the P and C.

## Products and Practices

Greater than 85% of parents feel their opportunity to contribute to school life has increased and the feel heard and valued for their contributions.

The number of unique hits on our website to increase by 20% each year.

Active involvement by our school community in our Facebook Sharing and forums increasing by 20% each year.

Greater representation of community in classrooms as in class support. Current average is 2 parents per class.

A 10% growth each year in the numbers of parents contributing to school direction forums and attending information session workshops.

Aboriginal student performance levels are maintained in NAPLAN to remain above state averages across all aspects. All Aboriginal Students achieve cluster markers at appropriate year level or beyond.

### Practice:

The school communities input is valued though the ongoing process of consultative decision making and is reflected in school plan and school life.

School Excellence Framework forms the basis for ongoing reflective practices.

