

School plan 2015-2017

Turramurra Public School 3855



School background 2015-2017

School vision statement

Literacy and Numeracy and knowledge of key disciplines remain the cornerstone of schooling for all young Australians. Our goals include promoting equity and excellence and ensuring our students are successful learners, are confident and creative, informed and active citizens.

Provision of school information to the community to promote community engagement and understanding of educational enterprise is part of our practice.

Providing opportunities for all students to be positive, engaged "future-focused" learners who are well prepared for further learning challenges and experiences.

Developing strong resilient students who aim to do their personal best in all their present and future endeavours and are respectful and responsible at all times.

School context

Turramurra Public School (TPS) is situated in the Upper North Shore area of Sydney. Its name is derived from the Aboriginal word meaning 'placed on the hill'. The school is set on extensive grounds with buildings clustered at either end of large playing fields. The school caters for students K to 6. Our intake of students comes largely from middle to high socio-economic groups and we have 27% students with a Language Background other than English.

School planning reflects the needs of the community it serves. TPS students perform exceptionally well in many endeavours and we have high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school provides quality teaching and learning programs, outstanding band and choral programs, French and Mandarin language classes, a K-to-6 buddy program, specialist computer sessions and video-conference linkages. We also offer Robotics, Student Representative Council, Chess Club, Public Speaking and Debating opportunities, extensive sport programs and a specialist dance and PE program.

We have a comprehensive wellbeing policy based on Positive Behaviour for Learning that underpins a proud school culture that demonstrates the Department of Education's core values.

The school is committed to teacher professional learning which is focused on improving and enriching student outcomes.

The school has built a strong connection to the Turramurra Learning Community which has enhanced links with Turramurra High School and our local business owners.

Each year the school sets a number of improvement goals and areas of focus. Our focus on literacy and numeracy has resulted in above stage expectation results for the majority of our students.

School planning process

Executive attended the local schools' introductory session on the 5P school plan, followed by a number of executive planning meetings before a further meeting with local schools.

Executive release days were used to analyse the collected data and make initial plans.

Staff, parents and students were surveyed regarding the educational programs they would like in the future at TPS and also on expectations of students at completion of year 6, focussing on the skills, attitudes and values they would have.

Executive attended PL on the interpretation of SMART and other data to inform the School Plan.

Stage meetings were held to analyse our SMART data to identify areas of need.

Data collection and analysis of school based assessments were used to inform curriculum planning.

TPS community expectations were catered for through parent meetings and P&C meetings.

Our strategic directions articulate the school's priorities over the next three years. The directions are high level and future focused and will drive a whole school culture of educational and organisational excellence. These directions aim to ensure Turramurra Public School's planning is collaborative and has a consistent research based approach to curriculum delivery.

School strategic directions 2015-2017

STRATEGIC DIRECTION 1

Developing Engaged and
Motivated Students

Purpose:

To reinforce positive behaviours and a love of learning across all year levels, increasing teaching time and consistent standards of behaviour in all educational settings to ensure our students achieve and thrive as learners, leaders and responsible, productive citizens.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

STRATEGIC DIRECTION 2

Ensuring Quality Educational
Practice

Purpose:

Demonstrate deep understanding of the Australian Teaching Standards which will be evident in class programs with the aim of further improved achievement for all students. This will be evident in end-of-year assessments. Teachers are trained in the Quality Teaching Framework and use this in conjunction with the Excellence Framework to constantly improve their practice.

STRATEGIC DIRECTION 3

Maintaining and Supporting
Positive Links with the
Community

Purpose:

To strengthen and maintain community linkages to our school to ensure TPS has a pivotal role in our community. Furthering links with our parents and general community broadens the opportunities available to our students.

Strategic Direction 1: Developing Engaged and Motivated Students

Purpose

To reinforce positive behaviours and a love of learning across all year levels, increasing teaching time and consistent standards of behaviour in all educational settings to ensure our students achieve and thrive as learners, leaders and responsible, productive citizens.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Improvement Measures

Tell Them From Me Survey will show an improvement in the skills/challenged data from 38% of students in 2015 feeling engaged and skilled to 45% in 2016 to 55% in 2017.

Teaching and learning programs will show differentiation for all students and will be monitored by the stage leader.

An increase from 10% of all TPS students to 15% of all TPS students achieving a school medal. This will give evidence of the success of our PBL program

People

Students

Students understand the importance of taking responsibility for their learning and their behaviour and that their positive behaviour helps other students learn through Positive Behaviour for Learning system implementation .

Our students will be engaged in their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Staff

Teachers will understand that student wellbeing is not about one size fits all.

Teachers will use differentiation as a tool to help keep their students, including gifted and talented students, engaged and motivated.

Parents/Carers

Parents will recognise the value of PBL and support its implementation

Parents will see the value in volunteering to contribute their time and expertise in curricular and co-curricular areas to engage students in their learning.

Processes

Friendly Schools Plus program will be ongoing in stage 2 and 3 classrooms. 2017 is the last year of research.

Professional learning to raise the awareness of staff in relation to social justice and Personal Development programs that focus on positive reinforcement and follow up.

Ongoing PL on differentiation and to motivate students at all levels of ability with an increased focus on Gifted and Talented. Scope and Sequence to include PAVE.

Professional learning through LAST to support behaviour and numeracy programs.

Ongoing information on PBL for parents through parent workshops the school newsletter and the school website.

PBL implementation is ongoing and sustainable with training given as part of induction for new staff.

PBL values and expectations revisited with students regularly, based on the evaluation of incidents data.

Evaluation Plan

Student engagement evaluated through use of PBL and TTFM data.

Evaluation and monitoring of teaching and learning programs and student achievement data in relation to PLAN, Sentral and Naplan.

Practices and Products

Practices

All teachers are aware of the school Well Being Policy and PBL.

Incidents to be recorded in a timely way.

Systems have been designed for the recording and analysis of data. Deputy Principal responsible for designing systems, analysing and presenting data to staff.

Teachers monitor and reinforce PBL in all settings.

Teachers new to the school will attend training as it becomes available.

Recognition of students' positive behaviour and effort through awards, assemblies and in the Newsletter.

Information shared via Newsletter, workshops/forums and the website.

Ongoing training in GATE by a Lead Teacher

Regular monitoring of teaching and learning programs and student work samples.

Products

The school has in place a comprehensive and inclusive Wellbeing Policy that is linked to the state Wellbeing Policy.

The response to both policy and incidents are recorded in Sentral for analysis and review.

Strategic Direction 1: Developing Engaged and Motivated Students

Improvement Measures

People

Processes

Practices and Products

Students feel rewarded for their positive behaviour.

Parents are aware and reinforce the behavioural expectations of TPS through newsletter articles and parent presentations.

Teaching programs are differentiated to meet the needs of all students including GATE programs to support GATE increased and maintained.

Strategic Direction 2: Ensuring Quality Educational Practice

Purpose	People	Processes	Practices and Products
Demonstrate deep understanding of the Australian Teaching Standards which will be evident in class programs with the aim of further improved achievement for all students. This will be evident in end-of-year assessments. Teachers are trained in the Quality Teaching Framework and use this in conjunction with the Excellence Framework to constantly improve their practice.	Staff Teachers use the Literacy and Numeracy continuums for informing differentiated learning goals. This will be reinforced. Teachers provide accurate and timely collection and interpretation of data in PLAN, Sentral and SMART to assist them with differentiated learning goals and class targets. Teachers have a thorough knowledge of the teaching elements and the learning elements of the School Excellence Framework and use them to reflect on and to inform and further develop their teaching practices.	Differentiated Professional Learning to be implemented on the continuums and PLAN. Create opportunities for teachers to lead teams, programs and to participate in research and lesson study. (eg Writing project, coding, Robotics) Completion of QT Rounds to further teaching expertise. The School Excellence Framework is used to target training and development. Professional Learning for teachers to assist understanding and using the Teaching Standards and implementation of procedures for achieving and maintaining accreditation including keeping a professional learning log. Focussed Lesson Study throughout the school on best practice for planning and teaching targeted areas (mathematics focus in 2017). Supported by teacher demonstration and leadership.	Practices PLAN updated twice termly in all stages. Leadership opportunities and increased job satisfaction related to achieving the Teaching Standards. Macquarie University links with PEX to support. (Pre-service Teachers) Feedback to students and parents relates to their achievements on the continuum and where they need to go next. Use PLAN to support feedback sessions. Programs are differentiated to reflect the learning needs of all students. Introduction of QTS teacher in Semester 2 2016 to further support teachers QT rounds and observation, mentorship and stage meetings and administration tasks.
Improvement Measures	Leaders APs to create planner with tasks (assessments, reports, program, PDP, lesson observations etc) that must be completed in an expected time frame. Parents/Carers Parents are aware of the focus on quality pedagogical practices in the school and value the success of their children. Students Students are engaged and successful learners.	Evaluation Plan <ul style="list-style-type: none"> <i>Evaluation and monitoring of teaching and learning programs and student achievement data in relation to PLAN, Sentral and Naplan.</i> <i>Continuums used for Literacy and Numeracy.</i> <i>Development of open-ended assessment tasks and implementation of rubrics that are more robust.</i>	Products Scope and sequences in place for assessment of numeracy and literacy using continuums and PLAN. Continuum unpacked in aspects and clusters with assessment tasks that link to Teaching and Learning programs. Teachers to use the Excellence Framework to identify areas for growth in their own teaching Ongoing professional consultation to deepen understanding of teaching standards, School Excellence Framework, continuums and recording on PLAN. Mathematics focus through concepts introduced PLPs implemented for all
<i>NAPLAN data used for targets in Literacy and Numeracy. PLAN used for recording and producing evidence to support programs.</i> <i>100% of classes will have literacy data recorded in PLAN by the end of 2016. Numeracy by end of 2017.</i>			
90% of students will be achieving expected clusters (or beyond) on the literacy continuum.			
100% of classes will be using data to differentiate their programs.			
<i>65% of students to achieve expected growth in NAPLAN spelling, 2017.</i> <i>65% of students to achieve expected growth in NAPLAN grammar and punctuation, 2017.</i>			

Strategic Direction 2: Ensuring Quality Educational Practice

Improvement Measures

People

Processes

Practices and Products

identified students

Strategic Direction 3: Maintaining and Supporting Positive Links with the Community

Purpose

To strengthen and maintain community linkages to our school to ensure TPS has a pivotal role in our community. Furthering links with our parents and general community broadens the opportunities available to our students.

Improvement Measures

Increased community involvement in school

- P&C attendance

- attendance at school events

- numbers of parent volunteers

P&C projects are well publicised within the local and broader community

People

Parents/Carers

The school values input from parents and the local community.

Interactions with other families at community and school organised events provides further links help students feel strong links to their community.

Parents see the value for their children and their community in supporting school activities, through planning, organising and attending.

Parents recognise that they have an important role to play in the education of their children and feel valued by teachers within the school and at home where they can reinforce what has been learnt.

Staff

Teachers support and value activities and events developed by the community by attending and supporting events they organise

Teachers value opportunities to talk to parents either formally or informally about their children

Processes

Ensure parents have a voice in planning and are consulted regarding programs in the school.

Expand our Community of Schools linkages and opportunities for curriculum and facility sharing through ongoing professional dialogue, meetings, linked projects and professional learning.

Invite the wider community into the school through welcoming and engaging activities.

Make connections between the school and local community to further opportunities for use of teaching with local experts.

Inform parents about the school's wellbeing policies. Community of Schools, school website and business partnerships.

Information for parents is available in multiple forms.

Evaluation Plan

Community Surveys and forums

Director visits to the school

Skoolbag APP

Practices and Products

Practices

Information given to parents about events given in a timely manner.

Practices and processes are responsive to school community feedback

PBL information on website and in newsletter

Parent Teacher meetings in Term 1

Opportunity for parent teacher contact at any time

Products

Positive and respectful relationships across the school community underpin a productive learning environment.

Increased attendance by parents at parent workshops and information nights.

The whole school community has a shared understanding of the values and expectations of TPS.

Increased involvement of parents in school activities and the school community

Introduction of Skoolbag APP

Increased opportunities for students to develop their talents and interests within the school.