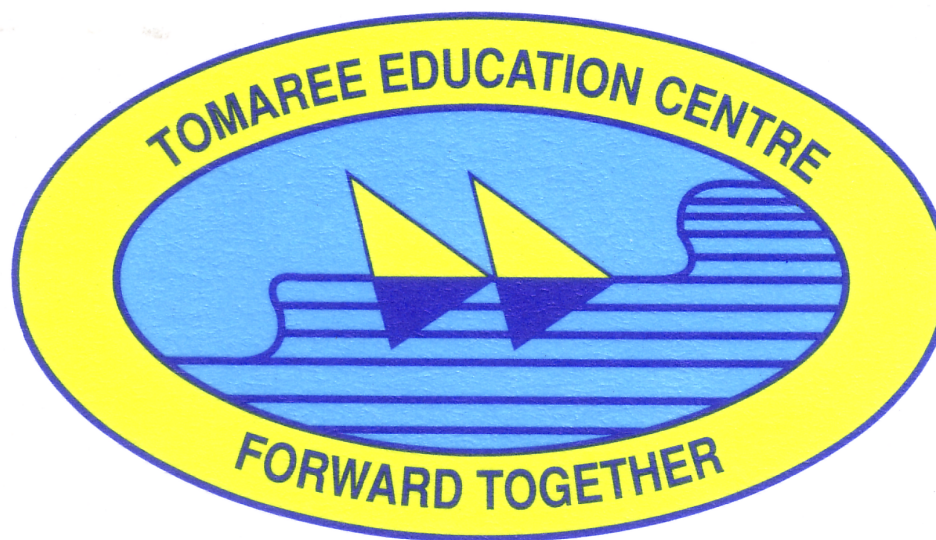


School plan 2018-2020

Tomaree Public School 2723



School background 2018–2020

School vision statement

At Tomaree Public School we develop meaningful partnerships with students, staff and the school community to inspire the development of active and engaged lifelong learners.

School context

Tomaree Public School is located in Port Stephens at Salamander Bay. Tomaree Public School is an integral part of the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three entities work in a unique partnership to enhance learning opportunities for students across the Tomaree Peninsula, utilising shared resources and facilities to be an effective provider of high quality education in the 21st Century.

Our school has a non – teaching principal, four assistant principals, 13 mainstream classroom teachers, 3 special education classes, a full time learning and support teacher, a full time Teacher Librarian and two support teachers who specialise in music, drama and art. We are heavily supported by a SAM, a SAO, a GA and a number of SLSOs who all work tirelessly to support our vision.

The school population of 352 includes 25 Aboriginal students, 38 students of Defence force families and a small number of students with language backgrounds other than English. Our population is transient and we have regular deployment of Defence families, so we have a mobility rate which is high. Tomaree Public School caters for a wide range of student needs and interests, including performing arts, sporting, cultural, leadership, environmental, enrichment and academic pursuits, ensuring our students have a rich and varied education.

Tomaree Public School has a percentage of students not reaching expected growth in all areas of NAPLAN. Improving this result will be a strong focus for programs of improvement during the next three years.

Tomaree Public School is supported by an active P&C and has strong community links and developing partnerships. We work together to maintain a school environment that is safe, pleasant, well maintained and rich in learning opportunities.

School planning process

In 2017, a comprehensive process was undertaken across the school community to review current practices and collect evidence, including student achievement results, behaviour, participation and effectiveness.

A series of activities were held with staff, students and parents to review the strengths, opportunities and areas for future developments across the school. During the process it was recognised that consultation with the local AECG, throughout the school planning process, needs to be strengthened and this has been addressed in the body of the plan.

Activities included:

- whole staff, executive and small group workshops
- evaluations
- staff and student surveys
- parent discussion groups (including ATSI)
- P&C Consultation

As a result, 3 strategic directions were identified as a basis for future development. The Tomaree Public School Improvement Plan forms the basis for the school's improvement and development efforts for the next three years.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning – Thriving,
succeeding, connecting and
learning

Purpose:

To promote a student centred learning environment that supports student progress and achievement, using data and reflective processes to inform practice in order to meet individual needs.

STRATEGIC DIRECTION 2

Teaching – Commitment,
collaboration and reflection for
continued improvement and
excellence.

Purpose:

To provide a stimulating and engaging learning environment based on best practice in wellbeing and quality teaching.

STRATEGIC DIRECTION 3

Leading – Effective and
sustained communication and
connections

Purpose:

To develop a school wide culture which maximises leadership opportunities, engagement and family partnerships to support student success.

Strategic Direction 1: Learning – Thriving, succeeding, connecting and learning

Purpose	People	Processes	Practices and Products
To promote a student centred learning environment that supports student progress and achievement, using data and reflective processes to inform practice in order to meet individual needs.	Students Students are active participants in their own learning and can track and gain feedback around their performance.	Research Informed Pedagogy Teachers implement high quality professional learning and understanding in literacy and numeracy teaching practices.	Practices Teachers identify growth targets for individual students in Literacy and Numeracy and consistently use and analyse external and internal assessments.
Improvement Measures At least 80% of students (including ATSI) demonstrate expected growth in Literacy and Numeracy.	Staff Staff deliver differentiated Literacy and Numeracy programs which are responsive to the needs of students and provide effective, reciprocal feedback.	Informed Data Use Teachers plan for and implement quality teaching programs using a consistent and whole school integrated approach to programming, data collection and analysis to drive future directions.	Every teacher uses data to inform and differentiate teaching and learning by tracking student progress on the continuums/learning progressions.
100% of teaching and learning programs use data to differentiate and track student achievement.	Parents/Carers Parents and carers work in partnership with the school to support learning.	Evaluation Plan <ul style="list-style-type: none"> • Program analysis • Student Reports • Lesson observations • Learning Progressions • NAPLAN and school based data • Baseline data – rubric • PLAN 	Teachers collaboratively assess students to drive future learning.
	Leaders Leaders support high quality data analysis and literacy/numeracy pedagogies.		Teachers and students collaboratively establish and consistently track goals and monitor progress.
			Products All students meet expected growth in Literacy and Numeracy.
			Staff demonstrate increased consistency of programming, assessment, data collection, analysis and reflective use of information.
			Student goals drive teaching, learning and assessment.

Strategic Direction 2: Teaching – Commitment, collaboration and reflection for continued improvement and excellence.

Purpose	People	Processes	Practices and Products
To provide a stimulating and engaging learning environment based on best practice in wellbeing and quality teaching.	Students Students understand and participate in learning intentions and feedback, demonstrating school expectations.	Quality Teaching Develop and implement high quality professional learning based on quality teaching and the Wellbeing Framework.	Practices All teachers have a shared understanding of the Quality Teaching Framework through professional learning, collaboration, observation and feedback.
Improvement Measures	Staff Staff demonstrate explicit teaching skills, data informed processes and a shared language of expectations.	Systems for Teacher Feedback Collaborative professional feedback to improve teaching and learning. This includes observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	Teachers give and receive feedback to improve teaching practice and student engagement.
All teachers demonstrate a high level of quality teaching practice.	Leaders Leaders provide opportunities and feedback to support all staff with learning and behaviour.	Evaluation Plan <ul style="list-style-type: none"> • Teacher Observations • QT assessment tool • Regular data collection and analysis • Evaluation of planned activities. • Program development • TTFM • Analysis of Sentral data • PDP's • Teacher self-reflection 	All teachers deliver explicit wellbeing strategies using shared expectations.
Student engagement is improved by 20%.	Parents/Carers Parents have a shared understanding of school expectations to support learning and behaviour.		All teachers use data around behaviour to improve practice.
Decrease behavioural incidents by 20%.			Products The school has high performing teaching staff whose capacities are continually developed to ensure students experience high quality teaching.
			All teachers can identify areas for their professional development as indicated through teacher collaboration, observation and PDP processes.
			Staff, students and the school community have a shared and demonstrated understanding of school expectations.
			Data informs practice.

Strategic Direction 3: Leading – Effective and sustained communication and connections

Purpose	People	Processes	Practices and Products
To develop a school wide culture which maximises leadership opportunities, engagement and family partnerships to support student success.	Students Students actively engage their parents and carers in school processes and are provided with opportunities to take on leadership roles.	Leadership Opportunities. Leadership opportunities provided and supported through mentoring and feedback.	Practices Parent and community members are invited to attend and participate in a range of school related activities.
Improvement Measures	Staff Staff actively engage in effective home/school communication and take on authentic leadership opportunities.	Communication Systems Communication systems will be revised, evaluated and trialled.	Use data to adjust and adapt communication systems.
Increase in parent/community engagement in school based activities and initiatives.	Leaders Leaders and aspiring leaders promote and demonstrate a culture of high expectations and performance.	Parental Support Upskilling of parents/community members in KLAS in order to support students in school and at home.	Staff and students engage in leadership opportunities throughout the school.
Increase effective two way communication systems by 20%.	Parents/Carers Parents actively engage in school practices and processes.	Evaluation Plan <ul style="list-style-type: none"> • Parent/teacher communication meetings and contact. • Leadership opportunities promoted to staff. • Dojo data • Parent /teacher meeting attendance • School project/activity attendance • Increased 'hits' on Facebook page • Skoolbag data. • School website. • PDP analysis • Staff roles and responsibilities 	Products High levels of community engagement within the school.
Staff and students demonstrate an increased level of authentic leadership across the school.	Community Partners Community members actively engage in school practices and processes.		Outstanding communication systems to support student learning.
			All staff accredited at proficient level or higher.