

# School plan 2018-2020

## Toukley Public School 3250



# School background 2018–2020

## School vision statement

At Toukley Public School, we value academic excellence and respectful and responsible learners, to provide every student the opportunity to achieve to their full potential.

## School context

Toukley Public School is a P – 6 primary school with over 555 students in 25 classes. This includes three multi–categorical classes catering for children with disability. There are approximately 95 students who identify as Aboriginal. There is additional support for students through the implementation of intervention programs in speech, literacy, numeracy and social skills.

The school is a member of the Muru Bulbi Aboriginal Educational Consultative Group and members of staff attend the meetings each term and report on programs and activities that are implemented across the school involving Aboriginal students.

Teachers implement the high quality research based literacy and numeracy programs to improve and develop students' outcomes. In 2017 the school commenced on the Early Action for Success program and will continue until at least the end of 2019.

Kooloora Preschool is an outstanding DoE designated Aboriginal preschool preparing children for primary school and is an integral part of the school. It is one of only three preschools on the central coast of New South Wales and the only designated Aboriginal preschool in the region.

The enthusiastic and hard–working members of staff from P – 6 are a mix of newly qualified and experienced teachers.

The school receives significant funding for equity programs that are implemented to enhance students' access to the curriculum.

The use of technology and online learning is a feature of the school through use of Wi–Fi, iPads and interactive learning in all classrooms.

## School planning process

Our planning process involved input from parents, students and staff.

NAPLAN, L3, results from external competitions, PLAN data and school based assessment against outcomes were used by teachers to assess strengths and weaknesses as part of the planning process. Effective programs have been retained. New programs have been accessed to be implemented and evaluated over the next three years. Student behaviour data was also analysed by the PBL committee.

A "World Cafe" parent forum was conducted to gather the thoughts and ideas of parents as to what they would like TPS to look like in three years' time and further into the future. There was frank and robust discussions that helped staff understand the community's point of view. Many of their ideas are being incorporated in this planning document. Parents' opinions were also sought in an informal way while at the School Fete to gain valuable parent feedback and help inform future directions.

The staff and students also had input into what they would like to see happen at TPS via a selected group forums and surveys, including the Tell Them From Me surveys.

The school undertook external validation in 2017. This allowed the school to reflect on its performance and give the school a scaffold to begin planning for 2018–2020.

From this process the three strategic directions were developed, refined and evaluated to ensure they most effectively addressed our students' learning needs.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 The Essentials

### Purpose:

To ensure that all students have the essential skills and knowledge to embark on a learning journey throughout their primary, secondary and tertiary education.

Major Links to SEF V2:

Leading – Educational Leadership, School Resources

Teaching – Effective Classroom Practice, Data Skills and Analysis, Professional Standards, and Learning and Development.

Learning – Curriculum, Assessment, Reporting and Student Performance Measures

## STRATEGIC DIRECTION 2 Future Focused Learning

### Purpose:

To equip students, teachers and our community with the knowledge and skills, which enables them to succeed in an ever-changing society.

Major Links to SEF V2:

Leading – Educational Leadership, School Resources

Teaching – Effective Classroom Practice, Data Skills and Analysis, Professional Standards, and Learning and Development.

Learning – Curriculum, Assessment, Reporting and Student Performance Measures

## STRATEGIC DIRECTION 3 Community and Wellbeing

### Purpose:

To develop greater partnerships with the school and the wider community to enhance wellbeing.

Major Links to SEF V2:

Leading – Management Practices and Processes, Educational Leadership .

Teaching – Professional Development, Professional Standards, Learning and Development

Learning – Learning Culture, Wellbeing, Reporting

# Strategic Direction 1: The Essentials

## Purpose

To ensure that all students have the essential skills and knowledge to embark on a learning journey throughout their primary, secondary and tertiary education.

Major Links to SEF V2:

Leading – Educational Leadership, School Resources

Teaching – Effective Classroom Practice, Data Skills and Analysis, Professional Standards, and Learning and Development.

Learning – Curriculum, Assessment, Reporting and Student Performance Measures

## Improvement Measures

85% of students K–2 will be reading at or above the reading levels for EAFS schools.

By 2020 there will be 10% increase in the number of students in the top two bands in reading in Year 3 and Year 5. (Baseline Average 2015–2017 –Year 3 – 31.3%, Year 5 – 16.8% )

By 2020, there will be an increase of 10% of students in Year 3 and Year 5 in numeracy in the top two bands. (Baseline Average 2015–2017 Year 3 – 24%, Year 5 – 11%)

By 2020 there will be an increase in the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 35%, inline with the State priorities. (Baseline average 2015– 2017 Year 3 Reading 19.4, Year 5 Reading 9.1, Year 3 Numeracy 13.7, Year 5 Numeracy 9.1).

## People

### Students

Understand the purpose of engaging in their own learning and reflecting on their own achievements to set personal learning goals.

### Staff

Value effective literacy and numeracy practices to improve student outcomes.

### Leaders

Understand the importance of systems, resources and practices to support all staff to implement effective literacy and numeracy programs.

### Parents/Carers

Value opportunities to develop a greater skill set to support the literacy and numeracy development of their children.

### Community Partners

Acknowledge the value of building expertise by providing collaborative learning opportunities to share expertise across the broader learning community.

## Processes

Implement research based best practice in literacy.

Implement research based best practice in numeracy.

## Evaluation Plan

Analysis of NAPLAN results

School based assessment

EAFs data collection

Student Work Samples

Student, staff and parent surveys

## Practices and Products

### Practices

Quality research based literacy and numeracy are implemented collaboratively, including data analysis, assessment and program development and high order work practices.

All stakeholders are engaged in the teaching and learning cycle, with a focus on literacy and numeracy so student needs are supported.

Teachers' professional learning focuses on continual improvement in literacy and numeracy pedagogy and content knowledge.

### Products

Literacy and numeracy programs are data driven and informed through student assessments and program evaluations. Differentiation is evident in programs and a feature of a teacher's planning for students as individuals.

Teacher professional learning is linked to school's directions in literacy and numeracy programs and linked to the Australian Professional Teaching Standards.

Students articulate and have evidence of their achievements and progress when discussing their work with their teachers and families.

# Strategic Direction 2: Future Focused Learning

## Purpose

To equip students, teachers and our community with the knowledge and skills, which enables them to succeed in an ever-changing society.

Major Links to SEF V2:

Leading – Educational Leadership, School Resources

Teaching – Effective Classroom Practice, Data Skills and Analysis, Professional Standards, and Learning and Development.

Learning – Curriculum, Assessment, Reporting and Student Performance Measures

## Improvement Measures

Increase the usage of computers/tablets at school so that every student uses technology at least once or twice a week. (Baseline 2017 school TTFM data computer/tablet use for work at school 11% never or almost never, 22% once or twice a month, 58% once or twice a week, 9% almost every day).

## People

### Students

Acknowledge the importance of creative and critical thinking skills and be adaptive to the constant changes in our world.

### Staff

Value the importance of continually developing their expertise and understanding to ensure efficacy in an ever changing world.

### Leaders

Understand the impact of strong instructional leadership on building the capacity of everyone by fostering a collaborative environment.

### Parents/Carers

Understand the importance of creative and critical thinking to enhance the partnerships between home and school and create a common language.

### Community Partners

Understand the contribution they make to student learning through the sharing of skills and expertise.

## Processes

Implement a whole school approach to future focused learning including ICT, critical and creative thinking.

Build the capacity of all staff in school management, teaching and leading.

## Evaluation Plan

TPL Log

Teaching and Learning Programs

Rubrics

Teacher/executive conferences

Student performance data

TTFM

Evaluation of professional Learning

## Practices and Products

### Practices

Comprehensive and challenging teaching and learning programs embed critical and creative thinking and ICT to enhance student learning outcomes.

Staff will provide clear evidence of professional learning plans and reflections.

### Products

Students demonstrate increased capacity to think critically and creatively across all Key Learning Areas through self reflection and feedback to teachers to plan learning.

Classroom environments are future focussed with flexible learning spaces and technology utilised to support learning.

Professional learning focuses on continual improvement in teaching practice and builds the capacity of everyone.

# Strategic Direction 3: Community and Wellbeing

## Purpose

To develop greater partnerships with the school and the wider community to enhance wellbeing.

Major Links to SEF V2:

Leading – Management Practices and Processes, Educational Leadership .

Teaching – Professional Development, Professional Standards, Learning and Development

Learning – Learning Culture, Wellbeing, Reporting

## Improvement Measures

By 2020, The percentage of students achieving or exceeding expected growth in year 3–5 data increases to 65% in reading, 55% in numeracy (baseline rolling average 2015–2017 44.5% and 48.6% respectively)

Students exceeding expected growth from Year 5 to Year 7 increases to 50% in reading and 55% in numeracy (baseline rolling average 41.3% and 48.4% respectively).

Exceed State average in the Tell Them From Me student survey "Advocacy" aspect. (Baseline Tell Them From Me Student survey 2017, 7.7 school and 7.8 state)

Exceed State average in the Tell Them From Me survey "Parents feel welcome" aspect. (Baseline TTFM Parent Survey 2017, 7.2 school and 7.4 state)

## People

### Students

Value opportunities to seek support and advice from an identified adult

### Staff

Understand the importance of positive relationships between students, staff and the community.

### Leaders

Recognise the importance of communication between all stakeholders so everyone feels valued and heard.

### Parents/Carers

Value and recognise their role and be proactive in their child's learning journey.

### Community Partners

Understand the importance of working collaboratively with parents and staff for the benefit of the child.

## Processes

Implement a whole school approach to developing positive, effective and sustainable community engagement.

Review and further develop whole school programs to support the wellbeing of everybody.

## Evaluation Plan

Attendance rates of staff and students

Data from student, staff and community focus groups

Participation rates in extra curricular activities, parent attendance at community meetings

PBL data

TTFM surveys

## Practices and Products

### Practices

Staff, students and parents are engaged in learning, information and feedback opportunities around positive communication, wellbeing initiatives and support services.

The school and broader community will work collaboratively to deliver programs that enhance the life skills of everyone.

### Products

Positive and productive relationships are evident due to the implementation of a variety of programs aimed to increase student, staff and parents confidence.

Stronger links between the wider community enrich the learning opportunities for the students.

Students and staff have a range of strategies they use to ensure their emotional and physical well-being