

School plan 2018-2020

Turramurra Public School 3855



School background 2018–2020

School vision statement

To foster high expectations for our students to achieve excellence in all curriculum areas with a focus on Numeracy and Literacy.

Our students will be innovative, critically aware, creative and collaborative learners. .

To create opportunities to build quality leadership.

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–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 programs, 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 Respect, Responsibility and Personal Best.

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 a network meeting in 2017 to assist with the writing of the new plan. This was followed up by a number of executive planning meetings and parent consultation and surveys. The parent surveys were used to inform and consolidate the Strategic Directions for the school over the next three years.

Teachers were also involved in the compiling of the plan in a number of ways. An initial after-school session where teachers had input into the programs that we could implement to ensure we continue to support our literacy and numeracy programs. Research was done into additional programs that we could add to our school to enhance our support for new and existing programs..

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

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 2018–2020

STRATEGIC DIRECTION 1

Engaged and aspirational
learners

Purpose:

All students are challenged in their learning, are engaged and confident in their ability to learn.

STRATEGIC DIRECTION 2

Quality, innovative, reflective
teaching practices

Purpose:

Explicit teaching of content and skills with clear communication of expectations where differentiation is visible for all students and effective feedback is timely and appropriate

STRATEGIC DIRECTION 3

Excellence in leadership
development using a
collaborative approach

Purpose:

Encouraging, developing and distributing leadership across the school and the community. Teachers are confident in their ability to take additional responsibility to explore additional areas for projects and experiences to develop their leadership. Teachers are aspiring to take on higher levels of responsibility by applying for leadership positions.

Strategic Direction 1: Engaged and aspirational learners

Purpose	People	Processes	Practices and Products
All students are challenged in their learning, are engaged and confident in their ability to learn.	Students The PBL program remains a focus for reinforcing student engagement, discipline and wellbeing.	Relaunch of the PBL program in 2018 to revitalise and reinforce student engagement.	Practices Staff are implementing PBL well in all settings.
Improvement Measures Increased student engagement through the TTFM survey A decrease of students feeling they are confident in skills but classes are not challenging enough, from 31% down to 26%. Students targeted for Intervention show growth on PLAN NAPLAN and PLAN results show growth in Writing and numeracy	The school is committed to whole school implementation of evidence based improvements in wellbeing and engagement to support learning. Staff Teaching programs show evidence of revisions based on feedback. Teaching practices are differentiated, consistent and engaging. Student assessment and continuous tracking of student progress and achievement is an integral part of practice. Teachers have systems in place to support student engagement.	Targeted intervention sessions to continue with data used to measure success. Professional Development for all staff with a focus on writing and grammar, numeracy and STEM. (Minds Wide Open) Evaluation Plan TTFM will show increase in student engagement in both student and parent surveys. Targeted intervention students will show growth in NAPLAN and PLAN Growth in staff confidence to incorporate STEM into the school curriculum. Students ability to be investigative learners and problem solvers is increased.	Staff have STEM projects embedded in their programs Effective feedback is used as a tool for targeting improvement in quality teacher programs. Students reflect and report on the achievement of their own learning. Targeted Intervention programs for literacy and numeracy.
	Leaders Mentoring is provided to support teachers in their development as quality educators. Leading the implementation of PBL for all staff. Delivering Professional Learning using expertise in STEM and Mathematics and Writing. Parents/Carers Parents assist with programs at home to reinforce learning at school.		Products PBL programs K–6. STEM projects available for all. Maths programs are enhanced due to intensive work with Anita Chin. Targeted Intervention teacher employed 3 days a week to support students in lower middle bands of NAPLAN 3–5 for students not making expected growth. Project Based Learning (PBL) in STEM using future focused approach.

Strategic Direction 2: Quality, innovative, reflective teaching practices

Purpose	People	Processes	Practices and Products
Explicit teaching of content and skills with clear communication of expectations where differentiation is visible for all students and effective feedback is timely and appropriate	Staff Teachers are engaged, positive and proficient in their practice. Teachers have a broad range of evidence based teaching strategies and excellent knowledge of the School Excellence Framework. Teachers provide timely effective feedback to students and parents	Professional development targeted at teaching Writing and numeracy with the use of data to support progress goals. Professional development plan focused on differentiation to support children in their learning. Quality Teaching Rounds to continue with all staff completing by end of 2020	Practices Staff is committed to entering PLAN data (and Progressions in 2019) each term. Quality Teaching is embedded through participation in QT Rounds and additional PL. Professional development on differentiation in numeracy (Anita Chin) and literacy (staff lead). As a result of the PL teachers' programs have evidence of differentiation in numeracy and literacy
Improvement Measures	Staff Teachers identify learning needs of students. Teachers enhance skills in collecting and analysing data.	Evaluation Plan Increased confidence to use differentiation in classrooms, measured by teacher survey and teacher program evaluation. Impact will show students are engaged and challenged in numeracy activities as reported in TTFM student survey. Quality Teaching Round participants have a deeper knowledge of quality teaching pedagogy, as evidenced in teacher survey. Staff are adhering to the school management schedule. Staff are well informed of management expectations.	Products Revised Management Schedule K–6 for example PLAN Data. Quality Teaching Rounds. All teaching teaching programs have differentiation embedded. Writing Programs enhanced.
Staff TTFM Survey – skills challenge equal to NSW standard	Leaders Leading Quality Teaching Rounds Leading Writing PL Leading Maths PL		
Teachers – Differentiation is a feature in all teachers' programs	Students Have clear understanding of their learning goals. Parents/Carers Have increased information regarding the programs their children are completing.		

Strategic Direction 3: Excellence in leadership development using a collaborative approach

Purpose	People	Processes	Practices and Products
Encouraging, developing and distributing leadership across the school and the community. Teachers are confident in their ability to take additional responsibility to explore additional areas for projects and experiences to develop their leadership. Teachers are aspiring to take on higher levels of responsibility by applying for leadership positions.	Leaders Leadership team researches and presents best practice. Provide increased support and mentoring to staff.	Executive Team completes School Leadership and Management Credential (Module 3). Professional development available to develop leadership. Assistant Principals discuss leadership goals with teachers on their stage and implement into PDP and roles and responsibilities within the school.	Practices Professional learning in leading and managing the school is available to all staff. Executive consult with teachers to assist with developing their professional learning plans in relation to their leadership capabilities and aspirations.
Improvement Measures	Developing personal leadership capabilities with the aim of HAT or LEAD teacher roles.	Evaluation Plan Improved structure of roles and responsibilities with an increase of staff taking leadership roles in school. Assistant Principals are confident discussing goals with teachers. Staff are confident in writing effective, measurable and achievable goals. PDPs are written collaboratively with all staff. Executive to lead and assist where necessary and these are aligned to the School Plan and the Teaching Standards	Products Professional Development Plans reflect the school's strategic directions. Increase in numbers of staff applying for leadership positions, including HAT and LEAD accreditation. Teachers willing to take on leadership roles within the school. Increased opportunities in the school for students to take leadership roles.
Staff TTFM survey in relation to leadership questions	Staff 		
Roles and responsibilities chart reflects increase in participation	Students Providing opportunities for students to develop leadership capabilities.		
Increased interest and application in HAT and Lead teachers	Parents/Carers Parents are actively encouraged to take roles within the school.		