

School plan 2018-2020

Tuggerawong Public School 4097



School background 2018–2020

School vision statement

Tuggerawong Public School is committed to developing future focused learners using evidence based quality teaching and learning programs. To ensure students connect, succeed and thrive in all aspects of their schooling, we promote a culture of high expectations and provide an inclusive and stimulating learning environment which embraces each student's holistic needs.

School context

Tuggerawong Public School (TPS) was established in 1957 and is situated 9km from Wyong on the Central Coast of NSW. The school is committed to providing a quality learning environment that meets the diverse needs of our students. TPS values a positive and friendly school environment that embraces community partnerships and continued collaboration with local community groups.

TPS pays respect and acknowledges that it is on Darkinjung land. The current enrolment is 265 students, with 8% acknowledging Aboriginality. The school has strong links with the Ngara Aboriginal Education Consultative Group.

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.

The school receives School Based Allocation Resource (SBAR) funding for Socio-economic Backgrounds, Aboriginal Education, Low Level Adjustment for Disability and Beginning Teacher Support.

Student leadership is a priority with students actively involved in school life through various student leadership programs including the Student Representative Council, school and sport leaders and library monitors.

TPS prides itself on the variety of educational and extra-curricular experiences available including PSSA teams, Debating, Public Speaking, Premier's Reading Challenge, Chess and Rich Tasking.

School planning process

TPS was involved in External Validation in 2017 and the evidence of impact was matched to the School Excellence Framework to determine our key areas for growth and future directions.

Staff, parents, students and community members have contributed to the school planning process through various ways including written and electronic surveys, targeted teams, meetings, newsletter feedback forms, P&C forums and consultation with the Ngara Aboriginal Education Consultative Group.

Staff evaluated current programs and practices and identified strengths and opportunities for continued school improvement. Focus groups provided additional clarity around – literacy, numeracy, school culture and other target areas. The school Executive team, in consultation with other staff, completed an analysis of current school policies, programs, plans, budgets and assessment information to inform school decision making.

Additional information was gathered from Department of Education plans, policies and procedures, including Premier's and Department's priorities and key documents such as CESE's 'What Works Best: reflection guide'.

All information gathered was evaluated to compile the 2018–2020 School Plan including key components, such as the school's vision, the three strategic directions and the school's planning priorities. The School Plan was presented to staff and P&C for final endorsement.

As a result of the school planning process the three strategic directions in the 2018 – 2020 plan are: Curriculum, Collaboration and Connectedness.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Curriculum

Purpose:

To provide all students with a strong foundation in literacy and numeracy to ensure they become life-long learners, engaging in future-focused, evidence based, differentiated quality learning opportunities.

School Excellence Framework links:

Learning – Curriculum, Assessment, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development.

Leading – Educational Leadership, School Resources.

STRATEGIC DIRECTION 2 Collaboration

Purpose:

To promote a positive school culture where all key stakeholders are known, valued and cared for and have a sense of belonging. Our learning environment will promote inclusive relationships consistent with the school's core values of 'Respect, Responsible and Personal Best'.

School Excellence Framework links:

Learning – Learning Culture, Wellbeing, Reporting.

Teaching – Professional Standards, Learning and Development.

Leading – Educational Leadership, School Planning, Implementing and Reporting, School Resources.

STRATEGIC DIRECTION 3 Connectedness

Purpose:

To build, sustain and grow strong consultative partnerships with communities, to promote a culture of connectedness and open communication, implementing the use of technology to develop students as responsible global citizens.

School Excellence Framework links:

Learning – Learning Culture, Reporting.

Teaching – Learning and Development.

Leading – Educational Leadership, School Resources, Management Practices and Processes.

Strategic Direction 1: Curriculum

Purpose

To provide all students with a strong foundation in literacy and numeracy to ensure they become life-long learners, engaging in future-focused, evidence based, differentiated quality learning opportunities.

School Excellence Framework links:

Learning – Curriculum, Assessment, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development.

Leading – Educational Leadership, School Resources.

Improvement Measures

90% of students K–2 will be reading at or above the following reading levels: Kindergarten level 8, Year 1 level 18 and Year 2 level 26.

The percentage of Year 3, 5 and 7 students in the top two bands for reading in NAPLAN 2020, will increase by 10% to 43%, 44% and 46% respectively (Baseline 2017 33%, 34% and 36%).

The percentage of Year 3, 5 and 7 students in the top two bands will increase by 10% to 45% and 48% for Year 3 and 7 students respectively (Baseline data 2017 35% and 38%. Year 5 to increase by 20% to 40% (Baseline data 2017 20%).

People

Students

Develop as self-motivated, confident and creative learners in their approach to all areas of the curriculum. They will be supported to meet individualised goals which will assist them to build their skills and understanding and to make sense of their world and the significance of their learning.

Staff

Demonstrate personal and collaborative responsibility for improving their teaching practice in order to enhance student learning, consistently reflecting of their teaching strategies to ensure best practice.

Leaders

Value the importance of maintaining focus on collaborative, instructional leadership that builds the capacity of all staff to sustain a culture of evidence based teaching.

Parents/Carers

Feel valued as partners in learning in order to recognise and understand that literacy and numeracy teaching is differentiated for the success of individual children.

Community Partners

Share skills and expertise as a valued professional learning community, which focuses on the continuous improvement of teaching and learning.

Processes

Continue to implement and improve on high quality, evidence based, future focused literacy and numeracy teaching practices.

Explicitly and systematically evaluate student learning and teaching programs, building on the capacity of teaching practice, leading to measurable improvement for individuals, groups and whole school level.

Evaluation Plan

Analysis of NAPLAN and school based assessment data.

Programs, including timetables, teaching strategies, differentiation, and in class support.

PDP's

Focused stage meetings

Professional learning

Quality Teaching Rounds / Observations

Priority Teams

Tell Them From Me and other surveys

Resource audit

Practices and Products

Practices

Teachers effectively utilise curriculum to plan and implement quality teaching and learning experiences that are linked to evidence based teaching strategies.

Teachers routinely evaluate individual and collective student data and work samples driving future planning, including assessment, incorporating explicit student feedback.

Leaders model best practice, building the capacity of all through evidence based strategies, professional learning opportunities and innovative thinking, fostering a culture of high expectations.

Products

Literacy and numeracy programs and forms of assessment are differentiated to cater for individual learning needs, which is linked to program reviews, student feedback and student work samples.

Teacher professional learning focuses on continual improvement in teaching literacy and numeracy teaching practice and links to the Australian Professional Standards for Teachers.

Department of Education reforms and documents, such as 'What Works Best' are regularly consulted to develop a consistent language and concepts of evaluation, underpin procedures and practice.

Strategic Direction 2: Collaboration

Purpose	People	Processes	Practices and Products
<p>To promote a positive school culture where all key stakeholders are known, valued and cared for and have a sense of belonging. Our learning environment will promote inclusive relationships consistent with the school's core values of 'Respect, Responsible and Personal Best'.</p> <p>School Excellence Framework links:</p> <p>Learning – Learning Culture, Wellbeing, Reporting.</p> <p>Teaching – Professional Standards, Learning and Development.</p> <p>Leading – Educational Leadership, School Planning, Implementing and Reporting, School Resources.</p>	<p>Students</p> <p>Understand the importance of working collaboratively and cooperatively; striving for personal best, as an active and resilient participant in a community of learners.</p> <p>Staff</p> <p>Consistently respond to student wellbeing and have the skills / capacity to identify and support students' social, emotional, academic and behavioural needs.</p> <p>Value opportunities to work collaboratively, respectfully sharing expertise of others to improve teaching practice and student outcomes.</p> <p>Leaders</p> <p>Leaders model, value and have the capacity to develop clear guidelines and processes to support staff in improving learning and wellbeing practices.</p> <p>Parents/Carers</p> <p>Recognise and value the opportunities to engage as essential partners in their child's educational journey.</p> <p>Community Partners</p> <p>Build relationships with community partners based on transparency, honesty and mutual respect, valuing expertise and experience.</p>	<p>Continue to implement and embed student wellbeing and behaviour initiatives to build and promote school expectations of 'Respect, Responsible and Personal Best'.</p> <p>Support staff wellbeing and evidence based whole school practices to strengthen staff capacity to deliver a quality differentiated curriculum.</p> <p>Evaluation Plan</p> <p>Tell Them From Me surveys</p> <p>PBL data / surveys</p> <p>SENTRAL data</p> <p>LST referrals / minutes</p> <p>PLSPs</p> <p>Attendance Data</p> <p>Behaviour Support Plans</p> <p>SCOUT</p> <p>Priority Teams</p> <p>Procedure/policy review</p> <p>A-Z Policy Implementation</p> <p>PDPs</p>	<p>Practices</p> <p>Strong consultation between staff, parents/carers and external agencies (including DoE personnel) occurs regularly to optimise learning, wellbeing and engagement for students.</p> <p>A range of activities, including: extra-curricular activities that broaden learning experiences within and outside the school context are offered. This contributes to the wellbeing of all students so that they connect, succeed and thrive.</p> <p>All key stakeholders consistently display the school values and expectations of 'Respect, Responsible and Personal Best'.</p> <p>Products</p> <p>Implementation of evidence-based change to whole school practices result in measurable improvements in wellbeing and engagement to support learning.</p> <p>Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers and external agencies.</p> <p>A consistent whole school approach to wellbeing is embedded with the intention to increase student engagement, enhance the positive school culture and ensure optimum learning opportunities.</p> <p>Positive and respectful relationships are evident and widespread amongst students and teachers, promoting student wellbeing.</p>
Improvement Measures			
<p>The Collaboration aspect of the Drivers of Student Outcomes increases to exceed the NSW Government norm (Baseline data 7.6 for school compared to 7.8 in the 2017 TTFM teacher survey).</p>			
<p>The School Supports Learning aspect continues to increase and exceed the NSW Government norm (Baseline data 8.0 for school compared to 7.3 in the 2017 TTFM parent survey).</p>			
<p>The Positive Teacher-Student Relations aspect exceeds the NSW Government norm (Baseline 8.4 for school compared to 8.4 for NSW in the 2017 TTFM student survey).</p>			

Strategic Direction 3: Connectedness

Purpose	People	Processes	Practices and Products
<p>To build, sustain and grow strong consultative partnerships with communities, to promote a culture of connectedness and open communication, implementing the use of technology to develop students as responsible global citizens.</p> <p>School Excellence Framework links:</p> <p>Learning – Learning Culture, Reporting.</p> <p>Teaching – Learning and Development.</p> <p>Leading – Educational Leadership, School Resources, Management Practices and Processes.</p>	<p>Students</p> <p>Understand the importance of their role as a learner and have confidence to contribute to the positive connection between home, school and other students and teachers.</p> <p>Staff</p> <p>Value the importance and benefits of increased family engagement with school life. Ensure open communication, connection and collaboration for positive working relationships and successful community events.</p> <p>Appreciate the importance to provide future focused learning opportunities that engage students with wider communities, using innovative technologies.</p> <p>Leaders</p> <p>Promote and support opportunities for parents and community members to engage in a range of school related activities which help build the school as a cohesive educational community.</p> <p>Parents/Carers</p> <p>Understand the valuable contribution they make to their child's learning and school life when they actively engage with teachers and the school community.</p> <p>Community Partners</p> <p>Build, sustain and grow strong consultative partnerships with the broader community, embedding a culture of high expectations to ensure the school is responsive to its community.</p>	<p>Processes</p> <p>Strengthening links with learning alliances (including departmental support services) and consultation with the AECG to effectively cater for and support Aboriginal students.</p> <p>Teaching and learning programs are future focused, providing dynamic and innovative opportunities that inspire students to be leaders of their own learning.</p> <p>Evaluation Plan</p> <p>Evaluation of data linked to levels of community engagement at school events</p> <p>Classroom audit of computer technology</p> <p>Engagement with learning communities</p> <p>Teaching programs embed future focused learning tools and strategies</p> <p>Technology goal identified on PDP</p> <p>Surveys of key stakeholders</p> <p>Evaluation of project based learning / STEM</p> <p>ARCO Referrals</p> <p>Evaluation of professional leaning</p> <p>Priority Team</p> <p>Tell Them From Me surveys</p> <p>Feedback from P&C</p> <p>PLPs</p>	<p>Practices</p> <p>The school regularly engages and addresses feedback on school performance from students, parents and the broader school community.</p> <p>Strong consultation between staff, parents/carers and external agencies, including the AECG and support services to optimise learning, wellbeing and engagement for students.</p> <p>Teachers utilise a range of interactive technology to optimise learning for every student.</p> <p>Planned professional learning is used to build the capacity of every staff member to provide, or support those providing, innovative future focused teaching and learning practices.</p> <p>Products</p> <p>The school communities input is actioned, after being gathered as part of the ongoing process of consultative decision making and is reflected in school plan and school life.</p> <p>Regular opportunities for students to use technology in innovative ways are provided in a range of learning environments and evident in school planning and teaching programs.</p> <p>Implement a whole school approach to build stronger links with parent / carer and learning communities to increase student and school success.</p>
Improvement Measures			
<p>The Technology aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm (Baseline 6.5 for school compared to 6.7 for NSW in the 2017 TTFM teacher survey).</p>			
<p>The Parents are Informed aspect of the Two-Way Communication increases to further exceed the NSW Government norm (Baseline 7.6 compared to 6.6 for NSW in the 2017 TTFM teacher survey).</p>			
<p>Students who are interested and motivated to increase or exceed the NSW Government norm (Baseline 2017 data 68% for school compared to 78% for NSW in the 2017 student survey).</p>			