Taren Point Public School
School Plan 2015-2017

Taren Point Public School: A technology school of choice, offering personalised learning in a small school setting.
As a learning community we will inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become successful learners, confident and creative individuals.

This will be achieved by:

• Promoting and maintaining high standards and expectations across the learning community.

• Ensuring that students develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.

• Learning in an atmosphere which is caring, collaborative and respectful.

• Delivering a challenging and innovative curriculum that caters for the individual talents of all students.

• Engaging as a learning community in continuous reflection and evaluation to ensure quality educational programs maximise learning outcomes for all students.

• Welcoming and supporting parent and community participation to share the responsibility for student learning and accomplishments.

Taren Point Public School is a small school in the Sutherland Shire. The school is an inclusive, friendly school where relationships are valued. The school has 4 classes. A kindergarten class, one stage one class, one stage 2 class and one stage 3 class.

Taren Point is a multicultural school, 49% of students have a Language Background other than English from 13 different language backgrounds.

Taren Point Public School prioritises personalised learning for all students. Through quality teaching and explicit feedback to students Taren Point teachers aim to ensure all students achieve more than they think they can.

Teachers at Taren Point engage in critical reflection to continually improve their practice.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school.

A process of information about the School Excellence framework was presented and P and C meeting to establish a climate for authentic dialogue about future school directions.

1. P and C members participated in an open forum framed around a SWOT analysis. Together we identified our threats and opportunities for growth.

Respondents helped frame the vision by identifying the key drivers of: critical thinking, ability to resolve problems, develop more of a social conscience, environmental awareness, be adaptable and active, self-motivated learners with a strong sense of self-worth and purpose.

2. An electronic survey of the parent community also framed future directions.

3. Students were asked to draw or write about how to improve the school.

4. Staff participated in a forum based on the School Excellence Framework to establish the school vision and strategic directions.

All responses were tallied and analysed and future directions were established.

As a staff we then identified our key messages to be conveyed in a vision for the future of Taren Point PS. The strategic directions are in direct response to school and community data indicating the need for greater expectations of teaching, learning and leadership.
Purpose:
To provide all learners with a rich, innovative learning environment of high expectations, where all students are able to achieve personal learning goals.

We aim to develop to inspire and challenge students to build their capacity as creative and critical thinkers, who are adaptable self-motivated learners with a strong sense of self-worth and purpose.

Purpose:
To engage all staff and students in reflective and responsive practices that lead to improved learning outcomes for students and teachers.

Teachers will be able to seek relevant and explicit performance feedback to build their professional capabilities and the collective capacity of the school.

Purpose:
To grow our school and strengthen partnerships. We strive to ensure that meaningful partnership in learning are valued by teachers, parents and carers

We aim to build genuine productive relationships with the local community and business sector to support quality teaching in an environment that is well resourced, welcoming and fully equipped to cater for the demands of 21st Century learning.
Strategic direction 1: Successful learners actively engaged in future focused learning.

**PURPOSE**
To provide all learners with a rich, innovative learning environment of high expectations, where all students are able to achieve personal learning goals and sustained growth.

We aim to inspire and challenge students to build their capacity as creative and critical thinkers, who are adaptable self-motivated learners with a strong sense of self-worth and purpose.

**PEOPLE**

**Students:**
Students will participate in goal setting with teachers. They will be responsible for measuring their success against goals. They will be responsive to feedback. Students will be explicitly taught the skills and capabilities required to be active participants in 21st Century learning.

**Staff:**
Staff will engage in professional learning to further develop their pedagogy and practice in delivering an explicit, challenging and engaging teaching program. Staff will use student progress data to drive future planning.

**Parents:**
Parents will participate in learning conferences with teachers and students. Parents will be able to join class lessons to develop their understanding of 21st Century learning.

**Community partners:**
Engage the wider community and community of schools to share expertise, resources and build the capacity of all staff.

**Leaders:**
All staff develop leadership capabilities through genuine collegial mentoring, leading projects and ongoing professional learning that addresses all elements of the Professional Standards for Teachers.

**PROCESSES**

**Explicit planning project.**
Explicit planning for 21st Century learning capabilities in the implementation of the Australian Curriculum, including adjustments for students with additional learning needs.

**Personalised Learning Project.**
Personalised Learning Plans for all students and future goal setting is shared with parents.

**Evaluation plan:**
Monitoring of milestones throughout the year.

**Practice:**
Teaching programs will have embedded adjustments for students identified with additional learning needs.

**Product:**
Students will participate in goal setting and will confidently measure their progress toward achieving personal learning goals as part of the assessment cycle.

**Product:**
Lesson observations and feedback will have evidence of 21st Century general capabilities and adjustments for learning embedded in lessons.

**Practice:**
Students are motivated, engaged learners who strive to achieve personal learning goals.

**Practice:**
Teachers are explicit about the success criteria for lessons and provide formative feedback to students.

**PRODUCTS AND PRACTICES**

**Product:**
Students will participate in goal setting and will confidently measure their progress toward achieving personal learning goals as part of the assessment cycle.

**Product:**
Lesson observations and feedback will have evidence of 21st Century general capabilities and adjustments for learning embedded in lessons.

**Practice:**
Students are motivated, engaged learners who strive to achieve personal learning goals.

**Practice:**
Teaching programs will address the 21st Century general capabilities of critical and creative thinking and integrated Information and communication technologies.

**Practice:**
Teachers are explicit about the success criteria for lessons and provide formative feedback to students.

**IMPROVEMENT MEASURE/S**

75% of year 5 and 7 students will achieve greater than or equal to expected growth in NAPLAN

100% of students will achieve expected learning goals identified on the Literacy and Numeracy continuum.

Lesson observations and feedback will have evidence of 21st Century general capabilities embedded in lessons.
Strategic direction 2: Successful teachers actively striving to deliver quality education in a culture of collaboration and reflective performance and development.

**PURPOSE**

To engage all staff and students in reflective and responsive practices that lead to improved learning outcomes for students and teachers.

Teachers will seek relevant and explicit performance feedback to build their professional capabilities and the collective capacity of the school.

**PEOPLE**

**Students:**
Students are provided with explicit feedback in terms of lesson criteria.
Students are able to set personal learning targets and reflect on their success.
Students are able to respond to feedback and actively strive to achieve personal learning goals.

**Staff:**
Staff provide timely, effective and appropriate feedback to students about their achievement, relative to their learning goals.

**Parents:**
Parents are responsive to reporting on progress toward learning goals and support the community vision.

**Community partners:**
Community partners support initiatives and will receive feedback on the success of school initiatives through newsletters and sponsorship evaluations.

**Leaders:**
Leaders will establish a culture of high expectations and provide genuine opportunities for professional learning that build the capacity of all staff.

**IMPROVEMENT MEASURE/S**

Significant positive Naplan growth measures between year 3 and 5 and 7

All staff meet professional goals and to track their participation in compliance and professional learning goals as set out in the Performance and development framework.

**PROCESSES**

**Project:**
**Professional Learning and Development culture.**

Professional learning is targeted to meet school and personal goals.
Staff participate in ongoing professional learning to develop highly engaging and differentiated teaching and learning programs for the implementation of the Australian Curriculum.
Staff engage in individual evaluation and evidence-based reflection of the effectiveness of their pedagogy.

The school has procedures in place for the effective collection, organisation and analysis of evidence and data linked to achievement of the strategic goals and student learning outcomes.

**Evaluation plan:**

Staff are supported in their Professional learning goals.
The Principal receives performance feedback from staff.
Performance and Development Policy is implemented and progress toward personal goals is evaluated.

**PRODUCTS AND PRACTICES**

**Product:**
Induction program for new and beginning teachers.

**Practice:**
The school has a culture of lesson observation and feedback by colleagues.

The school has explicit systems to provide for mentoring and coaching through lessons observations, modelling and feedback to drive improved teaching practice and student outcomes.

Staff take responsibility for their professional development and are supported in achieving their Performance and Development goals.
Strategic direction 3: Strengthen community engagement and partnerships.

**PURPOSE**

To grow our school and strengthen partnerships. We strive to ensure that meaningful partnerships in learning are valued by teachers, parents and carers.

We aim to build genuine productive relationships with the local community and business sector to support quality teaching in an environment that is well resourced, welcoming and fully equipped to cater for the demands of 21st Century learning.

**IMPROVEMENT MEASURE/S**

- 100% parents and/or carers participate student progress interviews end of Term one.
- Increased local community and businesses actively support innovative programs.
- Community use of school facilities is increased and funds are allocated to school improvement projects.
- Increase in school enrolments for kindergarten over next 3 years.

**PEOPLE**

- **Students:**
  Students are more engage in learning as community participation is encouraged through a broad scope of opportunities.

- **Staff:**
  Staff will build collegial links staff in the community of schools and actively seek opportunities to engage in Professional networks.

- **Parents:**
  Parents share the responsibility for learning and participate in school programs and initiatives. Parents have the opportunity to build their understanding of 21st Century learning.

**COMMUNITY PARTNERS:**

The P and C will actively promote the school and seek to raise funds that support school initiatives.

The P and C will provide feedback to the Principal for Annual School Report.

**LEADERS:**

Principal and staff will strengthen relationships within the local community of schools through Pre-school visits, open days, and inviting community to school events.

**PROCESS**

- **Community Engagement Project**
  Community members are welcomed as volunteers, helpers, sponsors and leaders and invited to share their expertise and experiences in support of curriculum delivery.

  Communication of school events highlights success, is positive and up to date.

  Local businesses sponsor school initiatives.

- **Transition to School Project**
  Relationships with local pre-schools is strengthened through presentations to parents, open days, student excursions and buddy programs.

**PRODUCTS AND PRACTICES**

**Product:**

- Increased local community and businesses actively support innovative programs.
- Community use of school facilities is increased and funds are allocated to school improvement projects.

**Practice:**

- Transition to school, open day Term 2 each year to showcase school achievements.

**Evaluation plan:**

Responses to school surveys indicate 90% of parents respond positively.

Relationships with community of schools, community and business sector is ongoing and sustained.

Monitor the participation of parents in supporting student learning in classrooms.

Annual survey of community to evaluate progress.

**IMPROVEMENT MEASURE/S**

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