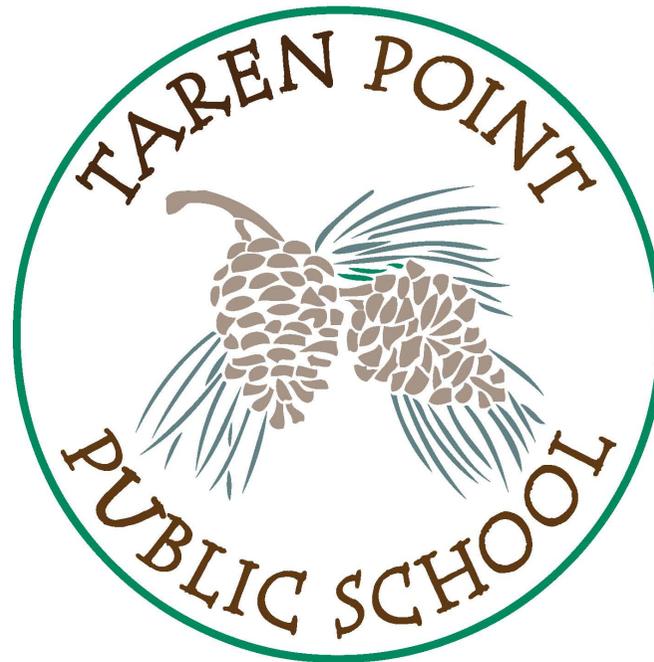


School plan 2018-2020

Taren Point Public School 3168



School background 2018–2020

School vision statement

At Taren Point Public School we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to 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, confident and creative lifelong learners.

School context

Taren Point Public School operates in a culture of inclusiveness, where strong student welfare programs and an inherent feeling of partnership within the school community, creates a dynamic and caring environment conducive to student learning. 49% of our students have a Language Background other than English, and we are proud that our school is both culturally sensitive and responsive to student and community needs.

The staff of Taren Point is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point Public School we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

School planning process

All stakeholders in our community were consulted and allowed to give feedback on the future direction of the school.

Students in Years 3 to 6 completed an online survey on what they felt the school was doing well and where it could improve. The students were also asked what the school should include in teaching programs over the next three years.

Teaching staff and SASS provided information on where the future directions of the school and areas that the school can improve in.

The school community completed a survey to give feedback on the vision for the school, what they felt the school was doing well, where we can improve and future directions. In addition to the survey, a community drop in session was held and all parents were invited to attend. This meeting allowed parents to discuss areas and suggest ideas to include in the school 3 year plan. After the data was collected and was analysed, two broad areas were clearly identified as possible strategic directions. The teaching staff then defined how these strategic directions could be implemented.

The strategic directions show how Taren Point Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles and passion for knowledge and understanding.

Underlying the Taren Point Public School plan is the professional development of teachers. In providing teachers with the expertise to competently implement teaching practices we are preparing children for a future defined by technology, creativity and open ended thinking.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, enabling students to become self-directed learners.



STRATEGIC DIRECTION 2

Wellbeing and Community Connections

Purpose:

To establish a culture of engagement, collaborative learning processes and facilitating meaningful partnerships with the wider community that result in positive academic and wellbeing outcomes for students.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, enabling students to become self-directed learners.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Staff integrate formative assessment techniques into their teaching practice measured through teacher programs, classroom observations and student work samples.

Increased opportunities for students to participate in learning that facilitate their skills to think critically and creatively.

People

Students

Actively participate in engaging, authentic and challenging curriculum and are responsible for understanding their personal learning goals.

Staff

Develop skills to plan and implement sustained, sequential and differentiated learning activities. They apply their knowledge of formative assessment to assess student understanding and progress towards outcomes in order to evaluate the effectiveness of their teaching.

Leaders

Coordinate appropriate, meaningful and targeted professional development for teachers

Parents/Carers

Develop high expectations of student success and increase their understanding of current pedagogy and how to support students learning at home and at school.

Community Partners

Strengthen community partnerships in the delivery of quality teaching programs within the school.

Processes

Formative Assessment

Implement formative assessment strategies using data, evidence and quality assessment tasks to inform teaching programs and the collaborative planning of learning goals for all students.

Data and Assessment

Learning is data driven and based on assessment and learning progressions to enable differentiation and targeted teaching experiences in which all students are highly engaged.

Professional Learning

Implement professional learning to develop skills and knowledge of literacy and numeracy teaching practices and the teaching of critical and creative thinking skills.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Meeting minutes reflecting professional dialogue around collected internal and external data and implications for classroom practice
- Feedback from staff, student and parent surveys on curriculum and program implementation – TTFM surveys.
- Teaching and learning programs
- Accomplishment of student personal learning goals

Practices and Products

Practices

Learning intentions, success criteria, self-evaluation, peer/teacher feedback and assessment practices are visible in learning activities, supporting students to analyse their progress, reflect on their successes and plan future learning.

Staff use data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Professional learning informs teaching practice with an explicit whole school approach to the teaching of literacy, numeracy and critical and creative thinking skills.

Products

Learning experiences in literacy and numeracy are differentiated to support individual needs in order to maximise learning achievement.

Structures and processes are in place to collaboratively plan and deliver explicit teaching in literacy and numeracy using evidence informed pedagogy.

Formative assessment strategies are embedded into learning activities supporting students to set high expectations for learning, reflect on their achievement and engage with feedback.

Strategic Direction 2: Wellbeing and Community Connections

Purpose

To establish a culture of engagement, collaborative learning processes and facilitating meaningful partnerships with the wider community that result in positive academic and wellbeing outcomes for students.

Improvement Measures

Improved levels of student wellbeing and engagement.

Increased levels of connectedness and participation in school decision making by students, staff and community

People

Students

Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Staff

Understand the principles underlining the school's student wellbeing practices and will operate in collaborative and innovative ways, reinforcing expected PBL behaviours to value and care for students as individuals.

Leaders

Monitor and support the wellbeing of staff and students to create a harmonious and respectful school.

Parents/Carers

Parents support the school to foster a culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

Processes

Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive.

Community Connections

Collaborative partnerships are built with parents, communities and other organisations to support and develop students in our school community.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Teacher evaluations of wellbeing program and analysis of data from surveys to identify future direction
- Wellbeing Self-Assessment tool
- Student welfare data
- Community evaluation of school progress

Practices and Products

Practices

A common language around behaviour, values and social and emotional learning is used by staff, students and parents and is embedded within the school culture.

Staff, students and the community will have increased opportunities to contribute to the efficiency and effectiveness of the school.

Products

Positive, respectful relationships are evident and widespread among student and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

All stakeholders share responsibility for student learning and success.