

School plan 2015-2017

Telegraph Point Public School 3176



School background 2015–2017

School vision statement

Our school community believes in a whole child approach to education that supports the cognitive, emotional, social and physical wellbeing of all students.

We empower all students to realise their potential and become confident, resilient, creative, active and informed citizens in a complex and changing world.

School context

Telegraph Point Public School is a small school situated alongside the Wilson River approximately 22km north of Port Macquarie on the mid–north coast of NSW. The school enjoys strong support from the local community and has seen an increase in enrolments since 2014. Students are drawn from the surrounding areas of Telegraph Point, Blackman's Point, Pembroke and Kundabung. The school environment includes well–resourced, air–conditioned classrooms set in large picturesque grounds.

At the commencement of 2016, the enrolment was 108 students with 8% identifying as Aboriginal. School funding for socio–economic background is based on a Family Occupation and Education Index (FOEI) of 98.

The school has an excellent reputation for providing high quality educational opportunities for all students in academic, cultural, sporting and social aspects. A wide range of programs and initiatives cater for the diverse needs, skills and interests of students. Technology is a priority to cater for our 21st century learners. Interactive whiteboards and computers are available in all rooms in addition to an interactive classroom for videoconferencing and a computer room furnished with 30 computers for whole class tuition and access.

Our teachers are highly dedicated professionals who are committed to ongoing professional learning as they strive for best teaching practice in all classrooms. They put the needs and wellbeing of students at the forefront of all decisions and go 'above and beyond' in providing so many opportunities for children to experience success in all endeavours.

We acknowledge and focus on respect, cooperation and safety as the core values of our school. These values, together with our school rules, are the foundation of our behaviour management policy. Assertive discipline encourages students to take responsibility for their behaviour and promotes positive behavioural choices, ensuring a safe and happy environment for all members of the school community.

School planning process

The development of the Telegraph Public School Plan 2015–2017 has involved consultation and collaboration between staff, students and parents.

In 2014, focus groups of parents, students and staff were consulted as part of the school evaluation process. Strengths and areas for improvement were identified and strategies for future improvement were noted.

The school staff conducted a planning session on School Development Day 5 at the end of Term 4, 2014. This session focussed on the development of the school vision and strategic directions.

Parents were invited to contribute their ideas on the school vision and strategic directions through a focus group meeting. The P&C Association was also consulted on these areas of the school plan.

During Term 1 2015, school leaders attending further professional learning on the school planning process with DEC personnel. Staff continued to develop and refine the 5P components of the plan in weekly meetings.

Examination of the following documents has informed the development of the school plan:

- Melbourne Declaration on Educational Goals for Young Australians
- Creating Futures Together 2015–2017
- School Excellence Framework
- Performance and Development Framework

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School context

The Parents and Citizens Association is very active in their fundraising efforts which contribute to the best possible facilities, resources and opportunities for the students. Telegraph Point Public School is a proud member of the Hastings Valley Community of Schools.

School planning process

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

A learning environment which will inspire, challenge and engage all students

Purpose:

To provide high quality teaching and learning programs which ensure that learning is personalised and differentiated for all students.

To provide student learning experiences that result in the development of students' abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

STRATEGIC DIRECTION 2

A culture of innovation, collaborative practice and shared leadership

Purpose:

To build the capacity of staff and empower leadership through ongoing and relevant professional learning, a collaborative approach to decision-making and the implementation of consistent systems and practices.

STRATEGIC DIRECTION 3

Community engagement and participation

Purpose:

To build stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of students.

Strategic Direction 1: A learning environment which will inspire, challenge and engage all students

Purpose

To provide high quality teaching and learning programs which ensure that learning is personalised and differentiated for all students.

To provide student learning experiences that result in the development of students' abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

Improvement Measures

All students other than those identified for additional LaST support are meeting or exceeding expected growth in literacy and numeracy as measured on the continuums.

Students with specific learning needs will achieve the goals indicated in their ILPS and PLPs.

All 2015 Year 3 students will achieve at or above expected growth in literacy and numeracy when in Year 5 2017.

Aboriginal students will achieve equal to or greater than expected growth in Year 5 NAPLAN in Reading and Numeracy.

People

Students

Develop the capabilities of our students to analyse their overall learning progress and performance, to make informed judgements about their successes and next steps in their learning.

Engage in 21st century learning with a focus on critical and creative thinking, collaboration and problem solving

Staff

Develop staff capabilities to effectively deliver teaching and learning characterised by high interest, high engagement, differentiation and quality feedback for the full range of learners.

Parents/Carers

Develop an understanding of differentiated learning and actively support their children in the achievement of their learning goals.

Leaders

Provide effective and relevant professional learning.

Support staff to develop systems for monitoring and tracking of student achievement

Processes

Feedback

Develop staff and student skills in the provision of explicit criteria for learning, and specific and timely formative feedback.

Analysis of Student Performance Data

Build staff capacity to collect, analyse and report on internal and external student and school performance data.

Evaluation Plan

Tell Them From Me surveys – students, parents & staff

Focus Groups – parents, staff and students

Literacy and Numeracy Continuum data

Student self-assessment against learning goals

Practices and Products

Practices

Students reflect and report on the achievement of their own learning goals in literacy and numeracy. They demonstrate confidence as learners and map their progress against their learning goals.

By 2017 all teachers can accurately assess and plot student achievement against the literacy/numeracy continuums each term.

Analysis of internal and external student performance data supports early intervention strategies and differentiation within classroom teaching and learning programs as well as targeted support through LST.

Products

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Aboriginal students achieve equal to or above expected growth in NAPLAN Reading and Numeracy.

Strategic Direction 2: A culture of innovation, collaborative practice and shared leadership

Purpose

To build the capacity of staff and empower leadership through ongoing and relevant professional learning, a collaborative approach to decision-making and the implementation of consistent systems and practices.

Improvement Measures

All teachers, non-teachers and leaders demonstrate responsibility for their professional growth through successful implementation of the performance and development cycle evidenced by:

- Identification of professional goals and required professional learning
- Implementation of strategies, collation of evidence, and ongoing reflection and refinement
- Self-assessment and annual review

Feedback from stakeholders demonstrates an increasing level of satisfaction with the school performance.

People

Leaders

Provide the learning conditions to facilitate teacher collaboration and improved practice, and to ensure high standards

Provide opportunities for staff to lead programs and initiatives

Staff

Understand and meet the National Teacher Standards and seek accreditation through BOSTES where appropriate.

Develop the confidence and skills to collaborate with, observe and provide feedback to their colleagues

Build understanding of a range of technology applications and tools for teacher and student use.

Parents/Carers

Parents will through formal and informal communications, better understand the teacher professional learning priorities and the implications for the classroom.

Processes

Collaborative Practice

Teachers collaborate to observe and provide collegial feedback to improve teaching practice.

Effective Systems

Design systems that encourage teacher and non-teacher improvement including Performance and Development process, accreditation, time for collaboration, peer review, lesson study and feedback. Resources will be allocated accordingly.

Evaluation Plan

We will seek feedback from stakeholders (parents, students, staff, community) on the performance of the school.

Teachers will document the achievement of their learning goals and the level of satisfaction with their teaching practice.

Practices and Products

Practices

Professional learning and development meetings are scheduled each term for collaborative planning, consistency of teacher judgement and reflective practice.

The annual performance and development cycle including documentation of observations and feedback is normal practice.

Products

All teachers and leaders will have a Performance and Development Plan that aligns professional goals to school plans and the Australian Professional Standards for Teachers. Non-teaching staff fulfil requirements for Performance and Development.

Teacher and school leader feedback and reflection on their own performance, growth and development will document an improvement in classroom practice.

Tell Them From Me survey results and focus group feedback will demonstrate increasing levels of satisfaction with the performance of the school.

Strategic Direction 3: Community engagement and participation

Purpose

To build stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of students.

Improvement Measures

All parents who regularly attend P&C meetings demonstrate clear understanding of three-year strategic directions, annual milestone projects and budgets that support key initiatives.

Survey feedback from students, parents and staff demonstrates a high level of satisfaction with home-school partnerships and communication

People

Students

Engage students in being a focussed quality learner in the class and home environments

Students will interact appropriately with parents and community members and respond positively to parent-school interaction

Staff

Develop positive rapport with students and parents to facilitate open communication, effective listening and valuing of contributions

Parents/Carers

Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school

Community Partners

Build partnerships with the broader community to provide additional leaning opportunities, and share expertise, knowledge and skills

Processes

Analysis of Student Performance Data

School analysis of student performance data is provided to the community on a regular basis. The school leadership team engages the school community in reflecting on student performance data.

School Profile

Build the profile of the school within the community through technology, communication and involvement in community events and groups including the Hastings Valley Community of Schools. Promote an appreciation and understanding of the role the school plays in the local community.

Partnerships in Learning

Clearly communicate current pedagogy and understanding of syllabus content through a variety of modes including:

- formal and informal meetings
- newsletters
- notes
- assemblies

Evaluation Plan

Community Satisfaction and Tell Them From Me Surveys – students, parents, staff

Level of parent access of school website and School ENews

Practices and Products

Practices

The school website is regularly updated to incorporate current and relevant information including the weekly newsletter, notes, calendar items and photographs of school events.

All newsletters and notes are uploaded to School Enews, providing digital access for families.

School news is included in monthly editions of the Community News which is distributed to the broader community.

Focus groups of students, parents and staff ensure all stakeholders are consulted regarding school evaluation and planning process.

Products

Parents actively engage with the school and contribute to school decision making through:

- attendance at P&C meetings
- participation in focus groups to support school evaluation and planning processes
- high completion rate of school surveys
- strong patronage of school events
- high levels of attendance at curriculum and parent information sessions
- attendance at parent / teacher conferences as part of the student reporting process and contribute in the process of appropriate feedback

Parents who regularly attend P&C

Strategic Direction 3: Community engagement and participation

Improvement Measures

People

Processes

Practices and Products

meetings demonstrate clear understanding of three-year strategic directions, annual milestone projects and budgets that support key initiatives.

Increased access of the school website and School Enews.