School plan 2018-2020

Telegraph Point Public School 3176

Telegraph Point Public School 3176 (2018-2020)

School background 2018–2020

School vision statement

Our school community promotes equity and excellence and is committed to supporting the cognitive, emotional, social and physical wellbeing of all students.

We empower all students to become successful learners and 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. Students are drawn from the surrounding areas of Telegraph Point, Blackman's Point, Pembrooke and Kundabung. The school environment includes well–resourced, air–conditioned classrooms set in large picturesque grounds.

At the commencement of 2018, the enrolment was 106 students with 10% 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.

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 centre of all decisions and provide many additional 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.

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

The development of the Telegraph Public School Plan 2018–2020 has involved consultation and collaboration between staff, students and parents.

In Term 3 2017, focus groups of parents and students were consulted as part of the school evaluation process. Parents, students and staff provided feedback through the completion of the Tell Them From Me surveys. Strengths and areas for improvement were identified and strategies for future improvement were noted. School leaders attend further professional learning on the school planning process with Departmental personnel.

The school staff conducted planning sessions during Term 4 to review the school vision and develop the strategic directions. The P&C Association was also consulted on these areas of the school plan. Staff continued to develop and refine the 5P components of the plan in weekly meetings.

The school vision and strategic directions were shared with the school community via the newsletter and P&C Association meetings.

The final draft of the School Plan was tabled and endorsed by the P&C and school staff at the P&C Annual General Meeting held on Monday 12 March, 2018.

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

- Melbourne Declaration on Educational Goals for Young Australians
- DoE Strategic Plan 2018–2020 (Draft)
- School Excellence Framework – version 2
- The Wellbeing Framework for Schools

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Dynamic teaching and learning practices

STRATEGIC DIRECTION 2
21st Century Learning

Purpose:

To promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies.

Purpose:

To provide students with opportunities to become successful, engaged digital citizens of the 21st century through the provision of authentic learning challenges that foster curiosity, confidence, innovation, creativity, persistence and cooperation.

Telegraph Point Public School 3176 (2018-2020)

Strategic Direction 1: Dynamic teaching and learning practices

Purpose

To promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies.

Improvement Measures

All students will achieve equal to or above expected growth from Year 3 to Year 5 in NAPLAN Reading and Numeracy.

All students, other than those with specific learning needs identified in ILPs, are meeting or exceeding expected growth in reading, writing and numeracy as measured on the learning progressions.

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

Increased proportion of all students (and proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy.

Teacher reflection and survey responses indicate an increase in the provision and quality of learning goals, success criteria and explicit feedback to students

Student survey responses indicate that learning intentions, success criteria and teacher feedback supports them to reflect and report on their learning.

People

Students

Students analyse their overall learning progress and performance, to make informed judgements about their successes and plan the next steps in their learning. They demonstrate a growth mindset to strive toward and achieve meaningful goals.

Staff

Value the importance of consistent and informed evaluation of student work which is tied to quality feedback. They engage in professional learning opportunities that focus on improving pedagogy with a focus on visible learning.

Have an understanding of, and apply, assessment for, as and of learning that determines student achievement and teacher effectiveness.

All staff develop assessment capable learners through the collaborative delivery of learning intentions and success criteria.

Parents/Carers

Enhanced parent connectedness to student learning. Parents understand what their children are learning and the expected outcomes and are able to support their learning at home.

Leaders

Support teachers by modelling, implementing, mentoring and leading evidence–based best practice.

Processes

Visible Learning and Teaching

Teachers engage in professional learning to deepen understanding of the research of John Hattie and Carol Dweck around Visible Learning and Growth Mindset. Collaborative practice supports implementation of best practice based on this research.

Feedback

Develop a school culture where feedback is welcomed and valued and students are encouraged to actively seek feedback from their teacher and peers.

Teachers engage in professional learning about effective feedback and how they can get the greatest impact from the feedback that they give. Students are taught how to deliver feedback to teachers to gauge the effectiveness of learning experiences.

Assessment

Teachers understand and implement a range of assessment practices based on assessment for, as and of learning to monitor, plan and report on student learning.

Evaluation Plan

- Learning walks
- Classroom observations
- Teaching & learning programs
- Student focus groups
- Surveys – students, parents & teachers

Practices and Products

Practices

Visible Learning and Teaching

Students reflect and report on the achievement of their own learning goals. They can articulate their learning and understand what they need to learn next to enable continuous improvement.

Feedback

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Assessment

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Three–way conferences between students, parents and teachers to discuss and celebrate student learning will be embedded practice. Students demonstrate evidence of, and responsibility for, their learning. Parents have increased understanding of their child's learning.

Products

Visible Learning and Teaching

Teaching and learning programs include learning goals and success criteria as evidenced by: supervision and monitoring

Strategic Direction 1: Dynamic teaching and learning practices

Practices and Products

of class programs; classroom observations; learning walks; data walls; classroom displays.

Feedback

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Assessment

Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Strategic Direction 2: 21st Century Learning

Purpose

To provide students with opportunities to become successful, engaged digital citizens of the 21st century through the provision of authentic learning challenges that foster curiosity, confidence, innovation, creativity, persistence and cooperation.

Improvement Measures

Students demonstrate ICT skills and capabilities appropriate to, or above, their stage level.

Teacher reflection indicates increased capacity and confidence in the explicit teaching, assessing and reporting of learning and innovation skills through professional learning and collaborative practice.

Student survey responses and focus group feedback indicates increased engagement, confidence and skills in learning and innovation skills.

People

Students

Develop practices to act safely and respectfully when engaging online.

Students will be explicitly taught 21st century learning skills and capabilities in order to:

- demonstrate self–direction and collaboration in learning
- be creative and critical thinkers
- be risk–takers and problem solvers

Staff

Increase capacity and confidence in the explicit teaching, assessing and reporting of learning and innovation skills through professional learning and collaborative practice.

Parents/Carers

Enhanced parent understanding of ICT and learning and innovation skills and the relevance for 21st century learners.

Leaders

Facilitate training to build the capacity and confidence of staff to integrate ICT and learning and innovation skills into teaching and learning programs.

Access the expertise of community partners including Hastings Secondary College and TAFE.

Processes

ICT

Explicit teaching and learning of ICT skills and capabilities..

Learning and Innovation Skills

21st century skills and capabilities, encompassing communication, collaboration, creativity and critical thinking, enable students to engage in future focussed learning opportunities including:

- STEM
- Thinking skills and tools
- Project–based learning
- Movie making
- Digital technologies such as coding and robotics

Evaluation Plan

Teacher feedback and reflection

Observation of student engagement

Parent surveys

Student surveys & focus groups

Internal assessment data

Practices and Products

Practices

ICT

Students demonstrate skills and understandings in managing and operating ICT to investigate, create and communicate.

Students demonstrate the safe and respectful behaviours when using technology and engaging online.

Teachers use technology effectively to enhance teaching and learning.

Learning and Innovation Skills

Teachers select and apply effective teaching strategies to develop knowledge, skills, problem–solving, and critical and creative thinking.

Students demonstrate enhanced skills in self–direction; communication; collaboration; and creative and critical thinking.

Products

ICT

Technology is accessible to staff and students.

School scope and sequence outlines teaching of ICT skills K–6.

Teaching and learning programs show evidence of implementation of skills as per scope and sequence.

Learning and Innovation Skills

Strategic Direction 2: 21st Century Learning

Practices and Products

Outcomes of the Australian Curriculum: Digital Technologies will be embedded into teaching and learning programs.

Students demonstrate their learning to their peers and parents through involvement in project–based learning presentations.