

School plan 2018-2020

Toormina Public School 4506



School background 2018–2020

School vision statement

Toormina Public School is recognised across the community as a school of excellence in learning and leading through innovative evidence-based teaching practices.

We encourage and facilitate a collaborative and inclusive community where we are challenged to be critical thinkers, and creative, confident citizens in an engaging learning environment.

Our community highly values its students, staff and families as learners, leaders and partners in the education of every child.

School context

Toormina Public School is on the Mid North Coast of New South Wales. There are 256 students, 46 of whom identify as Aboriginal. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment.

All staff members are at the proficient level of accreditation with current Working With Children Checks. One staff member is engaging with the Australian Professional Teaching Standards to achieve proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, it offers excellence in creative and performing arts with a tiered music room, a regional opportunity class for teaching gifted and talented students, a dedicated focus on literacy and numeracy and a climate that provides a foundation for lifelong learning and pastoral care. Quality teaching and learning is a major focus within the school.

The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K–3 to monitor and support teachers and students in improved literacy and numeracy.

School planning process

During 2017, staff and community were sent feedback forms within the newsletter and at school events for parents and community to share their opinions and provide the school with their vision about where they wanted the school to make improvement and change.

Parents and community were also invited to attend community meetings to discuss their opinions with the school principal and staff. Surveys were distributed at community events such as Education Week and Grandparents Day to build survey engagement.

Students were also consulted and surveyed on their interests and needs to support their learning.

Consultation was sought from the Principal School Leadership officer at a staff meeting to identify areas of development and data-driven goals based on External School Evaluation. Once the strategic directions were formed, parents and staff were invited to provide feedback.

In 2017, all teaching staff contributed to an evaluation process for future-focused planning. The whole school team worked with Pat Cavanagh, Principal School Leadership on completing the logic model. This further informed strategic changes to the plan for 2018–2020.

Prior to publication, staff and executive regularly review this plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Learning and
Engagement

Purpose:

To implement a strategic and planned approach to develop whole school processes and quality practices that support the wellbeing of all students. Students will be engaged in learning so that every student will develop growth in literacy and numeracy.



**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

To improve teaching practice through high quality, evidence-based professional learning, quality analysis of data and the provision of feedback on teaching practices.



**STRATEGIC
DIRECTION 3**
Quality Leadership

Purpose:

Through collaborative practice, we will establish a professional learning community focused on instructional leadership for continuous improvement. A culture of evidence-based teaching and learning will lead to measurable improvement in learning outcomes for all students, including decreasing any achievement gap.

Strategic Direction 1: Quality Learning and Engagement

Purpose

To implement a strategic and planned approach to develop whole school processes and quality practices that support the wellbeing of all students. Students will be engaged in learning so that every student will develop growth in literacy and numeracy.

Improvement Measures

Reduce suspensions by 10% each year.

Increase NAPLAN writing growth by 10% each year.

Increase the proportion of students achieving proficiency in NAPLAN/PLAN2 for reading and numeracy by 10% each year.

People

Students

Attend school regularly, follow school Positive Behaviour for Learning (PBL) expectations and actively engage in their learning.

Actively involved in the writing process, creating quality texts and using personal learning goals.

Staff

Incorporate the Wellbeing Framework and PBL mindset into classroom teaching.

Implement evidence-based literacy and numeracy practices in class programs with a focus on writing.

Analyse student writing data to support students with their learning goals in writing using consistent teacher judgement.

Leaders

Support staff in implementing PBL/Wellbeing practices in classrooms.

Provide professional learning in evidence-based writing practices to support teacher programming and

Parents/Carers

Collaborate with teachers to support student learning and behaviour.

Participate and support literacy programs within the school and at home.

Processes

Embed PBL and the Wellbeing Framework into classroom practice to promote students' cognitive, physical, social and emotional wellbeing.

Implement effective writing processes to engage and challenge students in their learning with personal learning goals.

Collaboratively analyse student progress and achievement data to inform practice and provide meaningful feedback to students in literacy and numeracy.

Evaluation Plan

Analysis of behaviours entered onto Sentral.

Analysis of teaching programs for student data to inform student learning needs and show student growth.

Reviewing ILPs developed in consultation with parents.

Analysis of student progress with PLAN2 and NAPLAN data.

Practices and Products

Practices

All students demonstrate positive, respectful relationships.

All teachers use the positive language of PBL in all teaching strategies

Regular analysis of PBL reflection data is shared by staff.

All students follow PBL expectations.

Every three weeks, student PBL certificates provided to students and parents.

Teachers have high expectations of students' writing and challenge students to improve.

Students' writing progress is monitored.

Teachers provide explicit feedback to students based on students' learning goals.

Products

School-wide collective efficacy for student achievement, writing growth and PBL.

Student write and track own goals.

Impact wall shows student growth in the Professional Learning Room.

Updated Student Wellbeing and Discipline School Procedures document developed.

Every student achieves expected growth every year.

Teaching and learning programs are dynamic, showing evidence of revision and based on student learning needs

Strategic Direction 2: Quality Teaching

Purpose

To improve teaching practice through high quality, evidence-based professional learning, quality analysis of data and the provision of feedback on teaching practices.

Improvement Measures

All teachers develop high-quality, evidence-based teaching programs linked to analysis of student data.

100% of teaching staff use learning sprints.

All teachers are supported with regular effective feedback on their performance in relation to the Australian Teaching Standards.

People

Students

Take responsibility and have high expectations for their learning.

Staff

Implement effective evidence-based teaching programs.

Collaborate to enhance teaching and learning.

Engage with learning sprints.

Provide effective feedback.

Leaders

Introduce, structure and provide professional learning to implement learning sprints for all teaching staff.

Give effective feedback on teacher performance in relation to the Australian Teaching Standards.

Parents/Carers

Engage in substantive communications with teachers and other staff to support their child's learning and increase their own knowledge base.

Processes

Develop collaborative teaching teams to implement evidence-based, effective teaching strategies to optimise student learning progress through learning sprints.

Regular use of school wide data from a full range of assessment strategies to identify student achievement and progress and reflect on teaching effectiveness.

Monitor and support teaching staff to maintain and develop their professional teaching standards at Proficient or Highly Accomplished levels of accreditation.

Evaluation Plan

Co-planning and teacher observations during collaborative teaching teams and learning sprints.

Identification of goals in PDP relating to Australian Professional Standards for Teachers.

Impact Walls as evidence of student improvement during targeted learning sprints.

Practices and Products

Practices

All teachers analyse data every five weeks to improve literacy/numeracy teaching.

Leaders support teachers in data analysis and research-based professional learning to implement quality teaching practices.

Leaders provide systematic feedback against the Australian teaching standards to support accreditation processes.

Teachers work collaboratively to implement explicit teaching programs in reading, writing and numeracy.

All teachers track and support student aspirational learning goals.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas.

All teaching staff lead individual learning sprints to improve their own practice and the practice of colleagues with reflective practices and constructive feedback.

Products

Teaching programs show evidence of research-based, effective strategies.

Teachers track student data to improve student learning outcomes in writing.

Staff use professional teaching standards and student data to guide practice, programming and track own learning.

All classes use Impact Walls to show student growth in writing in relation to learning sprints.

Strategic Direction 3: Quality Leadership

Purpose

Through collaborative practice, we will establish a professional learning community focused on instructional leadership for continuous improvement. A culture of evidence-based teaching and learning will lead to measurable improvement in learning outcomes for all students, including decreasing any achievement gap.

Improvement Measures

Instructional leaders implement reflective practice for all teachers through learning sprints to improve teaching and learning outcomes for students.

Professional learning is coordinated and tracked for all staff and linked to the Australian Professional Standards for Teachers at Proficient as well as Highly Accomplished levels to support teacher aspirations.

Over 90% parent satisfaction of quality teaching and leadership in the school is evident.

People

Students

Develop language skills so they can articulate what they are learning and why that learning matters.

Staff

Develop mentoring and coaching in the implementation of effective evidence-based teaching and learning in literacy and numeracy and provide quality feedback.

Aspirational teachers will assume responsibility to work towards highly

Leaders

Research, establish and implement systems and processes of instructional leadership designed to ensure measurable improvement of student learning.

Link feedback and professional learning to Australian professional standards for teachers.

Parents/Carers

Parents and community will recognise our school as having high expectations and effectively catering for students needs in our school.

Processes

Instructional leaders lead evidenced based initiatives to improve student outcomes and decrease gaps in student achievement.

Targeted professional learning, dialogue and feedback for continuous improvement and high performance.

Implement enrichment opportunities in response to community interest so every student is engaged and challenged in their creativity.

Evaluation Plan

Analysis of systems for instructional leadership in school

Analysis of Educational Leadership against the School Excellence Framework

Tell Them From Me survey results

People Matter Survey

Staff performance and development plan self-assessments and annual reviews

Tracking of professional learning against the Australian teaching standards at proficient and highly accomplished.

Practices and Products

Practices

Staff engage in professional learning on effective instructional leadership.

Staff engage in effective professional learning to target school learning needs.

The school culture is embedded with high expectations and best practice.

Processes are developed to ensure teachers self reflect and reflect on practice with a colleague and supervisor.

Parents with interest and skill in particular areas assist in enrichment groups.

Products

All teachers are focused on continuous improvement of teaching and learning in relation to School Excellence Framework and Australian Teaching Standards.

Instructional leadership is used to facilitate whole school improvement to build leadership capabilities.

Parent participation in school-based activities will increase with stronger collaboration with the school to support the continuity of learning for all students

Enhanced instructional leadership across the school.