2012 – 2014 School Plan – Tomaree Public School

Students achieving lower bands are supported to achieve relevant stage outcomes in numeracy.

Students achieving higher bands are encouraged and supported to reach their full potential in numeracy.

Consistency in teacher judgement in assessment and reporting is evident.

The wellbeing needs of individual students are supported

Leadership is developed throughout the school through Student Council, School Executive, Opportunities for Year 5/6

Differentiated Quality Teaching programs are implemented to meet individual student needs

Class teachers better cater for the individual academic, behaviour, social and physical needs of students.

Student engagement in ICT supports achievement of relevant stage outcomes

Professional learning supports staff in delivering quality teaching in ICT.

The community is engaged and more aware of the role of ICT in teaching and learning

Levels of literacy achievement for every student are increased.

Effective whole school strategies for teaching, learning and assessment in literacy are implemented.

Effective assessment strategies inform teaching and learning

Quality class programs for literacy that integrate ICT and Ab Ed perspectives and effectively differentiated learning are provided by every teacher.

Iterations 2013

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| SCHOOL CONTEXT |
| Tomaree Public School has a population of 467 which includes 21 students in 3 Multicategorical Special Education classes, 7% LBOTE, 5.7% Aboriginal and 12% Defence. There is high mobility of students which is attributed to Defence movement, lifestyle and employment opportunities in a peninsula community. School enrolments fluctuate throughout the year, with a large growth experienced in 2011. Parents have high expectations and are actively involved in the school. The community is supportive of school programs and initiatives and has an active P&C which operates the school canteen and uniform shop through dedicated and committed volunteers.Tomaree has an ongoing focus on improvement in achievement of literacy and numeracy outcomes for all students. There is also a commitment to integration of ICT and Quality Teaching across all Key Learning Areas. School based assessment data supports ongoing improvement trends while the average progress for matched Students in Year 5 exceeds state percentages in Reading and Numeracy, with growth in boys in Numeracy significantly exceeding State levels. Growth in Spelling and Punctuation and Grammar is only slightly below state percentages. Our challenge over the next three years will be to move our children from the Middle bands to the top bands in NAPLAN. The schools focus on differentiated learning in classrooms and assessment and tracking of data will have a significant impact on Teacher Professional Learning over the next three years.The school regularly reviews all welfare practices and in 2011 implemented a whole school program to improve the social and emotional wellbeing of students. The school values and beliefs which were identified and ratified by student council, staff and community members in 2007 remain a basis for all behaviour management and student welfare in our school. Tomaree Public School enjoys the benefits of a shared site with Tomaree High School and TAFE to provide opportunities for students through middle school and extension programs in selected curriculum areas and improved access to a variety of resources and technology which enhance engagement and outcomes for students. |
| SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S |
| 1. Literacy
2. Numeracy
3. ICT
4. Learning Support and Engagement
5. Student Welfare
 | * Levels of literacy achievement for every student are increased.
* Effective whole school strategies for teaching, learning and assessment in literacy are implemented.
* Effective assessment strategies inform teaching and learning
* Quality class programs for literacy that integrate ICT and Aboriginal Education perspectives and effectively differentiated learning are provided by every teacher.
* Students achieving lower bands are supported to achieve relevant stage outcomes in numeracy.
* Students achieving higher bands are encouraged and supported to reach their full potential in numeracy.
* Consistency in teacher judgement in assessment and reporting is evident.
* Student engagement in ICT supports achievement of relevant stage outcomes
* Professional learning supports staff in delivering quality teaching in ICT.
* The community is engaged and more aware of the role of ICT in teaching and learning
* The well being needs of individual students are supported
* Student Leadership is developed throughout the school through Student Council, Student Executive and Years 5 & 6 opportunities.
* Differentiated Quality Teaching programs are implemented to meet individual student needs
* The individual academic, behavioural, social and physical needs of students are effectively catered for by classroom teachers.
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| Targets  |
| * By the end of 2014, 75% of all students will achieve stage appropriate outcomes or higher according to school data.
* In 2014, 65% of Year 3 students will achieve Band 4 or higher in NAPLAN and 58% of Year 5 students will achieve band 6 or higher in Reading.
* In 2014, the percentage of Year 3 and Year 5 students in the top two bands of NAPLAN will equal or better the state average in Writing.
* All K-2 students will be placed on the Literacy continuum with learning activities differentiated accordingly and years 3-6 staff will incorporate the Literacy continuum in programming for all aspects of English.
* All staff will be trained in the NSW syllabus for the Australian Curriculum in English in readiness for implementation in 2014.
* Increase the average percentage of Yr 3 and Yr 5 students in the top two performance bands for numeracy from 20.47% in year 3 to 21.47% and from 20.5% in year 5 to 21.5%
* 80% of the school population will achieve appropriate stage outcomes or higher according to school data by the end of 2014.
* All students in K-2 will be placed on the numeracy continuum with learning activities differentiated accordingly and staff in Years 3-6 will incorporate the numeracy continuum in programming for all aspects of Mathematics.
* All staff monitors and tracks some aspects of student progress and achievement electronically and incorporates ICT into assessment tasks.
* The percentage of staff who considers themselves confident and competent with ICT and its potential for assisting in meeting learning outcomes improves from 30% to 60%.
* All classes will develop and maintain a class page on the school website that is updated at least once a term.
* 95% of students begin to use ICT to present work samples and presentations across KLAs at their stage appropriate level.
* Increase the profile of student executive to ensure at least 60% of Stage 2 and 3 students can name four or more leaders
* 95% of students enjoy school life at Tomaree Public School.
* By the end of 2014, planning room referrals will be reduced by 5% from 672 to less than 638.
* By the end of 2014 all teachers will have evidence of curriculum differentiation in teaching and learning programs and practices reflecting student diversity and different learning styles
* By 2014 a comprehensive register of all students with additional learning needs and relevant learning and behaviour plans will be incorporated within all classroom programs and practices.
* By 2014 a coordinated and formalised support plan for students with additional needs will be fully implemented. Support staff will work in collaboration with classroom teachers for 90% of their allocated time.
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| PRINCIPAL’S SIGNATURE | SED ENDORSEMENT DATE |

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| SCHOOL IDENTIFIED PRIORITY - Literacy |
| OUTCOME/S | * Levels of literacy achievement for every student are increased.
* Effective whole school strategies for teaching, learning and assessment in literacy are implemented.
* Effective assessment strategies inform teaching and learning
* Quality class programs for literacy that integrate ICT and Aboriginal Education perspectives and effectively differentiated learning are provided by every teacher.
 | TARGET/S | * By the end of 2014, 75% of all students will achieve stage appropriate outcomes or higher according to school data.
* In 2014, 65% of Year 3 students will achieve Band 4 or higher in NAPLAN and 58% of Year 5 students will achieve band 6 or higher in Reading.
* In 2014, the percentage of Year 3 and Year 5 students in the top two bands of NAPLAN will equal or better the state average in Writing.
* All K-2 students will be placed on the Literacy continuum with learning activities differentiated accordingly and years 3-6 staff will incorporate the Literacy continuum in programming for all aspects of English.
* All staff will be trained in the NSW syllabus for the Australian Curriculum in English in readiness for implementation in 2014.
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| STRATEGIES |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Provide professional learning on the K-6 continuum and ongoing support for implementation, including programming.
* Extend tracking of students on the continuum across K-6
* Extend explicit teaching of the Super Six Comprehension strategies across K-6
* Continue to support the Tomaree Learning Community Writing Initiative
* Implement Probe Reading 3-6 as a means of diagnosing comprehension needs, support the explicit teaching of strategies and monitoring student progress.
* Provide support to identified students with specific literacy needs
* Investigate providing consistency across stages in specific aspects of literacy – eg. Spelling
* Raise the profile of literacy across the school by having more emphasis placed on special events like Book week, Spelling Bee
* Facilitate sharing of good practice in the teaching of literacy and provide opportunities for moderation of work samples to ensure consistency of CTJ
* Prepare teachers for the implementation of the new syllabus related to the Australian Curriculum.
 | 2012 | 2013 | 2114 | Exec and Literacy Focus teamK-6 staffyear 5/6 teachersExec and class teachersLiteracy Focus TeamLiteracy focus team and librarianExec and Literacy Focus teamExec and Literacy Focus team | TPL fundsResources copied and collated Literacy Team budgetSTLStage/ Staff meetingsTPL funds |

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| INDICATORS of Achievement | HOW WILL THEY BE MONITORED/MEASURED |
| * Increased proportion of lower performing students in Years 3 and 5 meeting minimum standards in Literacy
* Increased proportion of higher performing students in Years 3 and 5 achieving upper 2 bands in NAPLAN Literacy testing
* Evidence of increased percentage of students achieving stage appropriate outcomes or higher according to school data
* Every child will be placed on the continuum and this information passed on every year.
* Australian Curriculum being used for planning, programming, assessing and reporting in English by all teachers.
 | * NAPLAN data - Analysed when first available , then regularly revisited by stage /grade teams for ongoing teaching support
* School Data – Report breakdowns, probe/Benchmark data -Analysed and graphed each term – supervisors to review programs and assessment books
* Evidence of students plotted on the continuum to supervisors each term.
* Supervision of teaching programs through TARS.
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| SCHOOL IDENTIFIED PRIORITY - NUMERACY |
| OUTCOME/S | * Students achieving lower bands are supported to achieve relevant stage outcomes in numeracy.
* Students achieving higher bands are encouraged and supported to reach their full potential in numeracy.
* Consistency in teacher judgement in assessment and reporting is evident.
 | TARGET/S | * Increase the average percentage of Yr 3 and Yr 5 students in the top two performance bands for numeracy from 20.47% in year 3 to 21.47% and from 20.5% in year 5 to 21.5%
* 80% of the school population will achieve appropriate stage outcomes or higher according to school data by the end of 2014.
* All students in K-2 will be placed on the numeracy continuum with learning activities differentiated accordingly and staff in Years 3-6 will incorporate the numeracy continuum in programming for all aspects of Mathematics.
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| STRATEGIES |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Facilitate sharing good practice in the teaching of numeracy, particularly CTJ.
* Ensure teachers have access to good training to enable them to meet the needs of all of their students in numeracy development.
* Prepare teachers for the implementation of the new syllabus related to the implementation of the Australian Curriculum.
* Develop an individual numeracy plans for all students identified as achieving at or below minimum standard.
* Implement tracking of students’ numeracy progress on the K-6 numeracy continuum in Stage 2 initially, then in Stage 3, as a flow on from tracking being done in earlier stages.
* Investigate intervention programs such as ‘Taking Off With Numeracy’ and ‘Quick Smart’ numeracy to gauge their suitability for students at our school.
 | 2012 | 2013 | 2014 | Numeracy Focus TeamNumeracy Focus Team & PrincipalSchool Executive & Numeracy Focus TeamAll staff, including STLA & LS teamES1, S1 and S2 staff and school executive.Numeracy Focus team | Stage/staff meetingsTPL fundsStage/staff meetingsUse of any available additional RFF time.Teacher’s RFF timeNone required |

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| INDICATORS | HOW WILL THEY BE MONITORED/MEASURED |
| * Increased proportion of lowest performing students in Years 3 and 5 meeting minimum numeracy minimum standards in numeracy.
* Increased proportion of higher performing students in Years 3 and 5 achieving upper 2 bands in NAPLAN numeracy testing.
* Tracking strategies for numeracy (E.g. Best Start and Mathematics continuum) used extensively by all ES1, S1, S2 & S3 teachers.
* Quality assessment tasks and effective diagnostic tools for numeracy are developed and implemented in classroom programs
* Increased engagement of students in numeracy lessons is evident.
* Increased proportion of students achieving stage outcomes in semester reports.
 | * Analysis of NAPLAN numeracy results for 2012-14. Comparison to historical data from NAPLAN.
* Analysis of NAPLAN numeracy results for 2012-14. Comparison to historical data from NAPLAN.
* Supervisors monitor teachers’ documentation. Sharing sessions in stage groups for CTJ.
* Each stage to compile a collection of tasks that can be utilised for numeracy assessment.
* Student / teacher / parent surveys – start of each year & towards end of each year.
* Analysis of student’s achievement of stage outcomes in Semester 1 and Semester 2 reporting each year.
* Supervision of teaching programs through TARS.
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| SCHOOL IDENTIFIED PRIORITY - ICT |
| OUTCOME/S | * Student engagement in ICT supports achievement of relevant stage outcomes
* Professional learning supports staff in delivering quality teaching in ICT.
* The community is engaged and more aware of the role of ICT in teaching and learning
 | TARGET/S | * All staff will monitor and track some aspects of student progress and achievement electronically and incorporates ICT into assessment tasks.
* The percentage of staff who consider themselves confident and competent with ICT and its potential for assisting in meeting learning outcomes improves from 30% to 60%.
* All classes will develop and maintain a class page on the school website that is updated at least once a term.
* 95% of students begin to use ICT to present work samples and presentations across KLAs at their stage appropriate level.
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| STRATEGIES |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Provide professional learning on the K-6 ICT continuum and ongoing support for implementation, including programming.
* Review ICT policy involving whole school continuum.
* Support students to achieve relevant stage outcomes involving ICT through the use of continuum and providing opportunities for students to access ICT
* Incorporate ICT into assessment tasks
* Use ICT to engage and encourage students to become active learners.
* Provide ICT learning opportunities for students in ICT to demonstrate, exhibit and communicate their learning
* Use ICT to support student learning in key learning areas by linking to existing school initiatives. Eg blogs
* Create teaching/learning programs that include ICT skills and resources where appropriate and beneficial to student learning.
* Ensure timetabling and use of RFF program and CPT are effective and equitable to facilitate access to ICT learning opportunities
* ICT to be used to support different learning styles and meet the needs of all learners in the school. For example, use ICT to support differentiated learning.
* Provide in-school time for professional learning, collegial sharing, curriculum planning, and teacher experimentation.
* Provide opportunities to display ICT learning experiences
* Communicate school business using TPS website
* Staff use ICT to inform parents on school events & learning experiences
 | 2012 | 2013 | 2014 | ICT TeamWhole staffWhole staffWhole staffWhole staffStage leaders & Student EngagementStage leaders & Student EngagementStage leaders & Student EngagementICT Team leader/Principal/ stage leadersStage leaders/Admin staff | TPL funds/ Computer Co-ordinator fundsStage /Staff meetings |

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| INDICATORS | HOW WILL THEY BE MONITORED/MEASURED |
| * Revised policy is implemented in classroom programs
* Staff making progress on DEC ICT framework
* Student progressing along the K-6 ICT continuum
* Students have equity in access to ICT tools
* Students use ICT in assessment tasks across all KLAs to demonstrate and display learning
* Evidence of differentiated programs in ICT determined by stage leaders
* Positive Feedback on website
* Increased visits on website
* Display and showcase ICT learning experiences e.g. short film festival
* Communicate school business using TPS website
* ICT is used to inform parents/community of school events & learning experiences on a regular basis
 | * DEC ICT Framework map will measure staff levels of ability pre and post implementation of plan
* Data will be collected on student achievement based on K-6 continuum pre and post implementation of plan
* Evidence of ICT across KLA’s in class programs and assessment tasks. Class program supervision and TARS.
* Feedback on the website through survey and anecdotal evidence monitored by member of ICT team
* Visits to website measured by online recorder and recorded and monitored by member of ICT team
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| SCHOOL IDENTIFIED PRIORITY - STUDENT WELFARE  |
| OUTCOME/S | * The wellbeing needs of individual students are supported
* Student Leadership is developed throughout the school through Student Council, Student Executive and opportunities for Year 5/6
 | TARGET/S | * Increase the profile of student executive to ensure that at least 60% of Stage 2 and 3 students can name four or more leaders
* 95% of students enjoy school life at Tomaree Public School.
* By the end of 2014, planning room referrals reduce by 5% from 672 to less than 638.
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| STRATEGIES |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Professional learning opportunities are provided to all staff on a range of appropriate topics relevant to student welfare and engagement
* Increase the leadership opportunities available to senior students.
* Ensure resources are identified, promoted and available to all
* Regular times made available at staff meetings for sharing of resources and strategies
* Encourage sharing of expertise on appropriate student welfare and engagement topics
* Coordinate and monitor the existing student welfare programs to ensure their continued success
* Increase staff awareness of support structures. staff and programs available to ensure student wellbeing
* Provide opportunities for students to participate in ‘Resourceful Adolescent’s Program’ and ‘Rock and Water.
* Initiate 007 Student Leadership Program
* Promotion and increased visibility of school values in the school community.
 | 2012 | 2013 | 2014 | Focus TeamFocus TeamExec and Focus TeamAll StaffExec and Focus Team | TPLNo funding requiredTPL/Welfare BudgetTPL/Welfare budgetWelfare budgetNo funding required |

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| INDICATORS | HOW WILL THEY BE MONITORED/MEASURED |
| * Increase in teacher involvement and attendance in student welfare and engagement professional learning
* Regular sharing at staff meetings of resources and strategies
* Increase in staff using a variety of support to scaffold and build their capacity to cater for students with a variety of individual needs
* Student Executive known to student body and visible in activities
* 007 Student Leadership Program implemented with Year 6
* School Parliament commenced and operating effectively
* Peer Support operating across the whole school
* Positive feedback on school welfare, culture and programs documented.
 | * Supervision of class programs and TARS
* Classroom observations
* Anecdotal evidence from class teachers and supervisors
* Analysis of school data, class data and tracking sheets including planning room
* Classroom behaviour management records
* Staff meeting minutes
* Analysis of LST referrals for behaviour
* Programs and support staff accessed
* Satisfaction surveys for parents, staff and students conducted and analysed.
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| SCHOOL IDENTIFIED PRIORITY - Learning Support and Engagement  |
| OUTCOME/S | * Differentiated Quality Teaching programs are implemented to meet student needs
* The individual academic, behavioural, social and physical needs of students are effectively catered for by classroom teachers.
 | TARGET/S | * By the end of 2014 all teachers will have evidence of curriculum differentiation in teaching and learning programs and practices reflecting student diversity and different learning styles
* By 2014 a comprehensive register of all students with additional learning needs and relevant learning and behaviour plans will be incorporated within all classroom programs and practices.
* By 2014 a coordinated and formalised support plan for students with additional needs will be fully implemented. Support staff will work in collaboration with classroom teachers for 90% of their allocated time.
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| STRATEGIES |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Professional learning opportunities are provided to all staff on a range of appropriate topics relevant to student welfare and engagement
* Facilitate sharing of good practice in curriculum differentiation and catering for different learning styles through regular time in staff meetings
* Ensure resources are identified, promoted and available to all through time in staff meetings
* Provide support for classroom teachers who need assistance in curriculum differentiation
* Encourage sharing of expertise on appropriate student welfare and engagement topics
* Ensure effective management of support staff to build capacity within teachers to cater for the individual needs of students
* Provide appropriate support to students to ensure their wellbeing
* Provide relevant feedback to teachers to ensure monitoring of students with needs and the continuation and modification of their support programs
* Coordinate and monitor the existing student welfare programs to ensure their continued success
* Increase staff awareness of support structures. staff and programs available to ensure student wellbeing
* Refine the system of tracking and recording OOHC and Aboriginal students requiring g IEP’s
* Evaluate and modify the practices of the Learning Support Team to ensure an effective service delivery model
 | 2012 | 2013 | 2014 | Focus TeamAll staffFocus TeamExec and Focus TeamAll StaffExec and Focus TeamFocus TeamFocus TeamExec and Focus Team | TPLWelfare BudgetNo funding requiredTPL/Welfare BudgetTPL/Welfare budgetWelfare budgetNo funding requiredWelfare budgetNo funding requiredWelfare budgetTPL/Welfare budget |

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| INDICATORS | HOW WILL THEY BE MONITORED/MEASURED |
| * Evidence of curriculum differentiation in class programs and in classrooms.
* Increase in teacher involvement and attendance in student welfare and engagement professional learning
* Collaborative programming and use of resources
* An integrated model is used by support personnel.
* Increase in staff using a variety of support to scaffold and build their capacity to cater for students with a variety of individual needs.
* Learning Support Team provide quality feedback to teachers and appropriate support to students.
 | * Supervision of class programs and TARS
* Classroom observations
* Anecdotal evidence from class teachers and supervisors
* Analysis of school data, class data and tracking sheets
* NAPLAN
* Classroom behaviour management records
* Staff meeting minutes
* Support personnel timetables, programs and records
* LST referrals
* Programs and support staff accessed
* LST minutes
* Analysis of feedback obtained through the Satisfaction Surveys for parent, staff and students.
 |