

# School plan 2018-2020

## Truscott Street Public School 4164



# School background 2018–2020

## School vision statement

Truscott Street Public School provides a caring and safe educational environment where children can learn and develop as individuals. It's a local, community school where lifelong friendships are made and learning for life is paramount. Within each student, the school instils pride in individual accomplishments and strong self-esteem. We take pride in our school motto Quod Potui Perfeci or Always do your Best.

## School context

Truscott Street Public School was built in 1958 to cater for children of returned servicemen and women. The school is set in 1.8 acres of pleasant, well maintained grounds in a quiet residential area. In 1988 a Support Unit for twenty-four physically disabled students was established. The Unit has developed to be an acclaimed strength of the school. The school community has developed a highly inclusive culture based on a commitment to equal rights and opportunities for all. We, as a community, believe we share the responsibility for ensuring that our students are well educated, happy and responsible young Australians.

## School planning process

In 2017, a comprehensive and consultative planning approach was undertaken to review current practice and determine future directions. This included:

- Focused whole staff meetings on school planning; including reflection sessions where staff considered the implications of the plan for themselves and their team.
- A comprehensive analysis of staff surveys regarding the future areas of Teacher Professional Learning within school priorities
- survey of parents regarding communication practice, leadership and management, and areas of school improvement.
- Consultation and discussion with School Council to set school strategic directions
- Discussion on school strategic directions at P and C meetings

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality teaching and learning environment to meet the needs of diverse learners.

### Purpose:

To ensure teaching practices are flexible, reflective and dynamic and meet the learning needs of all students through quality differentiation. Students are immersed in a stimulating learning environment underpinned by high expectations and quality teaching practices.

## STRATEGIC DIRECTION 2

Informed, engaged and creative citizens

### Purpose:

To ensure a stimulating 21st century learning environment that considers the whole child and empowers them to be future focussed, informed, engaged creative learners and critical thinkers.

## STRATEGIC DIRECTION 3

Effective leadership management and meaningful communication and connections

### Purpose:

To develop effective leadership and management across the school environment with emphasis on clear and open communication across all stakeholders.

# Strategic Direction 1: Quality teaching and learning environment to meet the needs of diverse learners.

## Purpose

To ensure teaching practices are flexible, reflective and dynamic and meet the learning needs of all students through quality differentiation. Students are immersed in a stimulating learning environment underpinned by high expectations and quality teaching practices.

## Improvement Measures

minimum of 85% of students will demonstrate expected growth in line with DEC expectations in literacy and numeracy as reflected on the continuums.

Increase the percentage of students performing at proficiency in spelling and strategies reflected in all literacy activities

All teaching and learning programs reflect quality differentiation as evident in classroom practice.

## People

### Students

Students build skills through the utilisation of feedback, understanding expectations and programs that cater for their individual needs in a stimulating learning culture.

### Staff

Staff engage in professional learning to identify and facilitate the implementation of innovative approaches that cater for differentiated learning which is reflected in day to day programming.

### Leaders

Leaders provide a coordinated approach to the teaching of literacy and numeracy with an expectation of differentiated teaching/learning practices and improved outcomes.

### Parents/Carers

The school community is well informed of academic achievement and feel their child's education and well-being needs are being catered for in a safe and stimulating environment.

## Processes

Teachers individually and collaboratively evaluate and reflect on the effectiveness of their teaching practice to plan for the ongoing learning of each individual student. There is a shared responsibility for student improvement within a transparent learning culture where observation of each other's practice drives ongoing improvement.

Implement a whole school integrated approach to quality literacy and numeracy where students can reflect on their own learning.

Engage outside professionals to develop and enhance the understanding and implementation in quality pedagogy in literacy.

## Evaluation Plan

- NAPLAN data will show 85% of students achieving expected growth.
- increased number of students performing in the top two bands in spelling as evidenced in NAPLAN results.

## Practices and Products

### Practices

Teachers demonstrate ongoing evaluation of effective teaching practices to ensure quality differentiation and engaging learning opportunities.

Whole school approach to evidence based teaching in spelling. Effective methods are identified and modelled and student learning is monitored using the literacy progressions/continuums.

All teachers utilise data to inform and direct teaching practice for quality differentiation and tracking student progress on the learning progressions.

### Products

Expected growth in all KLAs is evidence through qualitative and quantitative data.

Data reflects student growth in spelling both through standardised testing and contextual settings.

100% of teaching learning programs demonstrate content aligned to syllabus outcomes evaluated through program review and student work samples. All programs are data based and differentiated to cater for individual learning needs.

## Strategic Direction 2: Informed, engaged and creative citizens

### Purpose

To ensure a stimulating 21st century learning environment that considers the whole child and empowers them to be future focussed, informed, engaged creative learners and critical thinkers.

### Improvement Measures

All teaching and learning programs incorporate 21st century competencies and the seamless integration of technology into all KLA's

Truscott Street P.S. is seen as a leader in STEAM across a community of schools.

PBLSET data analysis shows targeted behaviours in both classrooms and the playground have reduced

### People

#### Staff

Collaborative development and implementation of quality programs across all KLA's

#### Community Partners

Community skills within the school community and the Scientists in School program are utilized to support meaningful real world STEAM experiences for all students

Parental links to the school are enhanced through clear communication of PBL expectations

Parents have confidence that students are being equipped with 21st Century learning capabilities.

#### Students

Students will be engaged as innovative and creative 21st Century learners.

### Processes

Implement the Bounce Back program as a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Implement a whole school team teaching approach to STEAM where teachers can develop and enhance their understanding using real world problems in their teaching.

Ensure all programming includes the use of STEAM into teaching and learning to empower teachers to employ project-based learning that crosses all 5 disciplines and foster an inclusive learning environment where all students are able to engage and contribute.

### Evaluation Plan

- review of teaching and learning programs show evidence of seamless integration of technology across KLA's
- SET data shows a reduction in undesirable behaviour in both the classroom and the playground

### Practices and Products

#### Practices

Students understand PBL and Bounce Back expectations through the utilization of student videos and visible and explicit goals

PBL team to develop videos to highlight expectations across all areas.

TBL for all staff in Bounce Back and PBL

Ongoing analysis of PBL data to ensure expectations are understood and adhered to.

#### Products

STEAM expo held where students display and discuss their products and the processes utilised

PBL /Bounce focus publicized in the school newsletter

# Strategic Direction 3: Effective leadership management and meaningful communication and connections

Purpose	People	Processes	Practices and Products
To develop effective leadership and management across the school environment with emphasis on clear and open communication across all stakeholders.	<b>Students</b>  Students will have high expectations of themselves and others and an understanding of the core values of the school. Learning outcomes will be improved through the development of engaging differentiated teaching and learning designed to meet the needs of individuals.	The school community has high expectations of achievement and progress along the learning progressions for all students through a commitment to the pursuit of excellence.  Continue to ensure parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.  Embed a culture of high expectations which effectively cater for the full range of equity issues within the school so as the school is recognised as excellent and responsive by its community	<b>Practices</b>  Consistent use of class online communication tools across the school K–6 to communicate to parents  Parents are consistently reminded of the avenues available for communication  Regular stage meetings involving collaborative planning days and the review and utilisation of data and the learning progressions.  Leadership opportunities for all staff – PL. Cooperative, positive approach to class observations
Improvement Measures	<b>Staff</b>  To develop staff capabilities by designing and training in school wide systems and structures to differentiate the curriculum for all students. All staff will demonstrate a consistent approach to using the PBL program reinforcing its values and common language and have high expectations of students in all areas	<b>Evaluation Plan</b>  <ul style="list-style-type: none"> <li>• surveys indicate parents feel informed and part of the school community</li> <li>• surveys indicate staff feel supported in their professional learning</li> <li>• staff feel supported and valued as a respected team member.</li> </ul>	<b>Products</b>  Parents are informed of their children's progress and activities to support their learning via parent/teacher interviews, written reports and both formal and informal feedback.  Class programs reflect differentiation of student learning.
Parent surveys indicate positive response regarding teacher communication, parents informed of school events and they feel that they are part of the school community.  Stage members feel supported by the leadership of the school so that they can meet their expectations and the expectations of their students.  Staff PDPs are clearly defined. Teacher PL reflect teacher's PDPS.	<b>Parents/Carers</b>  Parents/community establish a collaborative whole school community by providing opportunities for parents to be informed of curriculum practices. Build an awareness of positive behaviour strategies so that parents can support and reinforce the values promoted through the implementation of PBL. Maintain "Scientist in Schools" program		