

School plan 2015-2017

Timbumburi Public School 1016



School background 2015–2017

School vision statement

“Where everyone has a chance to shine”

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school is exhibiting a stable enrolment pattern, with a 2017 student population of 141. This is an increase of 18% over the past 10 years. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. We have no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 members of the Timbumburi Pupils Association.

The school is supported by seven teachers including a teaching principal and a teaching assistant principal. In addition there is a full time school administrative manager and a part time school administrative officer. Our general assistant is at school for a day and 3 hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a P&C and School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities:

Sport

Environmental activities

Parent finance – book packs, resources, voluntary contributions

Student support

The school has a sizeable proportion of students with

School planning process

The school has:

- Consulted with staff via staff meetings and discussions.
- Consulted with the School Council
- Had ongoing discussions with P&C about key purposes of school.
- Surveyed parents on a number of aspects of school performance, giving an opportunity for parents/caregivers to have input.
- Held workshops with all students regarding their hopes and aspirations for their own learning and what they want their school to look like in 3 years.
- Staff have been involved in the development of School Plan via staff meeting and discussions.

As a result of ongoing collaboration in Term 4 2014 and Term 1 2015, the following three strategic directions have been identified as priority areas for school improvement.

2015 – 2017

- Expert teaching team
- Quality learning environment
- Community partnerships

School background 2015–2017

School vision statement

School context

moderate to high support needs.

School planning process

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

An expert teaching team

Purpose:

To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide quality learning for all students.

STRATEGIC DIRECTION 2

A quality learning environment

Purpose:

To create high expectations and raise standards of achievement, reducing the gap between the highest and lowest achievers.

To provide support by ensuring resources meet the needs of our student population.

STRATEGIC DIRECTION 3

Community partnerships

Purpose:

To build a school culture that is supportive, innovative and creative.

To promote achievement and foster well being in a range of areas including academic, sporting and creative pursuits.

To provide an environment that encourages meaningful partnerships in learning.

Strategic Direction 1: An expert teaching team

Purpose

To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide quality learning for all students.

Improvement Measures

Standardised testing will show an average effect size in Mathematics of greater than 0.4 for all classes.

People

Students

Students will learn to identify, publish and monitor their own learning goals.

Staff

Staff will help students focus on their own learning as well as deliver high quality differentiated learning opportunities. They will implement new syllabuses in a systematic and collaborative way. All staff will be able to communicate the characteristics of successful learners so everyone will be able to see, hear and feel the effects of great teaching.

Parents/Carers

Parents and carers will understand the language of learning and support their children in being active in the achievement of their own learning goals.

Community Partners

Gunnedah South Public, Nemingha Public and Bendemeer Public are all part of a rural and remote learning project based around Hattie's Visible Learning concepts.

Leaders

Leaders will promote the language of learning among staff, students and parents and lead syllabus implementation. They will need to budget for and then timetable opportunities for teachers to collaborate and attend professional learning. They will ensure an alignment of professional learning plans, the teacher improvement cycle and the School Plan.

Processes

Visible Learning

Timbumburi Public School as a member of a rural alliance will be implementing Visible Learning in all classrooms. Member schools will join together regularly for training, sharing of resources and professional conversations. Hattie's effect size calculator will be used to determine student growth in Maths.

Performance and Development Framework

- All staff will be supported to develop Professional Learning goals and collate evidence of their achievement through the Performance and development framework.
- School executive will undertake training in the performance and development framework and deliver training to school staff.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each five weeks and evaluate achievement annually.

Practices and Products

Practices

Visible Learning

- Visible learning that includes learning intentions, success criteria, assessment and feedback is embedded in English and Mathematics.
- Teaching and learning programs demonstrate collaboratively developed evidence based learning incorporating learning goals and success criteria.

Performance and Development Framework

- PDP annual timeframe embedded ensuring teachers set professional learning goals, linked to the school plan and teaching standards.
- Support offered to staff to pursue higher levels of accreditation
- Beginning and early career teachers receive targeted support in their areas of identified need.

Products

Visible Learning

- Teaching and learning programs demonstrate evidence of differentiated curriculum delivery responding to the individual needs of students evidenced in program feedback from supervisors and student work samples.

Performance and Development Framework

- All staff have produced a Performance Development Plan which is aligned to the School Plan, Departments strategic

Strategic Direction 1: An expert teaching team

Improvement Measures

People

Processes

Practices and Products

- directions and personal goals.
- Staff evidence gathered against PDP is aligned to teaching standards.
- All teachers demonstrate high level competency at the proficient level in the teaching standards evidenced in accreditation and maintenance reports, PDP's annual feedback and classroom observation feedback.
- A school wide PDP process and timeline developed and implemented evidenced in annual reviews

Strategic Direction 2: A quality learning environment

Purpose

To create high expectations and raise standards of achievement, reducing the gap between the highest and lowest achievers.

To provide support by ensuring resources meet the needs of our student population.

Improvement Measures

With the exception of students identified with learning disability and supported with specific Individual Learning Plans all students achieve at or above state average growth in NAPLAN. Year 3 2015 to Year 5 2017 and Year 5 2015 to Year 7 2017.

People

Students

Students will be provided with a range of learning opportunities that both reinforce and extend their development.

Students will learn through active participation in a range of KLAs including the arts where they can apply practical strategies diversely in school settings.

Staff

Demonstrate a clear understanding of disability and difference with clear evidence of differentiation, accommodations and adjustments to maximise learning opportunities for all.

Staff will use a range of data including Best Start/PLAN/NAPLAN and effect sizes from standardised tests to identify strengths and gaps in literacy and numeracy achievement.

LST will support teachers to meet students individual needs and maximise outcomes.

Parents/Carers

Work in partnership with the school to maximise a quality learning environment.

Support school focus on initiatives that showcase and promote Creative and Performing Arts and Sport..

Community Partners

Specialist teaching skills from local partnership high schools increase learning opportunities for all students.

Processes

Support for learning

Learning and support within the school overhauled using research to determine best practice.

Delivery of teaching and learning programs that support students identified as at risk.

Gaps in achievement will be identified in regards to specific students learning needs, using school data with targets set to close the gap.

Data Analysis

Staff engage in professional learning based around data analysis, investigating formative and summative assessment.

Data will be used to identify strengths and opportunities for improvement in student achievement.

Evaluation Plan

School improvement will use the milestone planning tool to review progress every five weeks and evaluate achievement annually.

Practices and Products

Practices

Support for learning

- All staff have a clear understanding of the role of the Learning Support Team (LST) within the school and its function in identifying planning, monitoring and tracking of student progress.
- LST meetings scheduled as required (but at least twice a term) to determine student progress and identify adjustments that are required.
- Students engaged with LST tracked, assessed and supported within the school using a range of programs
- Teaching staff develop skills to differentiate curriculum to maximise learning outcomes for all students.

Data Analysis

- Best Start assessment conducted to determine future focuses in teaching and learning and provide feedback to parents in Kindergarten.
- All teachers K–6 regularly update PLAN/Continuum data to monitor student progress.
- Teachers provide timely ongoing feedback about student progress based on learning goals and success criteria.

Products

Support for Learning

- A referral pathway developed that is clear and explicit and provides an equitable allocation of resources for

Strategic Direction 2: A quality learning environment

Improvement Measures

People

Processes

Practices and Products

students..

- Clearly defined goals, roles and responsibilities for LST as evidenced by staff and school referrals.
- Increased staff capacity in supporting students with specific needs as evidenced by staff completing training in autism and behaviour support.
- Individual student learning needs increasingly met as evidenced by improvement in student achievement.

Data Analysis

- Pre and post assessment of student learning demonstrates an effect size of greater than 0.4 in Maths.
- Internal and external data used to analyse and report on student progress as evidenced in semesterly reports, parent/teacher goal-setting notes and learning support reports.
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Strategic Direction 3: Community partnerships

Purpose

To build a school culture that is supportive, innovative and creative.

To promote achievement and foster well being in a range of areas including academic, sporting and creative pursuits.

To provide an environment that encourages meaningful partnerships in learning.

Improvement Measures

A 10% reduction in student behaviour incidents.

Student engagement is at the same level as the state average as shown in Tell Them From Me surveys.

People

Students

Students will feel valued and valuable members of the school community. They will see their achievements recognised in a meaningful way. They will be aware that their opinions matter. They will feel that school is a safe and welcoming place for all.

Staff

Staff will continue to develop strong working relationships with families and community members. They will promote a range of curricular and extra curricular activities, allowing students to excel in a range of opportunities. Staff will use opportunities to communicate and promote school and student achievement, facilitating engagement by families.

Parents/Carers

Parents and carers will recognise the importance of working as part of an educative team to provide the best possible start to their child's education. They will engage with staff and students to help make the school the best it can be.

Processes

Parents as partners

- Communication strategies to enhance communication between school and home will be implemented, including active social media engagement across a range of platforms.
- School Council and P&C meetings will provide a platform for parent/school interaction.

Wellbeing Framework

The school will develop the following:

- Welfare & Discipline Policy;
- LST Policy and scope.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each five weeks and evaluate achievement annually.

Practices and Products

Practices

Wellbeing Framework

- A revised welfare plan that incorporates whole school expectations for staff, students and school community.
- A clearly documented system for acknowledging positive behaviour is in place K-6 that recognises effort as well as achievement.

Parents as partners

- School uses a range of communication strategies to engage parents as active members of the school community.
- Social media strategies and programs used to assist with collaboration and engagement.
- Opportunities created to meet with parents in formal and informal settings

Products

Wellbeing policy

- New wellbeing policy and support documents created in conjunction with school community.
- Positive school climate created and maintained.
- Opportunities created for students to engage in a range of extra curricular activities.
- Student success recognised and celebrated with clearly documented system of acknowledging positive behaviour.

Strategic Direction 3: Community partnerships

Improvement Measures

People

Processes

Practices and Products

Parents as partners

- School trial of online communicative program (Seesaw)
- School Council and P&C meetings productive, providing opportunity for constructive conversations with community.
- Community days organised by school and parent body.
- Parent skill base recognised and utilised in sport, music and work-related matters.