

School plan 2015-2017

Tulloona Public School 4225



School background 2015–2017

School vision statement

At Tulloona Public School we are vigorously committed to providing an inclusive, engaging, safe, caring and inspiring learning environment for our students. Our school strives for our students to become: successful learners, confident and creative individuals and active and informed citizens. Through equity and excellence in education we will equip our students with foundations to live fulfilling, productive and responsible lives.

School context

Tulloona Public School is a geographically isolated rural small school. It is situated 70kms south from Boggabilla and 80kms north from Moree. It is positioned 7kms off the Newell Highway on Limebon Road.

The Tulloona Public School provides accessible education to students from the surrounding agricultural farms. The main commodities grown and nurtured on these surrounding farms are: wheat, barley, chick pea, faba beans, cotton, sunflowers, sorghum, cattle and sheep. The school and community are inter-reliant and mutually passionate to co-exist.

The school is staffed by a) Teaching Principal, b) a dual rolled School Administration Manager (SAM) 5 days per fortnight and The Student Learning Support Officer (SLSO) 5 days per fortnight, c) a Relief from face to Face (RFF) classroom teacher one day per week and d) a General Assistant one day per week.

The Tulloona Public School Parents and Citizens Association is actively involved within the school and actively promotes the educational and social development of the students.

School planning process

Term 1, 2015 in the early phase of developing the School Plan the school was placed into 'recess'. A consultative committee was formed to consult and determine the future of the Tulloona Public School. It was approved for the Tulloona Public School to be deemed active 1 day per week in Term 4, 2015 and completely operational in 2016.

Simultaneously to this process, the substantive Teaching Principal was provided support from the Director and School Leadership Officer who outlined the necessary process of the School Plan. The early phase required collaboration and consultation with all new prospective parents and community members outlining the structure and concepts associated with the New School Plan. Each participant read summaries of The Melbourne Declaration On Educational Goals For Young Australians, Rural and Remote Education, Great Teaching Inspired Learning, School Excellence Framework, Local Schools Local Decisions and Australian Professional Standards for Teachers. An intensive examination of the attributes of a successful learner, confident and creative individuals and active informed citizens from The Melbourne Declaration was completed. A survey was issued to each parent and community member to obtain their input about future aspects of the school. 100% of surveys were returned. The responses were collated to reveal a focus of three aspects for the planning document. These three areas identified and specified were a) Students, b) teaching and c) community/professional relations. These ideas were then examined with specific details. The specific directions and purpose were written. Parents and staff determined the

Learning is for Life – Life is for Learning

school motto.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Successful, confident, creative, responsible, motivated and informed students.

Purpose:

To certify all students are literate and numerate and are equipped with learning skills that can be adapted and built upon for their lifetime of learning. To build students independent learning skills, through the implementation of individual learning plans and achievement of personal learning goals. For each student to approach every learning task with an understanding of it's purpose and be responsible, organised, punctual and be confident to communicate their understanding. To cultivate within each student an intrinsic motivation and self-confidence to approach new learning skills. For each individual to maintain high motivation and application when learning appears to be difficult. To value and respect the unique and significant contribution each child brings to our class, community and country.

STRATEGIC DIRECTION 2

Develop differentiated, inclusive, current, engaging, reflective, committed and collaborative teaching for all students.

Purpose:

To research, develop and implement teaching programs that engage and produce tailored learning results for each student. To provide staff with opportunities to gain new teaching skills and insights from leading experts and current research. For staff to individually and collectively monitor and record individual student progress and consistently use these observations to adjust their day-to-day teaching to ensure each students learning is progressing efficiently.

Strategic Direction 1: Successful, confident, creative, responsible, motivated and informed students.

Purpose

To certify all students are literate and numerate and are equipped with learning skills that can be adapted and built upon for their lifetime of learning. To build students independent learning skills, through the implementation of individual learning plans and achievement of personal learning goals. For each student to approach every learning task with an understanding of it's purpose and be responsible, organised, punctual and be confident to communicate their understanding. To cultivate within each student an intrinsic motivation and self-confidence to approach new learning skills. For each individual to maintain high motivation and application when learning appears to be difficult. To value and respect the unique and significant contribution each child brings to our class, community and country.

Improvement Measures

- Students can articulate the purpose of lessons and criteria for success as evidenced through classroom walk throughs each term.
- 1 point scale improvement in the area of parents Support – Learning at Home as evidenced in the Tell Them From Me parent survey.

People

Students

Students understand and articulate what effective learning looks like. Students communicate the purpose of learning WALT WILF TIB and reflect on their learning.

Students are motivated to learn and show responsibility and personal organisation for learning.

Leaders

Engaging with research and evidence and participating in collaborative, reflective practice all staff develop quality teaching strategies throughout all lessons.

Engaging with research and evidence and participating in collaborative, reflective practice all staff develop a deep understanding of Curriculum.

Parents/Carers

Parents/Carers understand, support and encourage effective learning. They assist children to set achievable learning goals and monitor their child's progress.

Community Partners

Seek the expertise of the community to support the achievement of the school plan and enrich students learning.

Processes

Visible Learning

- A range of professional learning and research that supports school improvement, with a focus on Hattie research and building growth mindset, will be strategically implemented.
- All teaching staff are involved in regular collaborative practice for pre and post assessment, planning, effective classroom practice, CTJ and evidence based approaches.
- Staff will collaboratively develop learning goals and success criteria for Literacy and Numeracy.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Visible Learning

- There is a school focus on collaborative planning and programming to provide engaging, quality inclusive lessons for all students.
- All teachers in collaboration with students set visible and challenging learning goals that reflect the content in the curriculum.
- Students devise their own learning goals and success criteria in Numeracy and self assess against the criteria.

Products

Visible Learning

- All students completed a Learning Journal with evidence of individual learning goals and success criteria.
- Students self assess and monitor progress of the learning goals using the success criteria.
- Learning goals and success criteria used in Literacy and Numeracy as evidenced in teacher program feedback and lesson observations.

Strategic Direction 2: Develop differentiated, inclusive, current, engaging, reflective, committed and collaborative teaching for all students.

Purpose

To research, develop and implement teaching programs that engage and produce tailored learning results for each student. To provide staff with opportunities to gain new teaching skills and insights from leading experts and current research. For staff to individually and collectively monitor and record individual student progress and consistently use these observations to adjust their day-to-day teaching to ensure each student's learning is progressing efficiently.

Improvement Measures

- All staff have produced a PDP which is aligned to the School Plan, departments strategic directions and personal goals.
- Individual students IEP developed in consultation with parents and recommendations from interagency.
- 100% of students show progress of at least one cluster or more within the Literacy and Numeracy continuums.

People

Students

Students understand where they are in their learning through using rubrics and checklists and what future learning needs to occur.

Students reflect the belief they are capable of learning successfully and are proud of their achievements through receiving positive and effective feedback.

Students are committed to improve their own learning and show their true capabilities.

Staff

Staff identifies and addresses the learning needs of individual students closely monitoring their progress to tailor learning experiences.

Engages in professional learning to develop a deeper understanding of student learning and gain additional insights from experts and current research to improve student results.

Parents/Carers

Through ongoing effective communication parents are fully informed of the focus for teacher professional learning and how this benefits the students and school.

Leaders

Ensures all staff can communicate, plan, access, utilise implement the core values of high quality professional development within all areas of the school.

Processes

Performance Development Framework

- All staff will be supported to develop Professional Learning goals and collate evidence of their achievement through the P D & F.
- Whole staff develop peer observation protocols and procedures.

Differentiation

- Gaps in achievement will be identified for specific students through disaggregated data and targets will be set to close the achievement gap.
- Staff will meet on a regular basis to review academic, social and emotional, well being progress of students.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Performance Development Framework

- Timetabling is strategic and facilitates peer observations to occur every term resulting in organisational structures which are flexible and responsive to individual teacher need.
- PDP annual timeframe embedded ensuring teachers set professional learning goals, linked to the school plan and teaching standards.
- Teachers willingly share their expertise with colleagues through lesson demonstrations and peer observations.
- Beginning and early career teachers receive an induction package and targeted support in areas of identified need.

Differentiation

- Regular and ongoing communication about student learning, achievement and progress is in place to allow students, teachers, parents to monitor and support student learning.
- Individual students IEP developed in consultation with parents and recommendations from interagency.

Products

Performance Development Framework

- All staff have produced a PDP which is aligned to the School Plan, departments strategic directions and personal goals.
- Staff evidence gathered against PDP and aligned to teaching standards.

Strategic Direction 2: Develop differentiated, inclusive, current, engaging, reflective, committed and collaborative teaching for all students.

Improvement Measures

People

Processes

Practices and Products

- School wide PDP process and timeline developed and implemented as evidenced in annual reviews.

Differentiation

- Teaching and learning programs demonstrate evidence of differentiated curriculum delivery responding to the needs of students evidenced in program feedback from supervisor and student work samples.
- Increased staff capacity in supporting students with specific needs as evidenced in staff completing online training in dyslexia and autism.
- All identified students have an IEP with clearly defined goals reflecting recommendations from interagency.