

School plan 2018-2020

Timbumburi Public School 1016



School background 2018–2020

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 slight increase in our enrolment, with a 2018 student population of 158. 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 ten teachers (both full-time and part-time) including a principal and an assistant principal. Our teachers are supported by two SLSOs who are employed four days per week. In addition there is a full time school administrative manager and two part time school administrative officers. Our general assistant is at school for one 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.

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 2017 and Term 1 2018, the following three strategic directions have been identified as priority areas for school improvement.

2018 – 2020

- Engaged and informed students.
- Quality teaching and learning.
- Effective communication and connections.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaged and informed students.

Purpose:

To ensure students are actively engaged in a meaningful, challenging and supported environment that allows them to display their learning and strive for personal improvement, particularly in numeracy, through the effective use of quality assessment practices and student feedback.

STRATEGIC DIRECTION 2

Quality teaching and learning.

Purpose:

To create an engaging learning environment underpinned by high expectations and teaching practices which accelerate learning through the use of high quality feedback, particularly in writing.

STRATEGIC DIRECTION 3

Effective communication and connections.

Purpose:

To further increase community participation in our school by ensuring that students, teachers and families are all informed and engaged.

Strategic Direction 1: Engaged and informed students.

Purpose

To ensure students are actively engaged in a meaningful, challenging and supported environment that allows them to display their learning and strive for personal improvement, particularly in numeracy, through the effective use of quality assessment practices and student feedback.

Improvement Measures

To move from Delivering to Sustaining and Growing in the Formative Assessment and Student Engagement aspect of the School Excellence Framework.

An increased proportion of students will achieve their year appropriate expected growth in numeracy. This will include an increased proportion of students in the top two NAPLAN bands for numeracy.

Learning intentions and success criteria are implemented in all numeracy lessons as seen through classroom observations and teacher programs each term.

People

Students

Students are able to monitor their learning and are provided with opportunities to take risks to show their understanding.

Staff

Teachers use evidence of learning to inform their teaching and meet learning needs of students.

Leaders

Develop focus groups which meet regularly to ensure that systems support student growth and strategic implementation of data analysis.

Community Partners

Are aware of assessment structures and play an active role in their children's learning.

Processes

Quality Assessment.

Implement a whole school approach to assessment and data analysis that is used consistently across the school to inform teaching practice.

K–6 professional development to enhance understanding of effective use of learning progressions. All staff enter data on 10 week cycle.

Further professional development to focus on the implementation of Learning Progressions and how they can help drive targeted intervention.

Quality Feedback.

Ensure that staff share success criteria and create opportunities for students to receive feedback on their learning through high quality formative assessment techniques.

Evaluation Plan

All data will be analysed collaboratively:

Learning Progressions

NAPLAN Data

PLAN Data

Classroom observation

PAT–Maths Testing

Tell Them From Me survey

Practices and Products

Practices

Quality Assessment

Regularly measuring student achievement in numeracy through formal approaches (PAT testing, NAPLAN) and informal approaches (observation, anecdotal records, in–class assessments) and triangulating the data.

Learning Progressions are used to track student achievement and plan future learning

Quality Feedback

Target effective feedback as an area for growth in Personal Development Plans. Teachers investigate professional development as required.

Teachers use effective student feedback to help students identify what they have learnt and what they need to learn. Teachers will be able to articulate learning goals and success criteria in planning, delivery and assessment of tasks.

Teachers work towards using online tools such as Seesaw and Google Docs to provide feedback to students and share the feedback with parents/caregivers.

Teachers will encourage parents to provide feedback to students on their learning using online tools, by informing parents about the value of feedback via a series of newsletter articles, parent/teacher interviews and social media.

Products

Quality assessment

Strategic Direction 1: Engaged and informed students.

Practices and Products

The whole school has a shared focus for assessment and regularly measures student understanding particularly in numeracy.

Assessment tasks are developed collaboratively between stages and demonstrate clear links to the teaching and learning of numeracy. Staff use consistent teacher judgement to ensure validity of data.

An assessment schedule is developed that outlines the school expectations of all teachers in regards to regular, ongoing formal and informal assessment. This schedule is incorporated into each teaching program.

Quality Feedback

Student feedback is used consistently to enhance learning and engagement. It will show participants what needs to be learnt, using rubrics as a reference point for learning criteria.

A Seesaw account will be set up for each class, allowing parents/caregivers to access student work samples, thus enabling them to be involved in the process of providing meaningful feedback.

Parent report a greater understanding of their children's learning as measured by a survey at the end of each year.

Strategic Direction 2: Quality teaching and learning.

Purpose

To create an engaging learning environment underpinned by high expectations and teaching practices which accelerate learning through the use of high quality feedback, particularly in writing.

Improvement Measures

To meet the level of Sustaining and Growing within the Curriculum (learning domain) element of the School Excellence Framework with a strong focus on improving student writing.

An increased proportion of students will achieve their year appropriate expected growth in writing. This will include an increased proportion of all students and Aboriginal students in the top two NAPLAN bands for writing.

People

Students

Will be aware of their progress through effective feedback and are given the opportunity to grow and demonstrate understanding.

Staff

Will actively collaborate in professional learning to develop their skills in teaching writing with a focus on feedback and explicit instructions.

Leaders

Actively seek to build structures within which school planning is a distributed focus.

Community Partners

Are informed about what we are doing and why we are doing it.

Processes

Explicit Feedback.

Teachers will provide explicit feedback to students related to success criteria in order to support student learning.

Building Better Writers.

Writing is assessed throughout the year and feedback is given promptly and effectively. The school will share assessment techniques and have a common, consistent approach to assessment.

Data Informed Teaching Practice.

Teachers draw on solid research and data to develop and implement high quality professional learning in writing, focusing on assessment and feedback.

Evaluation Plan

All data will be analysed collaboratively:

Formal Writing Assessment

NAPLAN Data

Annotated work samples (consistent teacher judgement.)

Observation

Practices and Products

Practices

All staff take part in quality professional development that is designed to develop an understanding of the elements of improving writing.

Teachers ensure writing activities are challenging and differentiated to maximise student learning outcomes.

Teachers effectively utilise quality, valid and reliable data to inform teaching and learning, monitor and assess student progress and reflect on their own teaching practice.

A shared understanding of assessment criteria is developed by teachers, which allows consistent judgement of student writing. Teachers share criteria for student assessment with students and parents.

Achievement on the literacy progressions are regularly monitored and discussed to inform future directions for teaching and learning.

Staff regularly engage with school strategic directions through planned opportunities to collaborate.

Workshops are offered each year to inform parents about the evidence-based practices that underpin the writing aspect of the English syllabus.

Products

All teaching and learning programs (writing) are data based and demonstrate clear syllabus content links measured by teacher program reviews and student writing samples.

Strategic Direction 2: Quality teaching and learning.

Practices and Products

Staff collaboratively develop and utilise writing marking rubrics as an assessment tool to analyse and inform student learning.

Staff have a sound understanding of student assessment. They analyse and interpret data, using the information to plan and program.

Evidence of student learning, particularly in writing, through work samples, observations and teaching programs demonstrates improvement.

Parents attending workshops develop a greater understanding of how and why writing is taught and develop strategies to support their children in their learning progress.

Strategic Direction 3: Effective communication and connections.

Purpose

To further increase community participation in our school by ensuring that students, teachers and families are all informed and engaged.

Improvement Measures

Increased levels of community satisfaction with reporting are evident as measured by parental feedback at interview times and focus group feedback at P&C meetings

Results from the Tell Them From Me survey reflect a greater level of parent and community participation in and satisfaction with the school.

People

Parents/Carers

Develop an understanding of the valuable contribution they make to school life and the impact they have on the academic and social achievements they have on their children.

Are engaged in the reporting process and meet with teachers to discuss their children's learning in formal and informal ways.

Leaders

The school leadership team makes deliberate and strategic use of its partnerships and relationships to support the learning of students.

Students

Will be informed participants in their learning and understand how they can improve for the future.

Processes

The school has explicit processes to collect, analyse and report specific student data.

Develop stronger partnerships with public schools in the Tamworth Network to promote a positive image of quality Public Education and increase student learning outcomes.

Students participate in a range of events to promote a positive school culture of high expectations.

Evaluation Plan

All data will be analysed collaboratively:

Focus group opportunities (P&C)

Surveys (Tell Them From Me)

Milestone monitoring

Collection of data on parent participation rates in school activities.

Practices and Products

Practices

Relationships between all key stakeholders are both valued and nurtured to ensure continuity of student learning.

Collaboratively implementing a range of whole school reporting structures which give parents a thorough understanding of student learning.

Parents, the school and the broader community work together to meet the learning and wellbeing needs of students.

Products

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Students can accurately identify areas for growth and work towards being the most effective learners they can be.

An increase in community participation in school activities.

A reporting format is developed and implemented that contains clear information on what and how well students are learning.