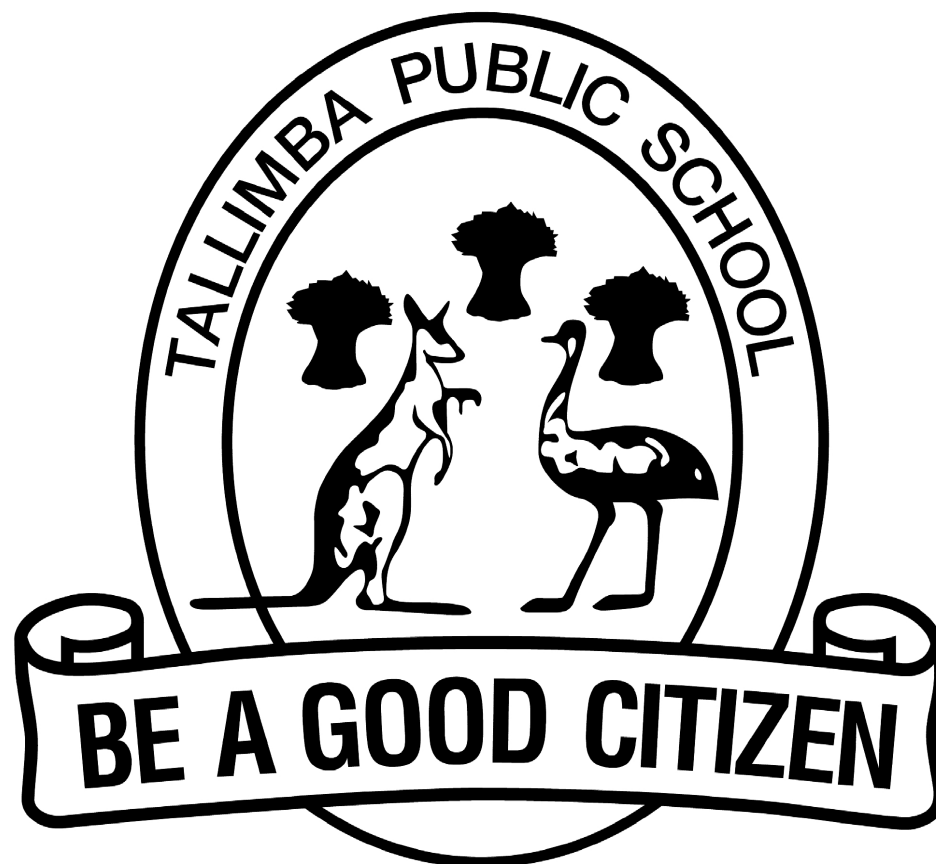


School plan 2018-2020

Tallimba Public School 3153



School background 2018–2020

School vision statement

Tallimba Public School is committed to providing quality education in a nurturing, innovative learning environment, where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be active, confident participants in a quickly changing global society.

Tallimba Public School is a small school achieving big things.

School context

Tallimba Public School is a small community school located in a tiny village of less than 20 residents. The village serves the surrounding stock raising and crop growing area.

Parents are supportive and have indicated they would like to strengthen welfare programs which overcome some of the disadvantages caused by these environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20–30 students. Current changing demographics have seen a transient population of students. Currently a significant number of enrolments are from low socio-economic families.

There are two full time teachers, a teaching principal and a classroom teacher. A Learning and Support Teacher (LaST) is employed three days a week, as well as one part-time Learning Support Officer (LSO), for two multigrade classes.

For five days per week the students are organised into two staged groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

School planning process

This School Plan was developed through consultation with parents, staff, students and the wider community. The process began with teaching staff attending training on developing a school plan. Parents and community members were invited to attend an information evening to discuss ideas for future directions and planning for the students and the school. Families who were unable to attend the meeting were contacted via telephone, seeking their input and ideas for the new school plan.

Students were also part of the collaborative process through class discussions, SRC meetings and completing an online school survey on their feelings and ways to improve their school.

Staff worked collaboratively in consultation with Principal Leadership Officers, students, parents and community members to ensure all invested parties were included in the planning process.

This process has led us to the development of three strategic directions and their purposes that make up this school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

- To ensure teachers have contemporary content knowledge and implement learning opportunities for students which are engaging and evidence based, using effective quality teaching practices.
- Teachers evaluate the effectiveness of their teaching and use ongoing assessment practices to evaluate and refine teaching practices.

STRATEGIC DIRECTION 2 Innovative Learning

Purpose:

- To provide students with innovative learning opportunities and quality experiences in a school culture which is strongly focused on learning and the building of educational aspirations.
- Promoting resilient, self-directed and adaptable learners, who are accountable for their own learning and achievement.

STRATEGIC DIRECTION 3 Wellbeing for Success

Purpose:

- To ensure every student is equipped with the social, emotional and physical skills that will empower them to connect, succeed and thrive in our ever-changing challenging world.

Strategic Direction 1: Quality Teaching

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> To ensure teachers have contemporary content knowledge and implement learning opportunities for students which are engaging and evidence based, using effective quality teaching practices. Teachers evaluate the effectiveness of their teaching and use ongoing assessment practices to evaluate and refine teaching practices. 	Students <ul style="list-style-type: none"> Students will fully engage in quality teaching practice and will engage in meaningful assessment that helps to determine growth and achievement. 	Collaborative practice <ul style="list-style-type: none"> Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers within the Rural Innovative Educators Network (RIEN) and Tallimba Public School for monitoring student learning. 	Practices <ul style="list-style-type: none"> Teachers regularly meet to review data, monitor student learning and collaboratively plan next steps for students learning. Teachers collaborating with students, parents and staff to set learning goals to meet the individual student learning needs. Literacy and Numeracy links are explicitly integrated across all KLAs in all teaching programs Schools in the RIEN routinely collaborate to give coaching and mentoring support to all teachers.
Improvement Measures	Staff <ul style="list-style-type: none"> Teachers will implement and share innovative and collaborative evidence based practice in their classrooms and with their peers. All staff will complete and review a Professional Development Plan (PDP) annually. There is a shared expectation that staff will play a significant role in building their own capacity and improving teaching practice. All staff will be respectful of others and their contributions. Engage with experts in evidence-based practice. 	Professional Development <ul style="list-style-type: none"> Draw on research based pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices. 	Products <ul style="list-style-type: none"> Measureable growth in Literacy and Numeracy are achieved through explicit teaching of Literacy and Numeracy across all KLA All staff collaboratively design systematic lessons that are inclusive of evidence based teaching methods that incorporate innovative use of technology to optimise learning for all students. Ongoing school improvement is driven by explicit systems across a network of schools that share and demonstrate their expertise to promote and improve teaching and learning.
<ul style="list-style-type: none"> Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool. Teachers are reflecting on practice and achieving goals set in their Professional Development Plan (PDP). A sustainable collaborative practice system is embedded across the Rural Innovative Educators Network (RIEN). 	Leaders <ul style="list-style-type: none"> Provide opportunities for all staff, including leaders to engage in collaborative practice. Leaders will ensure accountability of schools contributions to collaborative practice. Commit to the effective implementation of the Professional Development Process (PDP) process. 	Evaluation Plan <p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> Teacher Professional Development Plan (PDPs) and reviews Classroom observations Teaching and learning programs and evaluation of Individual Learning Plans (ILPs) Student performance data Surveys and self-assessment tools Meeting minutes PLAN data SCOUT data Teacher reflections and MyPL records 	

Strategic Direction 2: Innovative Learning

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> To provide students with innovative learning opportunities and quality experiences in a school culture which is strongly focused on learning and the building of educational aspirations. Promoting resilient, self-directed and adaptable learners, who are accountable for their own learning and achievement. 	<p>Students</p> <ul style="list-style-type: none"> Develop student skills to be self-reflective learners. <p>Staff</p> <ul style="list-style-type: none"> Develop skills in ongoing collection, analysis and personalisation of assessment data to provide engaging and differentiated learning. <p>Parents/Carers</p> <ul style="list-style-type: none"> Develop parent skills to enable them to support their children at home. <p>Leaders</p> <ul style="list-style-type: none"> Provide targeted professional learning in assessment practices, differentiated learning and teacher to student feedback to promote ensure a collaborative learning culture across the school. 	<p>Assessment</p> <ul style="list-style-type: none"> Develop staff knowledge in the use of Assessment as, of and for learning that leads to effective structures and policies across the school for the collection and effective use of data for student learning. <p>Visible Learning for Students</p> <ul style="list-style-type: none"> Professional development in making learning visible and purposeful for students through the provision of: learning intentions, success criteria in child friendly terminology, exemplar student work and assessment feedback: teacher to student feedback, student to student feedback and student to teacher feedback. <p>Evaluation Plan</p> <ul style="list-style-type: none"> Teacher programs Continuum/ progression data 	<p>Practices</p> <ul style="list-style-type: none"> Teachers will make the learning transparent for students by collaboratively planning lessons that use student exemplar work, learning intentions, success criteria, bump it up walls and provide feedback on student achievement. Students will be engaged in their learning and be able to identify why, how and what they are learning and become responsible for monitoring and achieving their learning goals. Teachers and students will actively seek and receive feedback from each other to inform their teaching and learning. Teachers will collaboratively assess, analyse data and use formative assessment strategies to plan according to student learning needs and interest. <p>Products</p> <ul style="list-style-type: none"> All stages plan, monitor and evaluate yearly targets in writing based on student growth and clusters on the literacy continuum. 100% of students are able to articulate the learning intentions, success criteria and individual learning goals. Teaching and learning programs are dynamic, showing evidence of revisions, based on feedback on teaching practice, consistent and reliable student assessment and continuous tracking of student progress and achievement.
Improvement Measures			
<ul style="list-style-type: none"> Increase of growth in targeted age appropriate levels, as reflected in NAPLAN data. Increased improvement across the school in aspects of numeracy and literacy (writing) as indicated on the continuum 			

Strategic Direction 3: Wellbeing for Success

Purpose

- To ensure every student is equipped with the social, emotional and physical skills that will empower them to connect, succeed and thrive in our ever-changing challenging world.

Improvement Measures

- Increase in attendance rate.
- Improved students behaviour and engagement across the school.

People

Students

- Develop student resilience, empathy and leadership skills.
- Strengthen student capacity to reflect upon their learning and demonstrate high expectations for their achievement.

Staff

- Demonstrate a consistent approach when reinforcing school values. Develop a positive, supportive and collaborative learning culture among staff and the wider community.

Leaders

- Model, communicate and promote student welfare policy to the school community. Build leadership capacity among staff to promote a positive and collaborative learning culture across the community.

Parents/Carers

- Provide valuable learning experiences to develop a shared understanding and commitment to educational programs and increased opportunities for parents to discuss and support their child's learning.

Processes

Positive Behaviour Learning (PBL)

- Develop jointly constructed positive wellbeing strategies (PBL program) for students, teachers and parents to support a positive and collaborative school culture.

Wellbeing Framework

- Develop staff knowledge of the wellbeing framework and policies. Evaluate current programs and develop programs and practises that reflect the framework and allow students to connect, succeed and thrive.

Evaluation Plan

- Tell Them from Me surveys
- Parent surveys
- Behaviour data
- Classroom observations
- Increased attendance rates

Practices and Products

Practices

- Teachers embed aspects of the wellbeing framework throughout their teaching and learning programs.
- Expected behaviours are explicitly taught to all students as per PBL.
- School regularly monitors attendance.

Products

- Teachers, students and parents have a shared understanding and commitment to student welfare practices and school values.
- Established positive social expectations for all in the school community
- Utilising the Wellbeing Framework for the school and its community to collectively support the wellbeing of every student