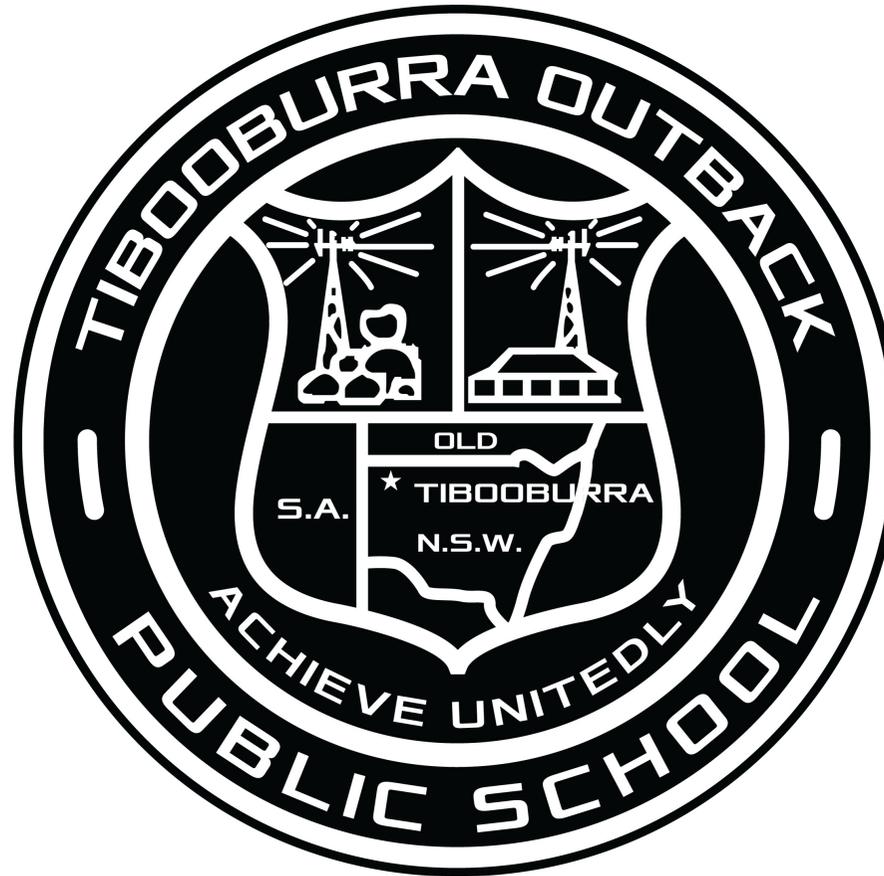


School plan 2018-2020

Tibooburra Outback Public School 3211



School background 2018–2020

School vision statement

Tibooburra Outback Public School will provide an educational community where every student will be able to become an effective 21st century citizen. We value every child's learning journey and ensure we provide them with a variety of learning experiences where they can collaborate within our educational community. A partnership between school, parents and community is an integral part of this vision.

School context

Tibooburra Outback Public School is a TP1 school situated 334km north of Broken Hill in the Corner Country, far western NSW. We are part of the Far West Network of schools. Our Family Occupation and Education Index (FOEI) for 2016/17 was 84 which is lower than the average of 100 and reflects the school's socio-economic status. We are a small isolated rural school with 5 students Kindergarten to Year 6. The school provides a stimulating, relevant, effective and personalised learning environment that caters for the individual needs of all students. It aims to break down the barriers of isolation for its students and provides comprehensive educational experiences which enhance the intellectual, social, physical and emotional well-being of the students. Physical isolation does not disadvantage our students' opportunity to achieve. Our students have strong partnerships with the local community and neighbouring schools. We have an active Parents and Citizens Association (P and C) and strong connections to numerous organisations in the Tibooburra community; where their skills and expertise are used to further the educational outcomes for the students and make meaningful connections to the local area. The staff and students have regular interaction with White Cliffs Public School and Broken Hill School of the Air. Tibooburra Outback Public School (TOPS) and Broken Hill School of the Air (SOTA) have an agreement in place that see the students at SOTA attend TOPS to complete their schooling. School of the Air is not operational in Tibooburra; due to this agreement, the infrastructure is still in place.

School planning process

Parents and Community;

– Families within the school as well as local families attending Tibooburra Outback Public School and local community members were invited fill out an online survey through Google forms in Term 3, 2017.

Staff;

– During a weekly staff meeting, the schools vision and strategic directions were collaboratively written.

– At the planning meeting, the strategic directions including the purpose, people, processes and products were viewed, modified and changed.

Principal;

– Participated in planning master classes hold by the Director and numerous presenters.

– Worked with the Principal School Leadership on the planning process, viewing a presentation on the guiding principles.

– The Principal also met and collaboratively planned with the Principal from White Cliffs Public School.

Students;

– Talked with the teachers/principal about what they would like their classroom/school to look like.

– Video conference with Martin Hall – senior project office
– Evaluation Capacity Building, Centre for Educational Statistics and Evaluation.

As a result of this consultation the following plan was developed.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning, Engagement, High Expectations

Purpose:

To ensure all students have access to relevant, engaging and challenging learning experiences with a focus on high expectations which enables them to become independent learners and express their unique and personal thoughts openly.

STRATEGIC DIRECTION 2

Quality Teaching, Professional Learning, Building Capacity

Purpose:

To provide the highest quality education that inspires every student and teacher to progress along their own learning journey, to achieve their full potential and reflect on their learning experiences.

STRATEGIC DIRECTION 3

A Stronger Educational Community

Purpose:

To work together as a learning community to give students the knowledge, skills and experiences to set and achieve their personal goals and lead successful lives in the 21st century.

Strategic Direction 1: Learning, Engagement, High Expectations

Purpose

To ensure all students have access to relevant, engaging and challenging learning experiences with a focus on high expectations which enables them to become independent learners and express their unique and personal thoughts openly.

Improvement Measures

An increasing percentage of students will be working at their year level in aspects of writing in conjunction with the literacy progressions

Each student reaches dojo goal each term set out for them individually. See a decrease in the negative behaviour and attention seeking across the term.

Students have made expected growth in numeracy/literacy as mapped on PLAN.

People

Students

Develop a greater understanding of setting and achieving their own goals.

Use reflection on assessment (rubrics) and reporting processes and teacher feedback to identify individual learning needs.

Develop skills to engage in personalised learning and self monitoring.

Will be quality learners focused on engagement and achievement.

Staff

Demonstrating a sound knowledge of students assessment and analysis of data.

Develop and expand on literacy marking rubrics for students to independently improve learning outcomes.

Improve students learning outcomes by catering for students learning progression on the continuum's.

Implement programs that are engaging and relevant and cater for individual needs.

Parents/Carers

Engage actively in the child's learning with open communication and shared understanding of their child's learning direction and progress.

Processes

Personalised Learning

Students identify individual goals through reflection on feedback and formative assessment.

Teachers use assessment data to monitor achievement and gaps in student learning to inform planning.

Student Wellbeing

Positive Mindset – implement strategies to increase the mindset of all students through activities that encourage:

- Encouragement
- Confidence building
- Desire to achieve

Evaluation Plan

Student progress in PLAN data every five weeks

Internal student performance data (refer to SMART data) to inform teaching practice

Student work samples collected and analysed

Marking rubrics are used to assess learning against stage outcomes

Classroom observation on feedback provided

Analysis of engagement level surveys

Practices and Products

Practices

Students are shown their PLAN data to help formulate relevant goals.

Notes are sent home to parents that show how their child/ren is processing and what they can do to support their child/ren's learning from home.

Teachers regularly monitor and analyse classroom data using PLAN K-6 and make continual adjustments to student learning programs and continuum's.

Products

All students will have their learning monitored through PLAN.

Students identify and achieve their learning goals in consultation with parent/s and staff.

A student centered learning environment exists where all students are supported, challenged and receive timely and meaningful feedback to inform future directions.

Students develop respect for self, one another, staff, parents and the wider community as well as their learning environment.

Students accept responsibility for their own behaviour appropriate to the age and development.

Strategic Direction 2: Quality Teaching, Professional Learning, Building Capacity

Purpose

To provide the highest quality education that inspires every student and teacher to progress along their own learning journey, to achieve their full potential and reflect on their learning experiences.

Improvement Measures

Increased use of evidence based pedagogy.

Staff performance and development plans identify and promote strategies to enhance personalised student learning outcomes.

Increased knowledge and understanding from staff on PLAN and the full implementation for every student.

evidence of connections/collaborations with other school both for students and colleagues to build their capacity/leadership strategies.

People

Students

Provide feedback to allow teachers to evaluate the effectiveness of their own program.

Staff

Have a sound knowledge of the professional standards (APST & APSP) for teachers and principals, reflecting on practice to make improvements.

Develop a self evaluation, student evaluation and a self improvement guide to inform you on your teaching and learning processes.

Develop a working knowledge of The Wellbeing Framework and the School Excellence Framework.

Parents/Carers

Self identified parents receive training and support in the implementation of evidence based practice to support the classroom teacher.

Parents undertake training from staff on PLAN data, how to interpret their child's results and what they can do to further expands their child's learning.

Processes

Leadership growth

Principal use professional learning and strategies to enhance the growth of themselves and staff at TOPS.

Principal and staff participate in coaching sessions in enhance their skills and knowledge.

Professional Learning

Teachers engage in professional learning relevant to the individual needs of students.

Staff learning is differentiated and negotiated through their Professional Development Framework.

Evidence Based Teaching Strategies

Teachers actively use a range of evidence based teaching strategies.

Staff trained in specialised programs share knowledge around best practice with all teachers, including those from partner schools.

Teachers utilise data to plan high quality learning experiences which cater for individual needs.

Whole School Planning

Develop a K-6 teaching and learning program to cater for multi-age/ multi-stage classrooms.

Evaluation Plan

Classroom observation and feedback by local and non-local colleagues

Practices and Products

Practices

Teachers will observe demonstration lessons provided by specialised KLA consultants, sharing best practice from professional learning experiences.

All staff implement evidence based research to improve their performance and development.

Teachers are sharing with other staff what they have learnt at professional development opportunities and are implementing the knowledge gained in classroom practice.

The principal and all staff will participate in coaching sessions to enhance their knowledge and assist them to further develop their teaching strategies/styles.

Products

There is a refined process that caters for the individual needs of students in the multi-stage/ multi-age classroom.

Teachers meet regularly to analyse data and develop plans on where to next for each student.

Schedule/timetable is developed so teachers and SASS staff have regular meeting for discussions and PL opportunities.

Strategic Direction 2: Quality Teaching, Professional Learning, Building Capacity

Processes

Feedback from students

On-going milestone process

How can we tell there is an increase in evidence based pedagogy?

Strategic Direction 3: A Stronger Educational Community

Purpose

To work together as a learning community to give students the knowledge, skills and experiences to set and achieve their personal goals and lead successful lives in the 21st century.

Improvement Measures

There will be an increase in the number of opportunities for students to collaborate with peers from other schools and improve their social skills.

Measure through professional learning.

Greater involvement from local community organisations participating in school based learning to increase the students understanding and connections with their local area.

People

Students

Develop appropriate social skills for interacting with each other and all members of the school and its community.

Understand the value of home, school and community partnerships.

Staff

Demonstrate leadership capabilities to engage the whole community.

Seek connections with the wider community to support development and learning.

Principal enhances leadership capabilities to work closely with all staff, students, parents and the wider community.

Parents/Carers

Engage with the school by having input into the school planning process through consultative decision making processes.

Have a shared belief that parent contributions are valued and beneficial to student outcomes.

Understanding the learning process of their children and how to support them.

Community Partners

Create effective partnerships with the school to increase learning opportunities and support for all students.

Processes

Social Skills and Collaboration

Students/staff have opportunities to work with their peers including students from other schools.

Demonstrate teamwork and effective social skills, working with a variety of stakeholders.

Students provide feedback and are engaged in planning and decision making processes around their learning and the school environment.

School Pride

The principal ensures that; Students, staff, parents and community members are invited to school functions and are encouraged to promote the school widely through verbal communication.

The school will actively seek opportunities to participate in community events.

The school will promote its heritage by setting up the satellite studio and school for tours during the tourism season.

Staff communicate regularly with parents, students and community members through a variety of channels including the newsletter, notes, website, formal and informal meetings, social media networks and through the implementation of a school based community newspaper.

Evaluation Plan

The Wellbeing Framework

Number of people attending community

Practices and Products

Practices

Teachers, parents and students analyse and review PLAN data to show progress and areas requiring improvement.

The school has active partnerships with parents and works collaboratively to ensure continuity of learning for all students.

Students develop networks with students from other schools and collaborate with them in a variety of learning experiences.

Students plan, develop and produce a newspaper after research for the local community and tourists to the area.

Staff are proud of the heritage of Tibooburra Outback Public School and share this knowledge with tourists doing set tours of the school.

Students, staff, parents and community are proud to be a part of Tibooburra Outback Public School.

Products

Students plan, develop and produce a newspaper after research for the local community and tourists to the area.

The community actively supports the school financially and through school promotion and is proud of the students and their achievements.

Strategic Direction 3: A Stronger Educational Community

Processes

events, participating in working bees and purchasing the new community newspaper produced by students

Analysis of data from the school website and social media