

# School plan 2018-2020

## Tooleybuc Central School 3235



# School background 2018–2020

## School vision statement

Tooleybuc Central School is committed to creating resilient learners who are supported to achieve their personal best. Teachers at Tooleybuc Central School are future focused, using innovative and collaborative practices, in an environment where every student is known and cared for, allowing them to connect, succeed and thrive.

## School context

Tooleybuc Central School is a small rural, central school catering for 112 students from Foundation to Year 12. The school is focused on all students achieving their personal best. Tooleybuc Central School is located on the banks of the Murray River in South West NSW and draws students from both the NSW and Victorian towns on the boarder.

Tooleybuc Central School has a number of quality programs embedded across the school to support students. The school also has strong links with TAFE to provide outstanding educational opportunities in Vocational Education in the Senior Years.

The school receives DoE Equity funding for Low Adjustment Disability, Socio–Economic Background and Aboriginal Background to support targeted programs across both the primary and secondary departments.

The school has an active Parents and Citizens Association who support our school providing valuable donations to support the purchase of student resources.

## School planning process

Tooleybuc Central School's vision for excellence has been developed through the collaboration of key stakeholders. Students, staff and parents have been involved in developing the vision for the school's strategic directions.

- Parents have had the opportunity to provide feedback through P & C Meetings and informal discussions. The P & C Executive also provided feedback on the draft School Plan and help refine the direction to meet all needs of the school.
- Staff members have contributed to areas for development through staff meetings and provided critical feedback on key ideas to help formulate succinct strategic directions.
- Tell Them From Me Surveys. Staff, students and parents completed TTFM surveys and this information was used to guide areas for improvement across the school.
- Available data was also analysed to help identify trends across the school to inform future planning to support the needs of the school.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
CULTURE OF LEARNING

**Purpose:**


To create highly motivated and successful learners who are empowered to become confident and creative citizens that are committed to life long learning, allowing them to achieve their personal best.



**STRATEGIC  
DIRECTION 2**  
EXCELLENCE IN TEACHING

**Purpose:**

For teachers to have a shared responsibility for student improvement, through explicit processes for collaboration to drive the implementation of evidence based pedagogy across the school, utilising visible learning practices.



**STRATEGIC  
DIRECTION 3**  
CONNECT, SUCCEED AND  
THRIVE

**Purpose:**

For the school to develop quality relationships with all stakeholders, supporting students to become resilient learners striving to achieve their personal best.

# Strategic Direction 1: CULTURE OF LEARNING

## Purpose

To create highly motivated and successful learners who are empowered to become confident and creative citizens that are committed to life long learning, allowing them to achieve their personal best.

## Improvement Measures

### Future Focused Learners

Increase the number of students who are organised for learning and participating in activities to allow them to achieve their personal best and transition successful to life after school

### Growth Mindset

Increased number of students with a Growth Mindset across the school, demonstrating resilience when faced with adversity in their learning and as part of their daily lives.

### Innovative Technologies

An increase in use of innovative technologies to support student learning and in the skill levels of students and teachers.

## People

### Students

Students are organised and prepared for their learning, utilising the skills developed as part of learning initiatives.

### Staff

Provide regular and timely feedback to all students about where they are and where to next.

### Leaders

Establish and embed structures and processes to identify, address and monitor all student learning needs.

### Parents/Carers

Support school initiatives and processes by attending information sessions and supporting students in their learning.

### Community Partners

Community partners will provide workshops, general information sessions etc to support students in developing their capacity to transition from school to work,

### Students

Students work collaboratively with their teachers, peers and other key stakeholders to support their learning.

### Staff

Staff work with students to embed the language of a growth mindset into their practice and in communication across the school.

## Processes

### Growth Mindset

To embed a growth mindset culture across the school where students take risks with their learning and demonstrate resilience when faced with adversity.

### Innovative Technologies

To investigate and utilise a range of different innovative technology to support student learning in the classroom.

### Future Focused Learners

Students will be provided with a vast range of different experiences to provide them with opportunities to identify and develop the skills necessary for potential future career pathways.

## Evaluation Plan

Student TTFM surveys

Student Organisational Survey

Growth Mindset Survey

Classroom observations

## Practices and Products

### Practices

#### Future Focused Learners

Students are motivated, organised and prepared for learning, knowing where they are and where to go next and demonstrate the skills and knowledge necessary to be successful throughout their lives.

### Products

#### Growth Mindset

All students demonstrate resilience and a growth mindset so they are able to confidently face challenges with their learning and as part of their daily lives.

#### Innovative Technologies

All students are confidently using a range of new and innovative technologies to support their learning in the classroom to prepare them for life after school.

# Strategic Direction 2: EXCELLENCE IN TEACHING

## Purpose

For teachers to have a shared responsibility for student improvement, through explicit processes for collaboration to drive the implementation of evidence based pedagogy across the school, utilising visible learning practices.

## Improvement Measures

### Collaborative Practices

Teachers will have structured processes to engage in collaboration with other staff members to share and refine teaching practices.

### Using Data Effectively

All teachers effectively use data to inform their teaching practice and provide effective feedback.

### Quality Professional Learning

All teachers have participated in evidenced based learning and used these evidence based practices to support student growth.

### Curiosity of Powerful Learning

The school has effectively reviewed school practices using the ten theories of action and has embedded the strategies across the school.

## People

### Staff

Staff will engage in supportive collaborative discussions on the continued refinement of current practices to embed evidence based learning focused on the analysis and use of data to inform the teaching and learning cycle.

### Leaders

Leaders will develop systems to collect data and support teachers to build their capacity in the collection and analysis of data and how to use this to effectively inform planning.

### Leaders

Leaders will develop and implement effective professional learning to strengthen current systems for collaboration across the school based on the implementation of evidence based practices to improve every teacher's capacity across the school.

### Staff

Staff will engage in quality professional learning to continually refine their teaching of literacy and numeracy across the curriculum.

### Staff

Staff will participate in targeted professional learning focused on embedding consistent, evidence based practices across the school.

## Processes

### Collaborative Practices

Engaging in quality professional learning in evidence based practices and the development of effective collaboration structures to share and refine teaching and learning in the classroom.

### Quality Professional Learning

Drawing on research based evidence to develop and implement high quality professional learning to support student growth in literacy and numeracy, (TEN, RR, L3, Learning Progressions) with a focus on visible learning.

### Using Data Effectively

All teachers are supported to develop skills in the effective analysis of data and strategies to use this to inform teaching practices to meet the needs of all students in the school.

### Curiosity of Powerful Learning

Using the ten theories of action of Curiosity and Powerful Learning, the school will review the current practices across the school and embed evidence based strategies across the whole school to allow for powerful learning.

## Evaluation Plan

Classroom observations

TTFM Surveys

Teacher Surveys

Student Growth Data

## Practices and Products

### Products

#### Collaborative Practices

All teachers engaged in structured and unstructured collaborative practices to support their professional growth, planning and informing the teaching and learning cycle using evidence based teaching practices.

#### Using Data Effectively

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.

#### Quality Professional Learning

All teachers participate in quality, targeted professional learning focused on the development of literacy and numeracy skills and embedding these skills as part of their daily practice.

#### Curiosity and Powerful Learning

All teachers embed the theories of action into their practice, ensuring a consistent approach and language across the school.

# Strategic Direction 2: EXCELLENCE IN TEACHING

## Processes

Data Records

Curiosity and Powerful Learning Rubrics

# Strategic Direction 3: CONNECT, SUCCEED AND THRIVE

## Purpose

For the school to develop quality relationships with all stakeholders, supporting students to become resilient learners striving to achieve their personal best.

## Improvement Measures

### Resilience

Students will display a range of different strategies to cope when faced with difficulty in their learning and in their daily lives.

### Parents in Partnership

Parents will have a clear understanding of how to support their child in their learning goals

### Wellbeing

Across the school there will be a consistent structure to support student wellbeing.

## People

### Students

The student body will identify areas across the school that need to be addressed and work with school leaders to provide effective and timely support.

### Students

Students will actively participate in a range of evidence based workshops and programs focused on developing resilience and supporting student wellbeing.

### Parents/Carers

Parents will support school structures and attend information sessions focused on supporting our young people in the learning and their daily lives.

### Leaders

Review wellbeing structures across the school and embed these processes to ensure a consistent approach to wellbeing.

### Community Partners

Key external stakeholders will provide services to support to all students and to those who have a specific identified need to allow them to feel connected with the school community.

### Staff

Staff will support resilience and wellbeing programs and implement these theories into their daily communication with students.

## Processes

### Parents in Partnership

Targeted information sessions, communicating key messages to support parents in understanding the requirements of the learning students are undertaking at key points in their student's education.

### Wellbeing

Wellbeing structures will be reviewed using the Wellbeing Framework and investigate the implementation of KidsMatter and MindMatters to develop a consistent approach to student management across the school.

### Resilience

Students will participate in targeted programs focused at developing resilience in their learning and their daily lives.

## Evaluation Plan

Surveys

TTFM

Behaviour data

## Practices and Products

### Practices

#### Resilience

Students utilise a range of strategies to support their social and emotional well being when faced with difficulties in their learning and their daily lives.

### Products

#### Parents in Partnership

Partnerships with parents and students support clear improvement aims and planning for the achievement of student learning goals.

#### Wellbeing

The school has a consistent structure and language to support student wellbeing which is implemented consistently by all staff.