

School plan 2018-2020

Toomelah Public School 3239



School background 2018–2020

School vision statement

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who have strong family relationships, social and communication skills and are proud advocates for positive change in their community and across the world.

School context

Toomelah Public School is one of fifteen schools in the state that are a part of the Connected Communities program. As a Connected Community School, Toomelah Public School is staffed with an Executive Principal and a Leader Community Engagement. There are approximately 38 students all of whom are Aboriginal. The Connected Community strategy positions the school as a community hub. It broadens the influence of the community and school leadership, to play a part in the delivery of key services and supporting children and young people from birth through school and into further training, study and employment.

Toomelah Public School has a focus on wellbeing, community engagement and quality teaching and learning. Language and Cultural teaching is a feature of the school. Students have weekly lessons delivered by the Aboriginal Education Officer.

In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school's core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of Pride, Safety, and Respect. The school has a genuine focus on children and the provision of a diverse and innovative curriculum delivered through quality, evidenced based classroom teaching.

Our experienced, enthusiastic and motivated staff are highly trained and experienced professionals who work together to ensure they support each other, our students and our families.

Toomelah Public School is an Early Action For Success School. An Instructional Leader has been appointed two and a half days a week, and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from Kindergarten to Year 2.

School planning process

1. A number of group discussions were held with the staff and community including the Reference Group.
2. The Reference group developed a strong voice through the fortnightly Reference Group meetings.
3. As part of the Connected Community strategy we have been involved in a number of information gathering processes including the Connected Communities evaluation, Tell Them From Me, Kids Matters Surveys as well as Positive Behaviour For Learning surveys. This provided us with rich feedback to guide our direction.
4. Data relating to student learning outcomes, including NAPLAN, Early Action For Success, behaviour, attendance were reviewed and discussed in detail.
5. School Excellence Framework reviewed in detail.
6. Reference Group and staff populate the strategic directions for school plan.
7. Share with the community for input.
8. Post draft plan on school's website and Facebook page for feedback.
9. The School Plan is a living document and as such is responsive to changing contextual factors.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning: Self-motivated,
engaged learners

Purpose:

Self-motivated, engaged learners.

Our purpose at Toomelah Public School is to develop students who are self-motivated learners, confident creative individuals with personal resources for future success and wellbeing.

STRATEGIC DIRECTION 2

Teaching: Great Teachers
Enable Great Learners

Purpose:

Great teachers enable great learners.

Our purpose at Toomelah Public School is to develop collaborative teachers who evaluate effectiveness of their teaching practice and who share responsibility for student improvement.

STRATEGIC DIRECTION 3

Leading: Distributed
Instructional Leadership

Purpose:

Distributed Instructional Leadership

Our purpose at Toomelah Public School is to develop leaders who work with-in and beyond the school to develop a community of shared understanding that supports a culture of high expectations and continuous improvement.

Strategic Direction 1: Learning: Self-motivated, engaged learners

Purpose	People	Processes	Practices and Products
<p>Self-motivated, engaged learners.</p> <p>Our purpose at Toomelah Public School is to develop students who are self-motivated learners, confident creative individuals with personal resources for future success and wellbeing.</p>	<p>Students</p> <p>Students improve their ability to share information about their learning and future directions.</p> <p>Students engage in MGOAL development with school staff and carers.</p> <p>Students participate in Three Way Conversation Interviews to share learning with carers and teachers to self-reflect and determine the next steps in their learning.</p> <p>Staff</p> <p>Engage Assistant Principal as resource to support and drive change in pedagogical practice in teaching.</p> <p>Staff will develop a strong understanding of students' knowledge and capabilities. They will strengthen their knowledge of evidence based teaching strategies to deliver innovative learning programs catering for the needs of individual students.</p> <p>Staff will develop the knowledge and skills to employ effective assessment strategies and data collection to inform planning high quality literacy and numeracy instruction.</p> <p>Staff</p> <p>Teachers collate assessment tasks to share with parents in three way interview.</p> <p>Staff</p> <p>Teacher engage with parents and students to develop MGOALS and Three Way Interviews.</p>	<p>MGOALS:</p> <p>Develop, plan resource MGOAL implementation(including physical and human), implement and review.</p> <p>Three Way Interviews:</p> <p>Design, implement and review Three Way Interviews.</p> <p>Restorative Practice:</p> <p>Staff engage in professional learning around restorative practice then plan for and implement.</p> <p>Plan B:</p> <p>Staff engage in professional learning around Plan B then plan for and implement.</p> <p>Learning Centre:</p> <p>Resource and establish Learning Centre.</p> <p>Literacy and Numeracy:</p> <p>Literacy and Numeracy Learning Progressions profiles are developed and used by staff in order for them to know their students and to plan and differentiate explicit teaching strategies according to their level of need.</p> <p>Evaluation Plan</p> <p>Progress on improvement measures will be evaluated through satisfaction surveys(TTFM); student learning data, evaluation and consistent use of school processes and procedures.</p> <p>Checklist of MGOALS and Three Way</p>	<p>Practices</p> <p>Students, staff and carers engaged in the development of MGOALS and self-reflect on attainment of goals.</p> <p>Staff and students collect and collate information for Three Way Interviews and share with carers.</p> <p>Shared school wide responsibility for establishing student voice in their own and whole class learning.</p> <p>Develop, resource and review process for MGOALS.</p> <p>Students ownership of learning goals through increased reflection on achievement.</p> <p>Develop, resource and review process for Three Way Interviews.</p> <p>Staff use Restorative Practice and Plan B to assist students to progress on the Behaviour Continuum.</p> <p>Learning Centre planned and resourced.</p> <p>Teachers plot each student on Learning Progressions in week 5 and week 9 of each term.</p> <p>Products</p> <p>All students engaged in Personalised Learning Pathway process using AECG MGOAL resources resulting in increased student voice, identity and engagement in school and learning.</p> <p>All students engage in 3 Way Interviews.</p>
Improvement Measures			
<p>Literacy and Numeracy:</p> <p>All students plotted on ACER Learning Progressions. Increase in the percentage of students demonstrating expected growth in literacy and numeracy. (One year's growth for one year's instruction)</p> <p>100% of students have co-developed with carers and teachers Personalised Learning Pathways utilising the MGOALS platform and can articulate where they are, where they are going and what they need to do to get there.</p> <p>80% of students in the Learning Centre show increased engagement evidenced by reduced behaviour issues and improved student outcomes.</p> <p>100% of students engage in Three Way Interviews with parents and carers.</p>			

Strategic Direction 1: Learning: Self-motivated, engaged learners

People

Staff

Staff engage in professional learning on Restorative Practice and Plan B and implement across the school.

Parents/Carers

Parents and Carers engage in MGOAL development and 3 Way Interviews to support student learning.

Processes

Interviews

Establish baseline data on Learning Progressions and monitor progress as well as utilise to inform further planning.

Practices and Products

Learning Centre established and provides for students who require a differentiated highly engaging and multi-discipline curriculum delivery.

Enhanced levels of literacy and numeracy across all stages through targeted whole school strategies.

Explicit differentiated teaching of literacy and numeracy is embedded in all key learning areas. All students are engaged in whole school literacy and numeracy initiatives targeted to enhance literacy and numeracy.

Strategic Direction 2: Teaching: Great Teachers Enable Great Learners

Purpose	People	Processes	Practices and Products
Great teachers enable great learners.			
Our purpose at Toomelah Public School is to develop collaborative teachers who evaluate effectiveness of their teaching practice and who share responsibility for student improvement.	Staff Teachers and support staff undertake professional learning on assessment. Teachers provide formative feedback to students. Teacher use assessment to ensure that students are learning in the zone of their proximal development.	Assessment Plan Develop school assessment plan including qualitative and quantitative assessments based on NESA requirements. Research Based Best Practice Research based best practice embedded in whole school approach. Behaviour Teaching and Support School wide practices for behaviour development documented and embedded in school practice.	Practices Teachers provide targeted instructional feedback to students. Teachers show improved practice as a result of formative assessment of planning and planning conferences, learning walks and PDP processes. Leaders and teachers analyse internal and external data to inform next step and professional learning needs as well as resource allocation. Quantitative and qualitative assessment data is used to inform future planning. Formative assessment practices embedded in school culture and all staff members have a shared understanding of the importance of and the processes for formative assessment. All teacher participate in classroom observations. (Learning Walks) Every teacher uses data to inform and differentiate their teaching by tracking students on learning progressions. Leaders establish processes to provide formative assessment to teachers around assessment. Teachers are involved in professional learning to extend their evidence based teaching practice and innovative delivery mechanisms.
Improvement Measures			
100% of teachers show expert use of feedback and formative assessment that are observable in all contexts evidenced by classroom observations, work samples and teacher self-reflection data.	Students Students learning is progressing through formative feedback to inform next step.		
All teachers demonstrate research based best practice in planning and teaching.	Leaders Leaders establish a school wide understanding of importance of and processes for formative assessment. Leaders actively engage in Instructional Leadership practices including data analysis, leading and sharing professional learning, strategic resource allocation and maintaining an evaluative mindset.	Evaluation Plan Regular monitoring against milestones. Assessment plan developed. Performance Criteria and learning intentions displayed in all classrooms. Learning Walks completed.	
100% of teachers use Restorative Practice, 10 Essential Microskills and Plan B to promote student's ability to regulate their own behaviour.	Parents/Carers Develop an understanding of and value the theories and models of learning that underpin the schools educational philosophy. They support the schools position with their children and the in the community and are active in embedding these in school culture.	Micro-skills, restorative practice and Plan B evident in teacher practice during Learning Walks and in planning.	All teachers are continually building their capacity to understand learning and deliver research based best practice and all

Strategic Direction 2: Teaching: Great Teachers Enable Great Learners

Practices and Products

students show at or above expected growth.

Teachers confidently, strategically and consistently use formative assessment to improve student learning.

Strategic Direction 3: Leading: Distributed Instructional Leadership

Purpose	People	Processes	Practices and Products
<p>Distributed Instructional Leadership</p> <p>Our purpose at Toomelah Public School is to develop leaders who work with-in and beyond the school to develop a community of shared understanding that supports a culture of high expectations and continuous improvement.</p>	<p>Leaders</p> <p>Leaders support and assist the development of research with University Partners as well as provision for school engagement.</p> <p>Leader Community Engagement develops, supports and maintains mechanisms for parent community voice in school planning and everyday business.</p> <p>Attend professional learning specifically around research based best practice.</p> <p>Leaders will know and understand their role in the plan, implement and review phases of the teacher Professional Development Plan process as well as the accreditation process.</p> <p>Leaders will develop their skills to critique classroom teaching programs linked to classroom practice and provide appropriate feedback.</p>	<p>Community Engagement Plan</p> <p>Collaboratively develop Community Engagement Plan.</p> <p>Teacher Development</p> <p>Develop, record and implement teacher development plan inclusive of Performance Development Plan, Learning Walks and other observations as well as formative assessment of programs every two weeks.</p> <p>Professional Learning Communities</p> <p>Develop relevant professional learning communities based on school need.</p> <p>Research</p> <p>Collaborate and support University of Sydney Research staff to progress study and implement findings.</p>	<p>Practices</p> <p>Enhanced leadership capacity reflected in greater collaborative self-reflection, higher expectations and cohesive school teams.</p> <p>Strong professional learning communities resulting in growth for every student and every staff member.</p> <p>Targeted wellbeing practices based on MASLOW' s theoretical framework support students to access maximum learning outcomes.</p> <p>Holistic wellbeing practices across the school provide the students with significant connected learning opportunities, catering for their evolving needs, interests and abilities.</p> <p>There is a shared understanding of wellbeing that support students to grow and learn from opportunities and challenges.(Growth Mindset)</p>
<p>Improvement Measures</p> <p>Embedded and explicit systems for focussed teacher/executive collaboration with in the school and across the local network and Connected Communities to analyse data, share best practice and collaboratively plan, implement and evaluate in targeted areas.</p> <p>Toomelah Public School is recognised as proactive and responsive to the needs of the community due effective engagement and partnerships. This is clearly evident in Tell Them For Me surveys and school satisfaction surveys.</p> <p>Targeted university partnership and research have resulted in differentiated strategies to meet identified student needs.</p> <p>Sustaining and growing in the Wellbeing element of the Learning Domain of the School Excellence Framework V2.</p>	<p>Students</p> <p>Students engage in leadership professional learning and implement at school.</p>	<p>Evaluation Plan</p> <p>Whole school integrated approach to student wellbeing in which students can connect, thrive and succeed.</p> <p>Teacher formative assessment feedback.</p> <p>Reference group minutes</p> <p>Photographs of community events.</p> <p>Improvement in results in all areas of Tell Them from Me surveys</p> <p>University research project progress.</p> <p>Regular gathering of data and analysis of the impact of planned activities.</p>	<p>Staff are engaging with differentiated professional learning opportunities and using these to satisfy the requirements of their career stage in line with Standards.</p> <p>School staff implement strategies emerging from University of Sydney Research project at Toomelah Public School.</p> <p>Community engagement in school planning and activities.</p>
	<p>Parents/Carers</p> <p>Participate in school reflection and decision making through forums, survey and Reference Group.</p> <p>Participate in developing Community Engagement Plan.</p>		<p>Products</p> <p>Students will be engaged, challenged and successful in their learning with activities that suit their physical, cultural, social and intellectual development.</p>
	<p>Staff</p> <p>Staff will develop a thorough understanding</p>		

Strategic Direction 3: Leading: Distributed Instructional Leadership

People

of the Australian Professional Teaching Standards to guide their own learning, contribute to the development of colleagues and assist with achievement of school milestones.

Teachers will develop the skills to identify and reflect on their capabilities in order to accurately set goals that lead to personal critical self-reflection, sharing of professional practice.

Processes

Mapping against the School Excellence Framework.

Practices and Products

All students will be respected, valued, encouraged, supported and empowered to succeed.

Teachers will implement strategies founded on quality research.

Students, parents/carers and community have a voice in the school.

Strong Professional Learning Communities will be operating at all levels.