

# School plan 2018-2020

**Towamba Public School 3252**

## **TOWAMBA PUBLIC SCHOOL**



# School background 2018–2020

## School vision statement

Towamba Public School supports the academic, emotional and creative development of students to become respectful and responsible citizens.

## School context

Towamba Public School is situated in the Towamba Valley, 30km west of Eden, in an environment of mixed farmland, forest and rural lifestyle. Projected enrolment for 2018 is 20, including a small proportion of Aboriginal students. The school is rural, remote and predominantly low socio-economic in make-up, with a Family, Occupation and Education Index (FOEI) of 128 averaged between 2016 and 2017.

Many of the students have particular and specific individual learning needs. Targeted intervention programs which are based on sound and proven research have been implemented. The teachers are highly qualified to deliver these which are developed with Quality Teaching Principles and the School Excellence Framework underpinning establishment. All students are tracked in Literacy and Numeracy using the continuums and PLAN (Planning for Literacy and Numeracy), and individualised programs are developed for each student. Towamba is well resourced with access to the latest in Information Computer Technology (ICT) and best practice assistive technology.

To specifically support the rural and remote community, Towamba Public School initiated a “KindyStart” program in Term 2, 2014. Children who have turned four and are enrolling at the school the following year are able to join the K12 class for one full day per week. A playgroup is also now in operation for two hours every week.

Many programs supporting gifted and talented students are offered. Drama, Music, Dance, Sport, Public Speaking, Science and Environmental Ed are particularly targeted.

The Bundian Way is the first Aboriginal pathway to be listed on the NSW State Heritage Register. As Towamba is a point of reference on this ancient walking trail, which connects the highest part of the Australian continent and the coast, Towamba Public School will actively engage in the development of the project.

## School planning process

The school planning process at Towamba Public School has been consultative and included students, staff and community. A situational analysis of current practices within the school was the first step, followed by the creation of a shared vision which is underpinned by the Melbourne Declaration.

The two strategic directions were then refined through further processes of consultation as the 5 Ps of the plan were developed. This included consultation with focus groups of staff, students, parents and our other community partners.

The Towamba School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community. The Towamba School Plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Equity, Inclusion, Exposure,  
Welfare, Wellbeing and Strong  
Partnerships

### Purpose:

To engage and connect our communities to build a dynamic learning culture where outstanding expectations achieve desired student outcomes by sharing knowledge, experience and skills and shared responsibility for student engagement, learning, development and success across school communities and networks.

## STRATEGIC DIRECTION 2

Quality Teaching and Learning

### Purpose:

Provide exceptional classroom practice through differentiated learning in a multi-stage setting using 21st Century learning strategies and evidence-based quality teaching to improve student learning outcomes and meet the needs of diverse learners.

# Strategic Direction 1: Equity, Inclusion, Exposure, Welfare, Wellbeing and Strong Partnerships

Purpose	People	Processes	Practices and Products
To engage and connect our communities to build a dynamic learning culture where outstanding expectations achieve desired student outcomes by sharing knowledge, experience and skills and shared responsibility for student engagement, learning, development and success across school communities and networks.	<p><b>Students</b></p> <p>Students are engaged in their learning and develop the skills and capacity to become resilient, respectful and creative citizens.</p> <p><b>Staff</b></p> <p>Staff actively collaborate in STEAM network and build partnerships with other schools within the project providing innovative and engaging STEAM projects for students linked to Curriculum.</p> <p><b>Staff</b></p> <p>Staff have regular contact with parents informing, building relationships, providing open classrooms, encouraging parents to be part of the school and providing opportunities for parental involvement.</p> <p><b>Parents/Carers</b></p> <p>Parents/Carers are supported and informed, and collaboratively engaged in and contribute to learning around curriculum and innovative pedagogy.</p> <p><b>Leaders</b></p> <p>Leaders provide opportunities for parents/carers to be involved in the school, lead staff to create a friendly and welcome environment, manage budget and liaise with P&amp;C to provide local and extended excursions.</p>	<p><b>STEAM Project:</b> Works towards building a Platform to engage both students and community in common purposeful and meaningful projects developing both partnerships and life development skills.</p> <p><b>Workshops / Professional Learning:</b> Build awareness and understanding of innovative pedagogy and new curriculum through workshops and increased school participation.</p> <p><b>Networking:</b> Further develop our education partnerships within our small schools cluster to support curriculum implementation and innovative pedagogy.</p> <p><b>Evaluation Plan</b></p> <p><b>Internal:</b> Student, parent and staff surveys conducted each year evaluate and provide feedback for further directions. <b>External:</b> Fair Education coaches review the quality and effectiveness of the implementation approach across the cluster of small schools.</p>	<p><b>Practices</b></p> <p>Parents will be active in STEAM project at school and develop a greater understanding of the curriculum and innovative pedagogy to support at home.</p> <p>Staff will participate in relevant professional learning activities and networks to support and improve student outcomes</p> <p>Diversity is celebrated, creating a positive school culture of resilience, inclusiveness, creativity and respect.</p> <p><b>Products</b></p> <p>Evidence will show community members are active and engaged in implementing STEAM projects at school with a greater understanding of the learning around the curriculum and innovative pedagogy through efficient communication, P&amp;C meetings and student led interviews.</p> <p>School evidence will show increase in staff activity in professional learning networks to support and improve student achievement.</p> <p>Staff create a culture of inclusion and belonging for all families that reflects, celebrates and respects diversity within the school's community built on inclusive school programs implemented by staff.</p>
Improvement Measures			
<ul style="list-style-type: none"> <li>Increased Community Involvement in participation at school.</li> <li>All teachers participate in targeted professional learning and educational networks.</li> <li>Increased partnerships with small schools cluster schools.</li> </ul>			

# Strategic Direction 2: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
Provide exceptional classroom practice through differentiated learning in a multi-stage setting using 21st Century learning strategies and evidence-based quality teaching to improve student learning outcomes and meet the needs of diverse learners.	<b>Students</b>  Students become visible learners through: <ul style="list-style-type: none"> <li>• Becoming Assessment Capable by knowing where they are, where they are going and what their next steps are.</li> <li>• They are aware of their Learning Dispositions being aware of their own natural responses to situations.</li> <li>• They seek, receive and act on Feedback.</li> <li>• They become aware of their Learning Processes and develop an understanding of how they learn.</li> </ul>	<b>Research Based Professional Learning:</b> Staff will participate in relevant research based professional learning that promotes regular monitoring and evaluation of assessment practices to ensure student growth (eg. Visible learning strategies and action plans, Words their Way Spelling).  <b>Research Based Student Learning:</b> Establishment of a quality learning Environment which supports risk taking in learning, promotes students engagement and acknowledges students efforts and achievement.	<b>Practices</b>  All staff implementing effective evidence based whole school practices.  Staff are implementing Visible Learning Action Plan to enhance students capabilities in the four strands of visible learning to enhance students learning outcomes through differentiated and evidence based teaching strategies.  Whole School Data bases developed, monitored and assessed upon to improve future school planning.
Improvement Measures	<b>Staff</b>  Staff are to develop their knowledge and skills of Visible Learning, Words their Way and build on their capacity to plan and differentiate programming and pedagogy through adjusting teaching strategies to maximise student outcomes.  <b>Parents/Carers</b>  Parents/Carers support the positive changes to the learning environments and encourage risk taking and effort in learning.  <b>Leaders</b>  Leaders develop the capacity of staff to deliver high quality educational programs through professional development, community and inter agency networking and collaborative planning. They establish and create a culture where staff are encouraged to have a growth mindset around their practice.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• Whole school data base, assessment schedule and curriculum map created.</li> <li>• Regular reporting against milestones.</li> <li>• Visible Learning Action plan involves students assessment, evaluation and feedback components.</li> <li>• All students assessed using York Assessment for Reading (YARK); Wheldall Assessment of Reading Passages (WARP); PM Benchmarking; Words Their Way; SA Spelling Test, Best Start and PLAN; SENA 1 &amp; 2 ; Local assessment.</li> <li>• At least 50% of students to be at or above their spelling age as tested in the SA Spelling test. Students to show.</li> </ul>	<b>Products</b>  All teachers and leaders are committed to identifying, understanding and implementing better teaching methods and a high priority is given to evidence based teaching strategies, and school values.  Students are knowledgeable on the four layers of a visible learner using success criteria, learning intentions and feedback to achieve growth in syllabus outcomes. Teachers assess progress asset out in the Visible Learning Action Plan developed by Principal.  Whole school assessment data bases created by principal and curriculum mapping developed showing whole School Approaches through consultation with all staff led by Teaching Principal.