

School plan 2018-2020

Tucabia Public School 3263



School background 2018–2020

School vision statement

To create an environment where students LIVE happily and LEARN successfully so that they become life long learners, positive members of the community and have a healthy, fulfilling life.

School context

Tucabia Public School is a small, rural school with current enrolment trends of thirty–five students, which has remained stable over the past two years. Aboriginal enrolments total 15% of the student population. Tucabia Public attracts additional Low Socio–Economic funding to assist students learning.

Tucabia Public School offers a range of programs including leadership development, environmental education, Gifted and Talented support and the latest in technology. A high ratio of computers, laptops and iPads engage our students to think critically and creatively in presenting their work. Our students regularly participate in physical activities to develop healthy lifestyles.

School based decisions by the students develop responsibility and a strong sense of belonging. Highly qualified, enthusiastic teachers who have a passion for education, create positive learning environments within small class sizes.

Membership of the Clarence Valley Community of Small Schools enhances collaborative sharing, professional learning and student engagement.

School planning process

Parents were invited to school planning meetings to develop a school vision. Interested staff, parents and community members became a focus group who were consulted and assisted in developing a vision statement that reflected the common aspirations we all have for our school and our students.

The staff work carefully on assessing the school in relation to SEF V2 and strategic directions were derived from the needs of the students, staff and community in light of our vision for the school.

The 5 P Planning process included discussions at school, community and community of schools level to ensure our actions would meet the goals for our students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching and Learning
Practices

Purpose:

- To ensure the learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- To make sure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- To enable students to articulate their learning and understand what they need to learn next to enable continuous improvement.
- To establish processes so assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- To develop practices where the school has identified what growth is expected for each student and students are achieving expected growth on internal school progress and achievement data.

STRATEGIC DIRECTION 2

Embedded Futures Learning
Principles

Purpose:

- To facilitate a whole school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- To be certain teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- To enact management processes so technology that supports learning is available and is expertly integrated into lessons by teachers.
- To ensure the school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

STRATEGIC DIRECTION 3

Effective Professional Learning
Procedures

Purpose:

- To embed procedures where Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
- To use embedded and explicit systems that facilitates professional dialogue, collaboration, classroom observation, the modeling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- To ensure professional learning in the school emphasizes developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.
- To facilitate staff collaboration with other schools to share, grow and embed good practice.
- To provide opportunities for staff to demonstrate and share their expertise within their school and with other schools.

Strategic Direction 1: Quality Teaching and Learning Practices

Purpose

- To ensure the learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- To make sure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- To enable students to articulate their learning and understand what they need to learn next to enable continuous improvement.
- To establish processes so assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- To develop practices where the school has identified what growth is expected for each student and students are achieving expected growth on internal school progress and achievement data.

Improvement Measures

- PLAN data will indicate expected growth for all students K–6.
- Student goal setting routines will indicate critical student knowledge and understanding of their own learning.
- There will be a whole school focus on individual student growth through"

People

Students

- Students will be given instruction relevant to their individual learning needs.
- Students will be involved in a continual cycle of goal setting to achieve consistent academic growth.
- Students will regularly communicate their growth and goals to staff and parents.

Staff

- Staff will develop the skills to utilise Learning Progressions to plan, teach and assess students.
- Staff will receive professional learning in evidence based best practice to cater for the needs of all students.
- Staff will be provided with the time and resources to provide effective feedback and set targeted goals with students.

Leaders

- Leaders will drive whole school improvement in school practices and procedures, staff pedagogy and student growth.
- Leaders will provide meaningful and sustainable professional learning that leads to long term change.

Parents/Carers

- Parents will receive regular feedback regarding individual student achievement and specific academic goals.

Processes

- Learning Progressions used to set assess and set specific learning goals for all students.
- All students set regular goals with their class teacher.
- All students and teacher regularly communicate learning growth and future goals to parents.
- All staff receives targeted professional learning that is evidence based to improve whole school pedagogy.

Evaluation Plan

- EAfS, PLAN and school based data demonstrate student progress and growth at or beyond departmental expectations.
- The quality of student goal setting evaluated every year to evaluate the quality of goals set by students and the critical assessment and evaluation of their own progress.
- Student and parent surveys regarding knowledge of student progress, engagement in learning and school satisfaction.

Practices and Products

Practices

- Students and teachers have quality goal setting meetings every 5 weeks that involve critical evaluation of student progress and thoughtful setting of future goals.
- Three way conferences are conducted with parents every semester.
- Staff enter data onto PLAN every 5 weeks.
- Staff receive quality PL related to use of data and best classroom practice.

Products

- Accurate assessment and data records leading to quality classroom instruction.
- Quality, target student goals resulting in students actively engaged in their learning.
- Increased parent involvement in the school and their child's learning resulting in improved satisfaction and improved learning culture in the community.
- Improved teacher pedagogy that leads to increased job satisfaction and teacher efficacy.

Strategic Direction 1: Quality Teaching and Learning Practices

Improvement Measures

assessment for learning" practices and targeted teacher instruction.

- Parental involvement in their children's learning will increase.
- Premiers Targets (Increase students in top 2 bands by 8%) and(increasing Aboriginal students in the top 2 bands by 30%) will be addressed through all students maximizing their growth.

Strategic Direction 2: Embedded Futures Learning Principles

Purpose

- To facilitate a whole school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- To be certain teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- To enact management processes so technology that supports learning is available and is expertly integrated into lessons by teachers.
- To ensure the school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Improvement Measures

- All students will receive teaching that develops skills related to Futures Focused learning.
- Staff will assess student skills related to Learning Modes and Learning Dispositions.
- Staff will provide targeted Problem Based Learning activities, manage the resources effectively and facilitate a rigorous collegial learning environment.
- Students will transfer the skills learnt in PBL across all learning areas.

People

Students

- Students will develop a combination of dispositions, skills, values and attitudes to be successful future oriented lifelong learners.
- Students will engage in Project Based Learning activities that will develop their breadth of skills and capabilities.
- Student will broaden their view of the world through the effective use of digital technologies.

Staff

- Staff will receive the training and have access to the resources to deliver quality learning experiences including Project Based Learning to students.
- Staff will build collegial networks to broaden their teaching experience and knowledge base.

Leaders

- Leaders will develop whole school best practice in the use of innovative teaching and learning practices.
- Leaders will ensure procedures are implemented for the effective use of and maintenance of school resources.

Parents/Carers

- Parents will experience the innovative learning experiences and creative use of technology through regular community showcases of student learning.

Community Partners

Processes

- Staff receive Professional Learning in Learning Modes, Learning Dispositions and Project Based Learning (PBL).
- Students receive lessons to develop their skills related to Learning Modes and Learning Dispositions.
- Teachers will collaboratively plan, teach, assess and evaluate PBL in their classrooms.
- Staff will work collaboratively with others schools to develop skills, resources and improve student learning experiences and outcomes.
- School will develop methods of assessing Learning Modes and Learning Dispositions.

Evaluation Plan

- Evaluation of improvement of programming, assessing and reporting related to holistic student improvement.
- Evaluation of the development of assessment structures for new skills and their effectiveness to improve student skills.
- Student's growth in confidence in tackling Project Based Learning tasks and the breadth of use of digital technologies to solve problems and present learning.
- Staff feedback on student engagement and success, teacher confidence and satisfaction and resource skill and management.

Practices and Products

Practices

- Students continually engage in learning activities that develop their dispositions, skills, values and attitudes to be successful future oriented lifelong learners.
- Teachers deliver flexible learning activities that foster the development of a breadth of collaborative, creative and technology based skills.
- A culture of continual development of innovative teaching practice through quality training and development and informative collegial processes.

Products

- Quality showcases of innovative student learning displayed to the school community.
- The development of effective programming and teaching strategies to teach Future Focused teaching and learning.
- The creation of a knowledge base and assessment strategies to make judgments of student skill and progress related to Learning Modes and Learning Dispositions.

Strategic Direction 2: Embedded Futures Learning Principles

People

- Close collegial links will be developed through small schools networks sharing professional development, staff expertise and best practice.

Strategic Direction 3: Effective Professional Learning Procedures

Purpose

- To embed procedures where Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
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- To ensure professional learning in the school emphasizes developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.
- To facilitate staff collaboration with other schools to share, grow and embed good practice.
- To provide opportunities for staff to demonstrate and share their expertise within their school and with other schools.

Improvement Measures

- Staff feedback highlights the improvement in the value added from professional development and the long term change in teacher practice.
- School leaders demonstrate a confidence in knowledge and skills in the strategic planning for pedagogical change and the effective implementation of these plans.
- Quality inter-school partnerships lead to

People

Students

- Students will receive relevant, research based learning experiences delivered by inspired, well trained teachers.

Staff

- Staff will be receive quality, evidence based professional development and the support networks to implement this learning to create sustainable, valuable pedagogical change.
- Staff will develop collegial networks that facilitate professional growth and build the capacity of all educators involved.

Leaders

- Leaders will develop their knowledge base and hone their skills to deliver professional learning and drive whole school improvement.
- Leaders will work with staff to build their capacity and enable all staff to reach their professional goals.

Community Partners

- Collaborative partnerships developed across local schools will improve the collective professional development of all staff members.

Processes

- An action plan will be developed for each new Professional Learning target.
- Professional Development will be delivered in a systematic way that sees evidence/research based knowledge, collaborative learning to analyse and synthesise understandings, peer coaching and mentoring in the application of learning and clear evaluation processes.
- Staff given the time and resources to put professional learning into practice.

Evaluation Plan

- Each new professional learning target will be clearly planned and specific success criteria developed as appropriate. The evaluations of each action plan will inform our evaluation of this strategic direction.

Practices and Products

Practices

- Staff will be involved in fortnightly structured professional development.
- Staff will have weekly meeting times with Lead Teacher to evaluate, plan and work together on professional targets.
- Staff will work inside the classroom with the Lead Teacher to embed professional learning into classroom practice.

Products

- A dynamic culture of professional dialogue, proactive learning and student centered learning is developed.
- Long term pedagogical change occurs for all staff.
- Students receive quality teaching and learning from well qualified, inspired teachers.
- School leaders enthusiastically improve the results for staff and students.

Strategic Direction 3: Effective Professional Learning Procedures

Improvement Measures
long term sustainable improvement practices for all schools.