

School plan 2018-2020

Tullibigeal Central School 3272



School background 2018–2020

School vision statement

Tullibigeal Central School develops lifelong learners who are responsible, respectful and resilient. The school aims to provide opportunities for children to participate in a range of enrichment opportunities to broaden their options post-school.

School context

Tullibigeal Central School is a small, committed, inclusive school which demonstrates flexibility and practices to modify curriculum to engage all learners. Our school caters for diverse learning needs. Our school is a Positive Behaviour for Learning school catering for the needs of students Kindergarten to Year 12. The school currently has 54 enrolments with 15 staff.

Tullibigeal Central School receives additional funding through equity funding. This funding is used to improve student literacy and numeracy outcomes across all stages. Many learning opportunities are provided for all students through the support of partnerships of the ASPIRE program and additional funding.

The school is a member of the Lachlan Access program, a highly successful and innovative connected learning community delivering preliminary and HSC courses to students across neighbouring schools. Through this program support is provided for all secondary students as well as staff through the combined network of teachers and programs.

School planning process

For this school plan, the consultation process has included the following:

- Consultation with staff and students to determine and refine the school vision statement.
- Parents, staff and student surveys to help determine our three strategic directions for this plan.
- Consultation with local community groups to provide input into our three strategic directions.
- visibility and access of the planning process through the staff room and meeting room.
- Regular updates about the process of the school plan in the newsletter.
- Use of school data to inform and drive strategic direction for 2018–2020 plan..

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

Provide a whole school approach to the delivery of quality learning experiences which develop self-directed learners who engage in their learning to avail themselves of future opportunities.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

The creation of a stimulating and engaging professional environment for educators, supported by a collaborative culture that develops skilled and highly performing staff.



STRATEGIC DIRECTION 3 Community connectedness

Purpose:

To provide a whole school approach to promote meaningful experiences linking to the local community and the wider world. Building positive links with media, student involvement and community engagement, which will enhance positive wellbeing and respectful caring relationships for now and into the future.

Strategic Direction 1: Quality Learning

Purpose

Provide a whole school approach to the delivery of quality learning experiences which develop self-directed learners who engage in their learning to avail themselves of future opportunities.

Improvement Measures

Improved levels of student well being and engagement across all KLAs

Improved student growth across all forms of assessment (Internal & external)

Students and parents actively demonstrate an increased level of understanding of student assessment.

People

Students

Can articulate how they learn and why they are learning. They develop critical thinking, problem solving, collaboration and communication skills to achieve success.

Staff

Develop positive learning cultures and environments that cater for individual learning needs allowing students to achieve individual learning goals.

Leaders

Establish structures and processes to identify, address and monitor student learning goals.

Parents/Carers

Collaboratively develop learning goals with students and teachers and assist students in the achievement of these goals.

Community Partners

Work collaboratively with the school to support student achievement, engagement and wellbeing.

Processes

Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand why they are learning and assist in the achievement of set learning goals.

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums.

Timely feedback for all students allows access to tailored support, extension or enrichment to achieve maximum outcomes.

Student Engagement

Deliver student centred learning experiences that develop high, long term student aspirations.

Evaluation Plan

- Student Google forms survey (Term 1 and 2)
- Personalised Learning Data (Learning goals)
- NAPLAN and School Data
- HAS data
- Internal student performance data
- Classroom observations
- Post School options

Practices and Products

Practices

Students and staff use assessment data to monitor achievements and gaps in student learning.

Assessment data informs planning for quality and pertinent learning experiences.

Products

A student centred learning environment exists where all students are supported and challenged to extend their knowledge and understanding.

Students receive timely and meaningful feedback on their learning to support future growth.

Strategic Direction 2: Quality Teaching

Purpose

The creation of a stimulating and engaging professional environment for educators, supported by a collaborative culture that develops skilled and highly performing staff.

Improvement Measures

Increased use of evidence informed teaching by all teachers.

Increase in the quality of conversations occurring from classroom observations.

100% of staff actively engage with the Performance and development framework.

People

Students

Provide respectful feedback to teachers on their learning experiences.

Staff

Work collaboratively to ensure that their teaching aligns with practices that are shown through research to have a high probability of success.

Maintain accurate records, documentation and assessment data to evaluate and adjust their teaching to maximise impact on student learning.

Leaders

Establish and improve processes which build the capacity of the school community in the use of data and teaching practices.

Parents/Carers

Engage in information activities around student learning and teaching strategies.

Processes

Research informed pedagogy

Access and implement high quality professional learning that increases quality teaching practices.

Collaborative practices

Develop and implement collaborative processes for consistency in teacher judgements in student assessment.

Evaluative practices

Develop an evaluative culture and practise by establishing regular pause points throughout the year and provide professional learning on the use of quality sources of data to inform future teaching and learning.

Evaluation Plan

- Classroom observation data
- Teacher reflections
- Teacher programs
- Professional learning reflections
- Scout data

Practices and Products

Practices

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives.

Products

Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding.

The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver informed pedagogy.

Strategic Direction 3: Community connectedness

Purpose

To provide a whole school approach to promote meaningful experiences linking to the local community and the wider world. Building positive links with media, student involvement and community engagement, which will enhance positive wellbeing and respectful caring relationships for now and into the future.

Improvement Measures

Stronger partnership between child, parents and the school.

Increased number of students accepting opportunities to engage with community activities.

People

Students

Participate in activities in the wider community to develop their connection to learning and avail themselves and post school options.

Staff

Develop meaningful relationships with outside expertise to collaboratively authenticate learning experiences.

Parents/Carers

Support increased opportunities for teachers and student activities in the community.

Community Partners

Work collaboratively with the school to develop authentic learning experiences.

Processes

Student Relationships

Building a network of student relationships between nearby schools.

Community Support

Using expertise of community members to promote learning in key learning areas.

Community Achievements

Engage local and wider community in achievements of the school.

Evaluation Plan

- Authentic learning experiences in teaching programs.
- Student evaluations of experiences
- Community surveys
- Local paper reports
- Facebook data

Practices and Products

Practices

The school collaborates with the local community where appropriate on decisions about school assets and resources, delivering benefits to both the school and the community.

Products

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and or student) experience.