

# School plan 2018-2020

Tulloona Public School 4225



# School background 2018–2020

## School vision statement

At Tulloona Public School we are vigorously committed to providing an inclusive, engaging, safe, caring and inspiring learning environment for our students. Our school strives for our students to become successful and effective learners that are confident, creative and active within society. Through equity and excellence in education we will equip our students with foundations to live fulfilling, productive and responsible lives.

## School context

Tulloona Public School is a geographically isolated rural and remote small school. It is situated 70kms south of Boggabilla and 80kms north of Moree.

The Tulloona Public School provides accessible education to students from the surrounding agricultural area. The main commodities grown and nurtured on these surrounding farms are: wheat, barley ,chick pea, faba beans, cotton, sunflowers, sorghum, cattle and sheep.

The Tulloona Public School Parents and Citizens Association and local community members are actively involved within the school and consistently promote the educational and social development of the students.

The school is staffed by a small number of dedicated and passionate educators who focus on high quality teaching and learning. The staff include a)Teaching Principal, b) a dual rolled School Administration Manager (SAM) 5 days per fortnight and The Student Learning Support Officer (SLSO)5 days per fortnight, c) a Relief from face to Face (RFF)classroom teacher one day per week and d) a General Assistant one day per week. This equates to 1.229 to teaching staff and 1.096 non-teaching staff.

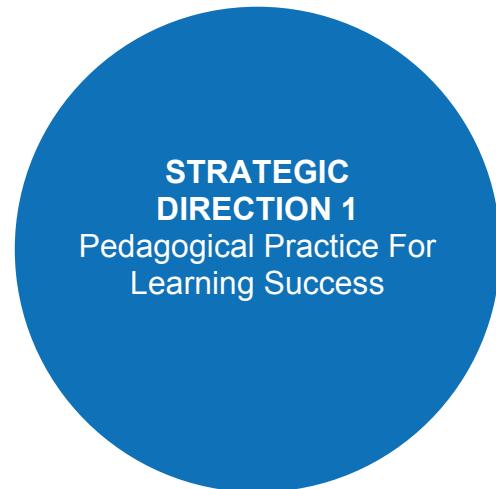
## School planning process

The process to collaboratively create the 2018–2020 School Plan began in Term 3 2017. The principal and staff used a variety of data, school evidence and educational research to develop this plan. All stakeholders were surveyed and their responses collated. The Teaching Principal attended Professional Development to devise the 2018–2020 School Plan during Term 4 2017 and Term 1 2018.

The School Planning process identified two key areas/directions within the Tulloona Public School that would be developed throughout 2018–2020. The first Strategic Direction focus is Pedagogical Practice for Learning Success. The transformations will occur in the areas of Visible Learning and Well Being. The second Strategic Direction is Excellence in Curriculum Application. The transformations will occur in the areas of assessment, teacher collaboration and explicit teaching strategies.

The 2018–2020 School Plan is an inspirational document that emphasizes transformational change for the students and staff of Tulloona Public School that will bring our School Vision to reality.

# School strategic directions 2018–2020



## Purpose:

To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' achievement.



## Purpose:

To collaboratively build strong foundations in curriculum, assessment and evaluation for future focused learning, with an emphasis on Literacy and Numeracy skills across all learning areas.

# Strategic Direction 1: Pedagogical Practice For Learning Success

Purpose	People	Processes	Practices and Products
To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' achievement.	<b>Students</b>  Students have an understanding of the characteristics of an effective learner, learning intentions and success criteria.  Students develop skills to be self directed learners, utilising feedback and reflection processes to build capacity.	<b>Well Being</b>  Implement whole school approach to student wellbeing in which students can connect, succeed and thrive and build leadership capacity.  Develop engaging learning experiences that explicitly teach the core values for resilience and success. Encouraging self reflection to ensure achievement of high expectations.	<b>Practices</b>  <b>Well Being</b>  Teachers and leaders provide a wellbeing framework that supports all students' cognitive, emotional, social and physical wellbeing.  Staff build upon expert knowledge about the behaviours, attitudes and expectations that enhance students wellbeing and learning outcomes.
<b>Improvement Measures</b>  Expert use of feedback and formative assessment are observable in all contexts as evidenced through classroom observation data and teacher self reflection sheets.  Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.  Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement and students can identify 2 staff members who can support them.	<b>Staff</b>  Staff build pedagogical knowledge and skills to understand learning intentions and growth mindset, to ensure successful access to curriculum for all students.  <b>Leaders</b>  Leaders use evidence based pedagogy to provide vision, support and direction to enhance effective teaching and learning.  <b>Parents/Carers</b>  Parents value high expectations and support students in their learning.	<b>Visible Learning</b>  Develop aspirational expectations of learning progress for continual improvement.  Use learning intentions and success criteria as the basis for feedback to students about their learning.  Instill a growth mindset culture to assist students to realise learning goals and demonstrate resilience.	<b>Visible Learning</b>  Students engage in challenging work and feel supported to take risks in their learning across the curriculum.  Staff implement learning intentions and success criteria to ensure access to the curriculum for all students
		<b>Evaluation Plan</b>  Video analysis, classroom observation, Teaching Reflections, feedback sheets, Student work samples – self reflection sheets, Surveys, Professional Learning Folios/PDPs Student assessment rubrics.	<b>Products</b>  <b>Well Being</b>  Consistent student wellbeing strategies that promote resilience and success, are implemented throughout the school.  <b>Visible Learning</b>  Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.  Alliances with like schools are developed and maintained resulting in the students having improved social skills, broader opportunities and the ability to make adjustments and adapt to situations.

# Strategic Direction 1: Pedagogical Practice For Learning Success

## Practices and Products

Students are able to articulate their learning goals and be motivated to achieve them, using feedback and reflection

# Strategic Direction 2: Excellence In Curriculum Application

<b>Purpose</b> <p>To collaboratively build strong foundations in curriculum, assessment and evaluation for future focused learning, with an emphasis on Literacy and Numeracy skills across all learning areas.</p> <b>Improvement Measures</b> <p>All students achieve at or above expected growth in Literacy and Numeracy as indicated by internal measures and Literacy and Numeracy Progressions.</p> <p>Embedded and explicit systems for focused teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.</p>	<b>People</b> <p><b>Students</b> Students are critical, creative and engaged learners who are confident to collaborate about their learning.</p> <p><b>Staff</b> Staff will demonstrate and apply comprehensive knowledge of the Australian Curriculum to guide student learning. Staff understand learning intentions and growth mindset ensuring successful access to curriculum for all students.</p> <p><b>Leaders</b> Leaders are focused on learning progress, effective practices and continuous improvement.</p> <p><b>Parents/Carers</b> Parents/carers will develop an understanding of the learning process and how to actively support their children to achieve success.</p>	<b>Processes</b> <p><b>Curriculum and Collaboration</b> Use authentic assessment and evaluation strategies to inform future focused teaching and learning. Draw on solid research to develop and implement high quality and professional learning in literacy and numeracy teaching practice in all curriculum areas. Design and implement high quality differentiated and learning programs that meet syllabus requirements across all key learning areas.</p> <b>Evaluation Plan</b> <p>Video analysis– classroom observation feedback sheets Student work samples – self reflection sheets Surveys Professional Learning Folios/PDPs Student assessment rubrics Teaching Reflections and Quality Teaching Round Observations</p>	<b>Practices and Products</b> <p><b>Practices</b> Every teacher uses data to inform differentiated teaching practice and build learning programs based on student learning priorities. Teachers collaboratively construct rubrics used for assessment and feedback purposes Leaders collaborate with other schools to support teaching and learning programs that provide evidence of curriculum knowledge.</p> <b>Products</b> Effective management and interpretation of data is used to develop learning plans that recognise the individual needs of students. Students develop the ability to work responsibly and independently resulting in quality learning Effective systems in place to maintain accurate records, documentation and assessment data to evaluate and adjust teaching strategies to maximise student learning
--	---	--	--