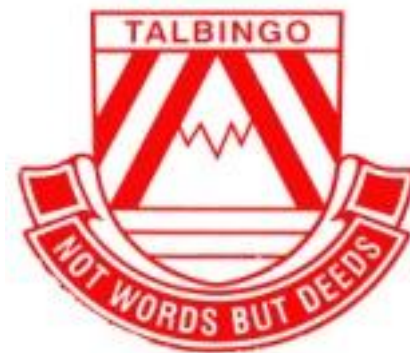# School plan 2018-2020

Talbingo Public School 4374

School background 2018–2020

School vision statement

A safe and varied learning environment that creates independent, confident and resilient individuals 'working towards academic success.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential

There are 5 families with a total of 8 students enrolled for 2018.

The school structure consists of one multi–grade class with one full time teaching principal. The part time staff include: School Administration Manager, General Assistant and two casual teachers. The school is based on student centred learning and emphasises programs based on the individuals needs and whole child development. The school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, the school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K–12. This is achieved through shared values and aligned K–12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around consolidating the Community of Schools (ALPSS).

School planning process

In 2017, comprehensive process was undertaken across the schools to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to inform, priorities for the 2018–2020 plan. This process included a review of the strengths,opportunities and areas for development across the schools. As a result, two key strategic directions were identified as a basis for a shared commitment to future developments across the schools.

These are:

Quality Teaching and Quality Learning.

The ALPSS School Plan 2018–2020 flows from the ALPSS strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (Why), people and processes (How), and products and practices (What) that are to be realised through the implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Teaching

STRATEGIC DIRECTION 2
Quality Learning

Purpose:

Work collaboratively to apply evidence based pedagogy to promote quality learning environments through data informed practice embracing explicit feedback and applying clear learning intentions whilst maintaining high expectations across a multi–staged class.

Purpose:

Provide a quality learning environment that is integrated and purposeful, where students are responsible for goal setting around the curricula to achieve improved learning outcomes with a focus on reading, comprehension and numeracy.

Strategic Direction 1: Quality Teaching

Purpose

Work collaboratively to apply evidence based pedagogy to promote quality learning environments through data informed practice embracing explicit feedback and applying clear learning intentions whilst maintaining high expectations across a multi–staged class.

Improvement Measures

Increased collaboration of staff using data informed programming and student tracking.

Increased understanding and use of learning intentions and explicit feedback in the classroom.

People

Students

Reflect on feedback to set goals based on an understanding of the learning intentions.

Provide feedback to peers and teachers based on the selected criteria.

Staff

Have a clear understanding of the data to identify and communicate clear learning intentions and provide timely feedback.

Accept and act on feedback to improve their teaching practices

Parents/Carers

To engage with teachers on the progress to support their child's learning.

Community Partners

Support the school programs to build on a cohesive educational community.

Provide regular feedback on school performance.

Leaders

Provide mentoring and feedback to support school staff.

Processes

DATA

Strengthen systems and protocols around data collection and analysis through regular mentoring and professional learning to inform teaching.

VISIBLE LEARNING

Provide professional development and mentoring on understanding and teaching explicit learning intentions across all learning areas and provide quality feedback to all stake holders.

COLLABORATIVE PRACTICE

Build collaborative practice within and across our school communities to strengthen teacher capacity to ensure continuity and consistency of practice.

Evaluation Plan

Using the What Works Best Reflection Guide survey

Using the Learning Progressions (PLAN2)

Annual SEF–SAS

PDP annual reflections

Classroom observation data

School staff meeting minutes

Photographic evidence

Practices and Products

Practices

Using the data to reflect on and inform teaching practice.

Communicate clear learning intentions to guide feedback.

Staff collaborate within and across the ALPSS Community of Schools

Products

Students are tracked along the learning progressions with clear links to work samples and observations.

Learning intentions are evident across all learning experiences as part of the school culture.

Established systems are in place for collaboration within and across ALPSS Community of Schools.

Strategic Direction 2: Quality Learning

Purpose

Provide a quality learning environment that is integrated and purposeful, where students are responsible for goal setting around the curricula to achieve improved learning outcomes with a focus on reading, comprehension and numeracy.

Improvement Measures

Increase the proportion of students achieving at proficiency or above in reading, comprehension and numeracy.

Increased use of personalised learning plans tailored to student need.

People

Students

Articulate how and why they learn to achieve their learning goals.

Reflect on own learning and show an awareness of future direction.

Staff

Explicitly teach students to set and achieve their learning goals.

Evaluate curriculum materials to ensure they meet the needs of all learners.

Parents/Carers

Work collaboratively with school staff to support student achievement in learning.

Community Partners

Work collaboratively with school staff to support student achievement in learning.

Leaders

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

Support staff in the use of data to inform pedagogy.

Processes

CURRICULUM AND LEARNING

Deliver quality student centred and self–regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

PERSONALISED LEARNING

Establish a learning environment that is data driven, based on formative assessment practices and literacy and numeracy progressions.

ENGAGEMENT

Implement a whole school integrated approach in which students can connect, succeed and thrive at each stage of their schooling.

Implement student voice into the planning of integrated units.

Evaluation Plan

Use of learning journals

Use of progressions (PLAN2)

Individual Learning Plans

Classroom observations

Photographic evidence

Student surveys

Practices and Products

Practices

Students can communicate their progress and achievements and the next steps for improvement.

Students are motivated to deliver their best and continually improve.

Products

Teachers involve students to design dynamic learning programs showing evidence, based on feedback on teaching practices, consistent and reliable student assessment and continual tracking of student progress.

A student centred learning environment that challenges and supports students to take risks with their learning.