

School plan 2018-2020

Tumbarumba Public School 3275



School background 2018–2020

School vision statement

At Tumbarumba Public School we aim to achieve excellence in teaching, learning and leadership to provide the best possible education to every student. We provide challenges and opportunities which enable our students to become innovative, creative and responsible members of society.

School context

Tumbarumba Public School, set in the western foothills of the Snowy Mountains, is 110 km from the regional centre of Wagga Wagga. Tumbarumba is a vibrant, active and diverse community which serves the needs of a range of industries including agriculture, forestry and tourism. The school fosters engagement at all levels and values its strong community partnerships. The school caters to a broad range of socio– economic backgrounds including 14 Aboriginal students.

School planning process

In 2017, the school captured a range of views from the school community over the period of the year. It use a variety of tools were used to gain feedback including Tell Them From Me surveys which gathered data from students, teachers and parents at the beginning and end of the year; surveys following parent, student teacher interviews; data on attendance at school events; the School Excellence Framework Assessment; data from our School Wellbeing Policy including Positive Behaviour Learning; PLAN, NAPLAN and school generated assessments and reports.

This data was analysed and evaluated to identify patterns which indicated where our school needed to improve its practise and processes to improve outcomes of students. Parent and Teacher meetings met and discussed our data and gave input to developing future directions for the 2018–2020 school plan. Tumbarumba Public School collaborated with Tumbarumba High School to align processes to create a cohesive approach to enable connection for students as they progressed on their journey through school.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 High Quality Learning

Purpose:

The whole school community is committed to high expectations in continual student growth, through implementing evidence-based improvement measures, curriculum planning and student wellbeing programs. Our school environment enables every student to become creative, innovative and engaged learners using data to monitor student achievement.



STRATEGIC DIRECTION 2 Teaching Excellence

Purpose:

Effective teachers continually strive to deepen their own capacity to inspire students to be life long learners. They identify, understand and implement the most effective research based teaching methods, showing professionalism and commitment to ensuring our students will achieve personal success and wellbeing.



STRATEGIC DIRECTION 3 Leadership

Purpose:

Leaders, at all levels, ensure a collective responsibility for fostering a school wide culture of high expectations and responsibility for student engagement, learning, development and success.

Strategic Direction 1: High Quality Learning

Purpose

The whole school community is committed to high expectations in continual student growth, through implementing evidence-based improvement measures, curriculum planning and student wellbeing programs. Our school environment enables every student to become creative, innovative and engaged learners using data to monitor student achievement.

Improvement Measures

100% students show a minimum of one years growth for one years learning in in all Key Learning areas including Literacy and Numeracy.

100 % staff using evidence from formative and summative assessment data to guide differentiated student learning.

Improved levels of wellbeing and engagement: Increase proportion of students achieving above minimum proficiency.

10% increase of students achieving minimum proficiency.

People

Students

Using skills from setting own learning goals and giving and receiving feedback, identifying and working towards higher achievement.

Staff

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.

Leaders

Implement strategic and planned approaches learning and engagement and establish processes to evaluate effectiveness.

Parents/Carers

Engage parents and carers in literacy and numeracy information sessions and parent/teacher/student meetings to support student progress.

Processes

High Expectations

Develop, implement and evaluate student capacity to set meaningful learning goals to achieve growth in reading texts, comprehension, writing, place value and problem solving.

Curriculum

Deliver professional learning in the literacy and numeracy learning progressions in reading, comprehension, writing and place value in order to build teacher capacity to differentiate the learning and deepen the use of the syllabus.

Student Wellbeing

Strengthen and integrate the whole school approach to well being in which students can connect, succeed, thrive and learn through data driven, research-based whole school initiatives.

Evaluation Plan

Data will be collaboratively analysed:

What works Best Reflection Guide survey (Term 1)

Attendance data

PLAN data (5 weekly)

NAPLAN data (Term 3)

Wellbeing data Harvested Week 8 each term

Practices and Products

Practices

Collaboration of students and teachers to use formative assessments and syllabus based progressions to set learning goals and to enable continual growth in learning. Students are proficient at using feedback to maximise their development.

All teachers are using the using learning progressions to differentiate and track student progress in comprehension, writing, place value and problem solving.

Students participate in differentiated learning with progress measured, analysed and utilised to achieve continual growth.

Students actively participate in initiatives to increase their engagement in school life and increase student achievement.

Products

Student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, to inform future direction.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Strategic Direction 1: High Quality Learning

Processes

Teacher, Parent and Student TTFM Term 1 and 3.

Lesson plans/teaching programs

Teacher observations and reflections.

Strategic Direction 2: Teaching Excellence

Purpose

Effective teachers continually strive to deepen their own capacity to inspire students to be life long learners. They identify, understand and implement the most effective research based teaching methods, showing professionalism and commitment to ensuring our students will achieve personal success and wellbeing.

Improvement Measures

- Increase the proportion of students demonstrating expected growth on literacy and numeracy learning progressions each year by 10%.
- Evidence of increased collaboration between teachers to analyse data and use of this evidence to guide teaching and learning decisions.

People

Students

- Students take responsibility for improving their learning through receiving and acting on feedback to become active, engaged learners.

Staff

- Engage collaboratively in evaluating assessment data to guide development of engaging learning activities which are differentiated to improve student outcomes. Provide feedback to students to fill gaps and challenge students to achieve growth in measurable learning.

Parents/Carers

- The school community engages in student learning to effectively support students achieve expected growth.

Leaders

Establish and improve processes to build capacity of the school community.

Processes

Data

Engage in professional learning in data concepts, tools and analysis to guide reflection of teacher effectiveness and inform future directions.

Collaborative Practice

Develop systems to enable teacher collaboration to implement evidence-based practices to achieve improved achievement of student outcomes.

High quality teaching and learning.

Build capacity and practice of teachers, drawing on research based pedagogy and professional learning in reading, comprehension, writing and place value to ensure every student experiences high quality teaching. L3, TEN, Focus on Reading, Writing in the Middle Years.

Evaluation Plan

- TTFM student, teacher surveys
- PLAN data
- NAPLAN data
- Evaluate progress of overall data and more specific data eg Aboriginal Students
- PBL data
- Classroom observations
- Teacher reflections
- meeting minutes
- SEF v2

Practices and Products

Practices

- Teachers collaboratively using evaluation of data and make consistent judgements to guide feedback to students and implementation of initiatives and programs to achieve continual growth and achievement.
- Teachers implementing effective research based teaching strategies in reading, comprehension, writing and place value to improve student outcomes.

Products

- Collaborative evaluation is an embedded practice. Decisions, interventions and initiatives are evidenced by the collection and analysis of data to inform future directions.
- Students showing increased achievement of appropriate benchmarks in literacy and numeracy in internal and external assessments through explicit high quality teaching and feedback.

Strategic Direction 3: Leadership

Purpose

Leaders, at all levels, ensure a collective responsibility for fostering a school wide culture of high expectations and responsibility for student engagement, learning, development and success.

Improvement Measures

- Increased teacher capacity shown through improvement in student achievement on internal and external assessments.
- Increase of teachers seeking and accreditation at higher levels.

Feedback in TTFM surveys from the school community reflects increased levels of confidence in school leadership team.

People

Staff

Use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff to increase

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

Develop and model a strong commitment to and buy-in for staff and students towards achieving this strategic direction.

Use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.

Parents/Carers

Engaging in the school in a variety of roles to contribute skills to student engagement.

Processes

Instructional Leadership:

Provide frameworks to allow development in instructional and management leadership skills for all staff.

Performance management and development

Support teaching and non-teaching staff to achieve continual improvement and attain higher levels of accreditation to provide high quality learning opportunities for all students.

Evaluation Plan

Meeting minutes eg Staff Development Days.

Number of staff working towards higher accreditation.

Minutes/agendas from staff meetings and Staff Development Days

School social media platforms including rates of engagement etc

Milestones progress

Practices and Products

Practices

All staff are actively involved in developing skills in instructional and management leadership to sustain a culture of evidence based continuous improvement in teaching and learning and

The leadership team develops processes to collaboratively review teaching practices to affirm quality using professional standards and the PDPs.

Products

The school is recognised as a centre of excellence with a professional learning community which is focused on continual improvement of teaching and learning, catering for the range of equity learning issues in the school.

All students are taught by high performing teachers with recognition through the teacher accreditation process and increased teachers achieving HAT and LEAD.