

School plan 2015-2017

Tallimba Public School 3153



School background 2015–2017

School vision statement

At Tallimba Public School we take pride in delivering an excellent education in a warm and nurturing environment. Our strong relationship with all members of the school community contributes to the creation of a happy, safe and secure and welcoming school environment.

Our teachers are highly trained, caring individuals who are committed to helping all our students reach their full potential across all the key learning areas (KLAs) as well as the broad range of extra-curricular activities the school offers.

We are an innovative school community supportive of the idea of life-long learning. We continuously evaluate our approaches to learning to ensure that our school is always at the forefront of 21st Century Education and our students are not disadvantaged through our rural and remote location.

We believe the welfare of students and their families is paramount. We are committed to building self-esteem in students and to ensuring both responsible behaviour and a strong sense of civic pride.

Tallimba Public School is a small school achieving big things.

School context

Tallimba Public School is a small community school located in a tiny village of less than 20 residents. The village serves the surrounding stock raising and crop growing area. The community continues to be psychologically and financially affected by a long-lasting drought and now more recently excessive flooding of the local area, as a result parents have indicated they would like to strengthen welfare programs which overcome some of the disadvantages caused by these environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20–30 students. Current changing demographics have seen a transient population of students. Currently a significant number of enrolments are from low socio-economic families. A very strong Student Representative Council (S.R.C.) operates at Tallimba Public School.

There are two full time teachers, a teaching principal and a classroom teacher, as well as one part-time learning support officer, for two multigrade classes. For five days per week the students are organised into two staged groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

School planning process

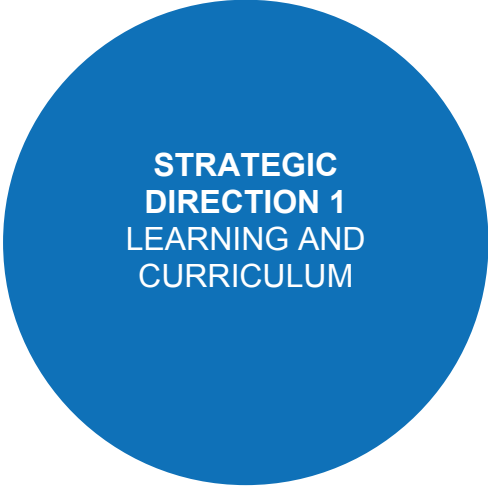
This School Plan was developed through consultation with parents, staff, students and the wider community. The process began with teaching staff attending training on developing a school plan. Parents and community members were invited to attend an information evening to discuss ideas for future directions and planning for the students and the school. Families who were unable to attend the meeting were contacted via telephone, seeking their input and ideas for the new school plan.

Students were also part of the collaborative process through class discussions, SRC meetings and completing an online school survey on their feelings and ways to improve their school.

Staff worked collaboratively in consultation with Principal Leadership Officers, students, parents and community members to ensure all invested parties were included in the planning process.

This process has led us to the development of three strategic directions and their purposes that make up this school plan.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 LEARNING AND CURRICULUM

Purpose:

To ensure all students and staff reach their individual potential through focussed quality teaching and personalised learning programs. To develop skills in critical thinking and problem-solving to enable all to become lifelong learners.



STRATEGIC DIRECTION 2 Student Learning

Purpose:

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.



STRATEGIC DIRECTION 3 COMMUNITY PARTNERSHIP

Purpose:

To develop a school culture in which students, staff and members of the school community work together to form positive educational partnerships.

Strategic Direction 1: LEARNING AND CURRICULUM

Purpose

To ensure all students and staff reach their individual potential through focussed quality teaching and personalised learning programs. To develop skills in critical thinking and problem-solving to enable all to become lifelong learners.

Improvement Measures

High level of student achievement in Literacy and Numeracy as measured using internal and external assessment data.

Teachers and students regularly monitor progress through assessing, plotting and tracking student improvement using the NSW Literacy and Numeracy continuums and cluster markers.

People

Students

How do we develop capabilities of our people to bring about transformation?

Students: Engage students in being quality holistic learners in an ever changing global environment.

Staff

Staff: Develop and broaden the expertise of staff to ensure quality teaching practices that support and extend low-performing students, as well vertically extend and/or accelerate high-performing students.

Staff: To become more proficient in the teaching of the Australian Curriculum, so that teacher and student knowledge of outcomes and objectives can be achieved and aim to surpass expectations.

Parents/Carers

Parents: Parents will be encouraged to participate in various school activities and events and will continue to be informed of Learning and Curriculum through multi-modal forms of communication.

Community Partners

Community partners: Community members will be informed of Learning and Curriculum through various forms of communication.

Leaders

Leader: To ensure Quality Teaching Practices are developed and implemented, providing opportunity for growth in student

Processes

Researched Based Teaching Practices

Develop teacher practices using professional learning in quality researched based pedagogy.

Instructional Rounds

Implementation of Instructional Rounds within the network of schools, using collaborative feedback and reflection to promote and generate learning and innovation.

Evaluation Plan

Use Plan software and Literacy and Numeracy Continuums to monitor and reflect on learning progress

Practices and Products

Practices

Practices: Students become resourceful, responsible, resilient and reflective learners, who are willing and able to collaborate with others as part of the learning process.

Practices: Quality teaching and learning practices across the school demonstrated through ongoing professional learning, differentiated programming and assessments to improve student achievement.

Products

Products: High level of student achievement in Literacy and Numeracy as measured using internal and external assessment data.

Products: All teaching and learning programs are focussed and quality evidenced through collegial observation and feedback across a number of schools, showing improved practice over time

Strategic Direction 1: LEARNING AND CURRICULUM

Improvement Measures

People

and staff outcomes.

Processes

Practices and Products

Strategic Direction 2: Student Learning

Purpose

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Improvement Measures

Individual Learning/Behaviour Plans are implemented and written in consultation with students and parents.

70% of students will achieve their expected clusters for Comprehension and Reading on the literacy continuum.

People

Students

Students: Student's will be provided with personalised learning strategies that will assist in them overcoming

Staff

Staff: Staff will have an open approach to involving and engaging the community in their classroom programs, seeking feedback from others.

Parents/Carers

Parents: Parents understand the importance of their involvement in their child's learning, becoming partners in the learning process by having the opportunity to develop their knowledge, skills and understanding to support their own child

Community Partners

Community partners: Community members understand the importance of their involvement in student learning, becoming partners in the learning process by having the opportunity to develop their knowledge, skills and understanding to support children.

Leaders

Leader: To facilitate the partnership between family, school and community organisations.

Processes

PLP's

Develop PLP's and IEP's which reflect the needs of the students in consultation with parents .

Collaborate with staff and students from a network of schools to develop cross-curricular learning opportunities to assist in overcoming rural and remote isolation and the associated

Develop students ability to set personalised learning goals using I can statements and the continuums around Reading texts and Comprehension.

Evaluation Plan

- Individual Learning/Behaviour Plans
- Plan data
- Community feedback
- P6 Network support and involvement

Practices and Products

Practices

Students reflect and report on their progress on the literacy continuum using I can statements and set learning goals using these as a starting point..

The Tallimba Public School community will work collaboratively with the communities of other schools to deliver quality learning experiences for all students across all schools involved.

Products

Students accept responsibility for their own learning as appropriate to their individual abilities.

Combined school events developed and implemented by a team of people across multiple schools.

Strategic Direction 3: COMMUNITY PARTNERSHIP

Purpose

To develop a school culture in which students, staff and members of the school community work together to form positive educational partnerships.

Improvement Measures

The school community knows and is committed to the schools strategic directions and practices to achieve educational priorities

Increased levels of parent and community involvement at school and cultural events.

People

Students

Students: Students will develop the knowledge and ability to lead their own learning in various innovative practices, understanding that they can learn from a wide range of people as they look for new learning opportunities.

Staff

Staff: Staff will continue to work collaboratively with parents and community partners, in order to develop a deeper knowledge and understanding therefore ensuring quality programs implemented meet desired needs.

Parents/Carers

Parents: Establish a collaborative learning community by providing opportunities for parents and teachers to work together to further enhance the quality of teaching and programs.

Community Partners

Community partners: Sustaining our education network to bring together the resources of the whole community to support quality learning.

Leaders

Leader: Develop and maintain strong communication skills which engage parents and local community members, so that they may be actively involved in a supportive role which enhances student learning.

Processes

Engagement of Experts

Enhancing knowledge, skills and experiences of our students and staff through the engagement of experts from the local and wider community

Collaborative Partnerships

Develop a collaborative partnership between the school and wider community through a range of programs.

Evaluation Plan

- Internal School and community surveys.
- Meeting minutes
- Attendance rates at school events.

Practices and Products

Practices

Evidence will show that community members have a greater understanding of student learning through efficient home-school communication, workshops, P&C meetings and overall school

Products

Active parent and community participation in all aspects of school life.