**Tooleybuc Central School, 3235**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Tooleybuc Central School's core purpose is for all students to achieve their personal best. Our teachers are committed to providing outstanding learning experiences which are rich, relevant and engaging to all learners. |  | Tooleybuc Central School is a small rural, central school catering for 138 students from Foundation to Year 12. The school is focused on all students achieving their personal best.  Tooleybuc Central School is located on the banks of the Murray River in South West NSW. Our school has a supportive parent body  Tooleybuc Central School has a number of programs embedded in their practice to support their students. Tooleybuc Central School has strong links with TAFE to provide outstanding educational opportunity in Vocational Education in the Senior Years.  I |  | Tooleybuc Central School's vision for excellence has been developed through the collaboration of key stakeholders. Staff and parents have been involved in developing the vision for the school's strategic directions.  Parents have had the opportunity to provide feedback through P & C Meetings and informal discussions. Staff members have contributed to areas for development through staff meetings and provided critical feedback on key ideas to help formulate succinct strategic directions.. |
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| **Purpose:**  To produce a culture of learning where students are empowered to build their skills and understanding, make sense of their world and find purpose in life long learning. |  | **Purpose:**  To have highly expert teachers in a highly  supportive and collaborative school  culture where all members are focused  on the delivery of quality educational  outcomes. |  | **Purpose:**  To develop active and informed global learners and citizens, in a culture of strong partnerships with shared responsibility and high expectations between the school, home and community.  To develop active and informed global learners and citizens, in a culture of strong partnerships with shared responsibility and high expectations between the school, home and community. |

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| Strategic Direction 1: CULTURE OF LEARNING | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To produce a culture of learning where students are empowered to build their skills and understanding, make sense of their world and find purpose in life long learning. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Students will be active learners who take responsibility for their learning goals, practices and achievements.  Improvement will be the key to all student achievement.  Students will be partners with teachers in their learning.  **Staff:**  Teachers will engage in professional learning to enhance skills in assessment and feedback.  Teachers will use whole school processes and strategies to improve student learning.    **Parents/Carers:**  Parents as partners, will actively support their child’s learning at home and in the school.  **Leaders:**  Leaders will drive professional learning for teachers to provide quality experiences for students to monitor and evaluate their learning. |  | **How do we do it and how will we know?**   * To embed the HOW2Learn Strategy across the school * To establish a learning team to facilitate and develop all aspects of effective feedback * To establish a learning team to facilitate and develop all aspects of assessment resulting in consistency of teacher judgement (as, for and of)   **Evaluation Plan**  Students will be able to plot themselves on the literacy and numeracy continuum.  Students will be able to undertake self assessment of their learning and future directions. |  | **What is achieved and how do we measure?**  **Products (please refer to improvement measures):**   * All students are able to identify their achievement and know where they go next. * Every students will show growth in school assessment and NAPLAN   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Students use reflection on assessment and reporting processes and feedback to improve and plan for learning.   **Practice:**   * HOW2Learn language and dispositions are embedded into all school practices |
| **Improvement Measures** |  |
| * All students are able to identify their achievement and know where they go next. * Every students will show growth in school assessment and NAPLAN |  |

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| Strategic Direction 2: EXCELLENCE IN TEACHING | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** | |
| **Why do we need this particular strategic direction and why is it important?**  To have highly expert teachers in a highly supportive and collaborative school culture where all members are focused on the delivery of quality educational outcomes. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Staff:**  Teachers will understand their responsibility within the context of the professional learning community and participate in a collaborative teaching and learning environment.  **Parents/Carers:**  Parents and carers are informed and engaged in their child’s learning.    **Community Partners:**  Members of the professional learning community are aware of their responsibilities.  **Leaders:**  The Principal and executive members will have a working knowledge of current educational theory and will inspire and support colleagues to continually refine and develop their practice. |  | **How do we do it and how will we know?**   * Establishing a whole school professional learning team to develop all aspects of professional development for staff. * To establish partnerships and teams across the school to develop mutual support and enhance the collective capacity of the school community.   **Evaluation Plan**  Evaluation of staff collaboration via survey monkey at the end of each year.  Evaluation of teachers’ evidence against the Australian Teaching Standards. |  | **What is achieved and how do we measure?**  **Products:**   * Every teacher will have validated evidence demonstrating achievement against all the Australian Professional Teaching Standards * All staff members demonstrate high levels of professional collaboration   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes. | |
| **Improvement Measures** |  |
| * Every teacher will have validated evidence demonstrating achievement against all the Australian Professional Teaching Standards * All staff members demonstrate high levels of professional collaboration. |  |

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| Strategic Direction 3: CONNECTIONS | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** | |
| **Why do we need this particular strategic direction and why is it important?**  To develop active and informed global learners and citizens, in a culture of strong partnerships with shared responsibility and high expectations between the school, home and community. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Students understand that they are supported in their learning by the school, home and community  **Staff:**  Staff will support students and provide opportunities for the home to be involved with the learning process  **Parents/Carers:**  Parents will take shared responsibility in their child's learning.  **Community Partners:**  School executive will know the context of educational reforms and monitor the links to the school plan. |  | **How do we do it and how will we know?**   * KidsMatter * To establish a family school reference group including school staff and parents to develop key educational priorities for improving community relationships and a positive learning culture at the school.   **Evaluation Plan**  Quality of School Life and associated surveys. |  | **What is achieved and how do we measure?**  **Product:**   * An increase in community consultation and participation with a focus on student learning. * All survey respondents (staff, student, home) will demonstrate a strong understanding of the schools vision and purpose   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Parents will have a clear understanding of the school vision and support students in their learning.   **Practice:**   * Staff will provide opportunities for the parents and community partners to be informed and engaged in the learning process. | |
| **Improvement Measures** |  |
| * An increase in community consultation and participation with a focus on student learning. * All survey respondents (staff, student, home) will demonstrate a strong understanding of the schools vision and purpose |  |