The core purpose of this school, as defined in the Strategic Plan is: Timboon P-12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. Our school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community have the best options for success. The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Daily instruction is based around Learning Intentions, Success Criteria, Quality of Task and Feedback. Our motto of “Strength Through Understanding” guides our daily core business. Curriculum initiatives include the Café Reading Menu, VCOP writing process, daily P-6 Numeracy program, VCAL at years 11 and 12, and a selection of VET subjects. Our varied selection of VET offerings are made in consultation with students as they prepare for their transition out of school. A comprehensive transition program runs between years P-12 which ensures students are supported in their transition into, through and from school. A Restorative Practice approach is taken when dealing with disruptions throughout the school. Our alignment with ‘Kidsmatter’ is celebrated annually as a whole school with ‘Kid’s Matter Day’. Timboon P-12 School is well known for its ‘TAP’ (Timboon Agriculture Project) program. This program taps into the vibrant agriculture industry that directly involves 70% of our families. A P-12 approach to the teaching of agriculture is encouraged and is extensively supported by local business and the farming community. We offer the Stephanie Alexander Kitchen Garden program and are an ‘Asthma Friendly’ ‘Kids Matter’ ‘Sun Smart’ accredited school. Community partnerships are highly valued by the school. Timboon and District Healthcare services provide a wide variety of health and welfare programs and a joint venture between Timboon P-12 School and the Corangamite Shire has resulted in a School/Community Library and a shared sporting complex. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program, core learning areas of English, Maths, Science, History and PE are in place from years 7-10 and an elective system address all other key learning areas. These learning areas are also cross referenced within the literacy program of core subjects. Specialist P-6 and 7-12 teachers provide targeted instruction in designated areas. General capabilities and Interdisciplinary learning are further supported by a range of Urban and Outdoor Education camps and excursions. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music via our “Rock Bands Program” available from year 5. Leadership roles exist throughout the school ranging from House Captains, School Captains and SRC members.

Our AIP focus on the development and use of the ‘Professional Learning Community’ framework is a major driving force for 2016. This framework is used by all levels of our school to ensure high quality learning is our focus. Teaching and learning teams across year levels and KLA’s ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development, and documentation which is monitored by the Curriculum Committee. Coaching is provided in Independent Reading and Café Menu. Supportive curriculum initiatives and programs include Literacy, Maths and Science both of which have recently been strengthened with coaches and Reading Recovery is offered in year 1. The school has Curriculum and Professional Learning teams with a curriculum leader and teacher membership from each level of the school. These teams focus on improving student learning outcomes in all learning areas and general capabilities.

The leadership group is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. Our PLC journey is just beginning but already shows signs of improving results through collaboration. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives. The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.