# School Strategic Plan for Timboon P-12 School
## Barwon South West Region
### 2013-2016

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<thead>
<tr>
<th>Endorsement by</th>
<th>Signed………………………………………. (Principal’s signature)</th>
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<tbody>
<tr>
<td>School Principal</td>
<td>Name........Rosalie Moorfield.……….</td>
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<td>Date………………13/12/2012……………………………………..</td>
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<tr>
<td>School Council</td>
<td>Name........Chris Hibburt………………</td>
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## School Profile

### Purpose
Timboon P-12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. The 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.

### Values
Timboon P-12 School is a school where relationships are based on trust and mutual respect: Where the contributions of all are valued and acknowledged. These values are underpinned by the school motto: “Strength through Understanding” and the core belief that everyone can experience success.

### Environmental Context

#### Socio-demographic Composition
Timboon P-12 School is a remote school located 53 kilometres from the nearest provincial centre. Limited public transport is available. It is in the heart of a productive dairy industry, however, automation and larger farms have resulted in a decline in enrolments across the school. The school is close to tourist destinations along the Shipwreck Coast and this provides employment in the hospitality industry. Agribusiness, gas production, education and health services also provide valuable employment.

#### Current Challenges
Future trends indicate that the enrolment will continue to decline throughout the Corangamite region. Trying to maintain curriculum diversity in an environment of shrinking enrolments is one of the main challenges being faced by the school. Attracting specialised staff for positions in the secondary campus is also becoming more difficult. Access to welfare and community support agencies has improved greatly with Timboon Community Healthcare providing excellent support to the school.

A major stumbling block to progress over the last fifteen years has been the deterioration of the school buildings and facilities. This has prompted the School Council to actively pursue funding and support to redress the situation. Students and staff at this school continue to endure primitive and questionable working conditions, well below the standards enjoyed by many of their counterparts in provincial and metropolitan schools. The school had been included in the Building Futures program but a change in State Government resulted in the school losing its priority status.

#### Curriculum Provision
For a relatively small school by state-wide standards, the school has an extensive range of special programs. Staff regularly volunteer extra time to allow the extensive camping and excursions program to operate. A new focus on Agriculture studies promises to value add to the schools extensive curriculum offerings. Musicals, Bike Education, Warrnambool Eisteddfod, lunchtime tutorials, Maths Olympiads, Reading Recovery, BRICKS, national competitions, overseas study tours, a wide range of student leadership positions and significant sporting activities are but a small sample of the special programs on offer. The Library is an amazing resource for school and community members and has helped open the door to greater community involvement. Video conferencing facilities are now being used and the Corangamite network of schools is working together to create a Trade Training Centre.
## Strategic Intent

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<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| **Student Learning** | To ensure all students are successful in achieving high quality educational outcomes. | - the matched cohort growth in NAPLAN will exceed or at least equal the state mean growth  
- the relative gain will exceed or at least equal the growth as measured against similar/academic schools  
- all students (Years1–6) deemed capable will improve by 0.5 or greater growth of mean score each year in AusVELS  
- Student Attitudes to School Survey variables stimulating learning and learning confidence will improve to reach the second quartile  
- The percentage of VCE Allstudies mean scores to meet or exceed the state mean  
- the VCE English mean to be at or beyond the state mean | - Enhance teaching and learning practices, especially focussing on the development of teacher pedagogy  
- Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students and the school as a whole |
| **Student Engagement and Wellbeing** | To support the engagement of students to meet their personal and educational potential in an environment in which all students, staff and parents feel positive, safe and connected. | - Student Attitudes to School Survey variables student motivation and teacher empathy to improve to the state mean or above  
- Parent Opinion Survey variables stimulating learning and student motivation to improve to the fourth quartile and reporting to the state mean | - Improve the quality of feedback to ensure that all members of the school community know when they have been successful  
- Enhance teaching and learning practices to cater for a diverse student population, especially focussing on the development of teacher pedagogy |
| **Student Pathways and Transitions** | To ensure that students and their families have a smooth, planned and logical progression into, through and out of Timboon P-12 School | - Student Attitudes to School Survey variables teacher effectiveness and school connectedness to improve to the state mean or above  
- Parent Opinion Survey variable transitions to improve to be at or above the state mean | - Build student confidence and connectedness by expanding and refining transition practices across the school  
- Improve the quality of feedback to ensure that all members of the school community know when they have been successful |
<table>
<thead>
<tr>
<th>Key Improvement Strategies (KIS across the three student outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<td><strong>Student Learning</strong></td>
<td><strong>Year 1</strong></td>
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| Enhance teaching and learning practices, especially focussing on the development of teacher pedagogy | • Focus on developing high quality curriculum leadership skills  
• Re-align subschools, meeting schedules to support professional dialogue focussed on student learning  
• Whole school focus on the Big 4: Learning intentions, Quality of Task, Success Criteria and Feedback  
• Professional development aligned to support the whole school focus  
• Investigate the use of external consultants  
• Professional learning on Literacy and numeracy with the focus being AusVels and consistency of teacher judgement | • The use of curriculum leaders across the school  
• A new subschool and meeting structure  
• Implementation of the Big 4 across the school in all classes  
• Professional Development occurring mainly in school focus areas  
• Engage an external consultant to work with staff  
• Moderation of student work occurring in writing and evidence of all staff engaging in the teaching of writing skills. |
| | **Year 2** | **Year 2** |
| | • Develop a set of agreed school wide non-negotiables for instruction in Literacy and numeracy P-10  
• Embed peer (teacher) observation and quality feedback into the school program  
• Audit the level of implementation of the Australian Curriculum  
• Ensure a termly School Improvement Focus on one aspect of the Big 4 | • Agreed non-negotiables documented  
• Regular peer observations occurring  
• Audit of Australian Curriculum implementation complete  
• One staff meeting per term devoted to one aspect of the Big 4 |
| | **Year 3** | **Year 3** |
| | • Investigate the appointment of a Literacy coach  
• Continue to support high quality curriculum leadership  
• Continue with peer observations changing focus to support school improvement focus  
• Continue with Big 4 focus | • Literacy coach working across the school  
• Strong focus on curriculum leadership across the school  
• Peer observations used to support performance plan  
• Evidence of the Big 4 being used in all classes |
| | **Year 4** | **Year 4** |
| | • Implement School Self- evaluation to analyse performance and guide development of new Strategic Plan | • Review provides the evidence to show that achievement milestones have been reached. |
| Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students and the school as a whole | **Year 1** | **Year 1** |
| | • Examine NAPLAN / VCE/On Demand /On line Numeracy/Literacy to identify trends, strengths and concerns  
• Moderation of Ausvels between year levels  
• Investigate assessment tools/tests to support data triangulation  
• Review whole school assessment schedule  
• Data entered on the Student Performance Analyser (SPA)  
• Teachers receive quality professional development on giving feedback | • Improved correlation between teacher judgement and external testing  
• Moderation occurring across the school  
• Assessment schedule modified to include new assessment tools.  
• Students are able to articulate how they have been successful  
• SPA being used by all staff to inform teaching |
| | **Year 2** | **Year 2** |
| | • Build staff capacity to use data to inform teaching practice  
• Ongoing training in the use of SPA  
• Review tests used in testing schedule and update  
• Survey students to see if they can articulate how they know if they are successful | • SPA training completed  
• All staff using SPA data to inform teaching  
• Testing schedule adjusted |
### Year 1
- **Engagement and Wellbeing**
  - Improve the quality of feedback to ensure that all members of the school community know when they have been successful
  - Enhance teaching and learning practices to cater for a diverse student population, especially focusing on the development of teacher pedagogy

  - **Year 1**
    - Investigate and implement student learning portfolios across all subjects in order to support student and teacher reflection, to build metacognition and to support accurate assessment.
    - Incorporate team planning meetings that has a focus on how teams cater for student diversity.
    - Collegial support and feedback to staff on their teaching and student learning.
    - Develop a protocol for dealing with student absence
    - Continue to implement Kids Matter initiative
    - Covey training for new staff and revision for ongoing staff

  - **Success criteria clearly articulated in all class rooms**
  - **School purpose and values clearly articulated by staff and parents.**

  - **Year 2**
    - Continue with the implementation of Big 4 with the main focus being success criteria
    - Kids Matter and Covey embedded across the school
    - Refine the implementation of Learning Journals

  - **Review provides the evidence to show that achievement milestones have been reached.**

  - **Year 3**
    - Continue with the implementation of Big 4 with the main focus being success criteria
    - Kids Matter and Covey embedded across the school
    - Refine the implementation of Learning Journals

  - **Student learning portfolios in use across the school**
  - **Student absence protocol implemented**
  - **Kids Matter recommendations implemented**
  - **Covey training completed**

  - **Year 4**
    - Implement School Self-evaluation to analyse performance and guide development of new Strategic Plan

    - **Review provides the evidence to show that achievement milestones have been reached.**

### Year 2
- **Transition and Pathways**
  - Build student confidence and connectedness by expanding and refining transition practices across the school
  - Improve the quality of feedback to ensure that all members of the school community know when they have been successful

  - **Year 1**
    - Continue to refine the curriculum to ensure engaging instruction that meets the needs of student level of achievement
    - Maintain and extend current practice in transition for all students through allocation of appropriate personal and resources
    - Monitor pathways for identified students to ensure needs are met
    - Provide opportunities for peer observation across year levels
    - Provide support for professional dialogue focused on similarities and differences in pedagogical approaches to minimise perception of academic leaps between certain year levels
    - Review student reports and staff report writing practice.

  - **Staff using the E5 model to ensure an engaging Australian Curriculum.**
  - **Student and parents reporting a smooth transition into, through and out of the school**
  - **Peer observations occurring across the school**
  - **Professional dialogue supported across the school through the meeting schedule**
  - **Student reports reviewed and recommendations implemented.**

  - **Year 2**
    - Explore and implement individual learning goals linked to school wide assessment in reading

    - **Reading assessment across the school completed**
    - **Data Triangulation occurring across the school**
| Year 3 | Transition practices documented  
| Continue to refine the curriculum to ensure engaging instruction that meets the needs of student level of achievement  
| Continue to provide support for professional dialogue and peer observations  
| Continue to support the use of data to provide quality feedback to all school community members | Transition documentation available on the staff server  
| Australian curriculum documentation available with school based support information  
| Data consistently used to provide feedback to staff, School Council and School community. |
| Year 4 | Implement School Self-evaluation to analyse performance and guide development of new Strategic Plan | Review provides the evidence to show that achievement milestones have been reached. |