




# School Strategic Plan for Tallygaroopna PS

## School Number: 3067

## Years: 2015 – 2018



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: David Brodie</p> <p>Date: Wednesday 18<sup>th</sup> February 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: </p> <p>Name: Bernie O'Brien</p> <p>Date: Wednesday 18<sup>th</sup> February 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed </p> <p>Name R Stephens (NEVR)</p> <p>Date 13 April 2015</p>



## School Profile

<p><b>Purpose</b></p>	<p>We are committed to providing the highest quality education for all in an environment that cares for our students, staff and parents.</p> <p>This commitment is demonstrated by encouraging students to:</p> <ul style="list-style-type: none"> <li>* reach their full academic, social and physical potential in a fair, positive and consistent environment</li> <li>* display a commitment to improving their learning outcomes</li> <li>* develop a sense of self-discipline in their work and their play.</li> <li>* respect the rights of other students, staff and visitors</li> <li>* develop a good understanding of all key learning areas, particularly literacy and numeracy</li> <li>* provide equal opportunity for all members of the school community</li> <li>* develop qualities and life skills such as responsibility, communication, independence, inquiring minds, problem solving, team skills and creativity.</li> <li>* prepare themselves for their next stages of learning by building on their strengths and experiences</li> </ul>
<p><b>Values</b></p>	<p>Our school values are used to support our students, teachers and parents in becoming positive citizens within their community. These values are:</p> <p><b>Inclusion:</b> including others and to not leave anyone out. It is important to let people join in if they are not playing with anyone and to involve others in decision making so that everyone gets a say.</p> <p><b>Respect:</b> being nice to others and to treat others how you would like to be treated. If you show respect you look after property that belongs to individuals and consider other peoples thoughts and opinions. Respect also involves being considerate of differences and personal space.</p> <p><b>Honesty:</b> tell the truth and own up to things in a mature manner. Individuals who are honest don't lie and always strive for their best without settling for second best.</p>

<p><b>Environmental Context</b></p>	<p>Tallygaroopna Primary School, with an enrolment of 54 students (2015 figure), is situated 17 kms north of Shepparton. Students come from the township of Tallygaroopna and surrounding farms. It is anticipated that enrolments may only increase slowly as the local population is stable due to limitations on new building taking place. The proportion of families who receive EMA support has remained steady over the last 4 years, although the S.F.O density has gradually increased since 2010. In 2015, this figure is at .5054. There have been no students from a Language Background other than English over the review period.</p> <p>The school buildings consist of a large new BER building which has 3 Classrooms and a Project Room along with two small offices which operate as a Reading Recovery room and a Computer Resource room. Other facilities consist of an Administration Area, Student Library and Computer Lab and a large Multi-Purpose Room which as a Community School Kitchen. The school grounds consist of a grassed playing field, a basketball court, two separate sets of playing equipment, well shaded and passive recreation areas. The school has been fortunate to receive funding from the School Improvement Program which has enabled a major upgrade of existing buildings and grounds. The school car park has been completely redeveloped and a new sport shed and extensive play area are evident around the school – concrete line games (ie: snakes and ladders, chess...etc), basketball/netball rings, synthetic cricket pitch. The school also has toilets and a lockable garden shed. Off road parking provides a safe entry and exit to the school and two huge undercover areas are available for use on hot or wet days. The school is extremely well equipped due to a healthy injection of locally raised funds over the past fifteen to twenty years. Computers have been upgraded on a regular basis and the school is fortunate to be able to utilise 6 interactive whiteboards, a Polycom device, 30 IPods, 20 Netbooks, 15 Desktop Computers (Computer Lab), 10 Laptops and 2 IPads. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of almost 1:1 students.</p>

**Service Standards**

- *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.*
- *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.*
- *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.*
- *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
- *All students will receive instruction that is adapted to their individual needs.*

*Specific*

- *The school will respond to all communication by parents and caregivers as soon as possible Tibiz is utilized for all families..*
- *Parents will be engaged regularly when their child does not behave in a socially acceptable manner.*
- *Students will play an active part in the development and review of the school's behaviour policies.*
- *All teachers will provide timely and targeted feedback to students on their work.*

## Strategic Direction

	Goals	Targets	Key Improvement Strategies															
<b>Achievement</b>	Improve student outcomes in Literacy (Writing, Spelling, Grammar) and Numeracy.	<p>1. NAPLAN – 10% or less of students <u>below or at</u> the NAPLAN minimum standard and increase the percentage in the <u>top two bands</u> in 2018.</p> <table border="1"> <thead> <tr> <th>NAPLAN</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>20%, 0%</td> <td>10%, 30%</td> </tr> <tr> <td>Spelling</td> <td>20%, 40%</td> <td>10%, 40%</td> </tr> <tr> <td>Grammar</td> <td>20%, 20%</td> <td>10%, 30%</td> </tr> <tr> <td>Numeracy</td> <td>10%, 30%</td> <td>10%, 40%</td> </tr> </tbody> </table>	NAPLAN	2014	2018	Writing	20%, 0%	10%, 30%	Spelling	20%, 40%	10%, 40%	Grammar	20%, 20%	10%, 30%	Numeracy	10%, 30%	10%, 40%	Build teacher capacity to implement a school wide strategy that addresses Literacy (Writing, Spelling, Grammar) and Numeracy.
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<b>Engagement</b>	Increase self-efficacy across the school and opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.	<p>1. Reduce P-6 student absences from 10 days to less than 8 days annually.</p> <table border="1"> <thead> <tr> <th>2013</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>12.02</td> <td>9.54</td> <td>&lt; 8</td> </tr> </tbody> </table> <p>2. Student Motivation &amp; School Connectedness to be at or above State and Regional Benchmarks.</p> <table border="1"> <thead> <tr> <th>St. Survey</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>St. Mot.</td> <td>4.45</td> <td>4,7</td> </tr> <tr> <td>Sch. Conn.</td> <td>4.33</td> <td>4.5</td> </tr> </tbody> </table>	2013	2014	2018	12.02	9.54	< 8	St. Survey	2014	2018	St. Mot.	4.45	4,7	Sch. Conn.	4.33	4.5	Create a culture of high expectations and opportunities to promote student voice and involve students in decision-making about how they can make a difference to their local and global communities.
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	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>												
<b>Wellbeing</b>	Ensure all members of the school community feel they are in a safe and supportive learning environment.	<p>Student Distress &amp; Student Morale are both at 6.2 or above in State and Regional Benchmarks. Student Safety is above State and Regional Benchmarks.</p> <table border="1"> <thead> <tr> <th>St. Survey</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>St. Distress</td> <td>6.27</td> <td>6.3</td> </tr> <tr> <td>St. Morale</td> <td>6.36</td> <td>6.3</td> </tr> <tr> <td>St. Safety</td> <td>4.66</td> <td>4.7</td> </tr> </tbody> </table>	St. Survey	2014	2018	St. Distress	6.27	6.3	St. Morale	6.36	6.3	St. Safety	4.66	4.7	Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing and develop processes and programs that support the mental health and wellbeing of our students.
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<b>Productivity</b>	Increase the capacity of the school to function as a strategic organisation and communicate with the broader community.	<p>Specific Targets for Productivity are:</p> <table border="1"> <thead> <tr> <th>Parent Survey</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Improv.</td> <td>5.78</td> <td>5.9</td> </tr> <tr> <td>Approachability</td> <td>5.89</td> <td>6.0</td> </tr> <tr> <td>Parent Input</td> <td>6.05</td> <td>6.1</td> </tr> </tbody> </table>	Parent Survey	2014	2018	School Improv.	5.78	5.9	Approachability	5.89	6.0	Parent Input	6.05	6.1	Build the capacity of the school leaders to develop and implement strategies for transformation / flexible work arrangements which invites participation and embraces feedback.
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\* Any school surveys not officially from the Department of Education are implemented using Survey Monkey.

## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>Build teacher capacity to implement a school wide strategy that addresses Literacy (Writing, Spelling, Grammar) and Numeracy.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>* Staff to regularly attend Literacy &amp; Numeracy Leaders PD and provide feedback back at the school level which is trialled. This is ongoing.</li> <li>* The whole school has developed formal strategies and a language of whole, small, whole – including students and parents.</li> <li>* Create a routine of completing weekly Big Write sessions / schedule regular Cold Writes to be completed for each year – T1x2, T2X1, T3X1, T4X1.</li> <li>* Teachers develop their understanding and confidence with Data and I.T..</li> <li>* Establish a common routine of NFA Activities to start each numeracy lesson.</li> </ul>	<ul style="list-style-type: none"> <li>* Peer observations indicate strategies and a common language embedded with the teaching of literacy.</li> <li>* To have a whole school literacy program documented and implemented across the school.</li> <li>* All staff are implementing regular Cold Writes and moderation of writing is trialled along with displays of children's writing.</li> <li>* Staff begin using Grade Expert for end of semester reports and class testing begins to be recorded using this software and discussed at PLT's.</li> <li>* All staff are implementing regular NFA activities and evidence is in P &amp; D Plans and daily work programs.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>* Tally Sight Words are set up to enable students to work on writing and spelling.</li> <li>* All staff utilising the Sound Waves Spelling Program</li> </ul>	<ul style="list-style-type: none"> <li>* Tally Sight Words (100 – 1500) are used in the classroom to assist with writing and spelling.</li> <li>* A 2 year cycle for Spelling is established for the Senior Grades</li> </ul>



	<ul style="list-style-type: none"> <li>* VCOP writing and Fluency (NFA) is moderated once a term with the possibility of extending this in other areas.</li> <li>* Weekly numeracy lessons to incorporate a combination of teaching which focuses on tasks based on NFA and applied areas of AusVELS.</li> <li>* New staff are supported to implement actions in 1<sup>st</sup> year of Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers assess using the criterion scale to moderate Cold Writes</li> <li>* Evidence in P &amp; D Plans and formal work programs. NFA hands on activities are regularly used in maths lessons.</li> <li>* New staff attend training or PD with the Big Write program and are mentored by an experienced teacher.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>* Build teacher capacity.</li> <li>* All staff to continue to utilise the Sound Waves Spelling Program</li> <li>* Develop and trial assessment criteria and rubrics for writing, grammar and spelling.</li> <li>* Develop a whole school Numeracy plan which incorporates the 4 areas of NFA and other explicit areas of AusVELS.</li> <li>* Developing and applying a more explicit and detailed sequence of learning in NFA tasks.</li> </ul>	<ul style="list-style-type: none"> <li>* More whole school planning after school focusing on Literacy &amp; Numeracy.</li> <li>* Investigate cycles for Spelling in the Junior and Senior school.</li> <li>* Peer observations would indicate a common language and specific strategies which are embedded with the teaching of literacy.</li> <li>* To have a whole school numeracy program documented and implemented across the school. Evidence in P &amp; D Plans - all Student data to be uploaded onto Grade Expert/</li> <li>* This would be based on 1 to 2 weeks teaching of each NFA domain area each term followed by 1 week of applied maths.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>* Evaluation of strategic plan progress</li> </ul>	<ul style="list-style-type: none"> <li>* Review progress and prepare for new targets.</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Engagement</b></p> <p>Create a culture of high expectations and opportunities to promote student voice and involve students in decision-making about how they can make a difference to their own learning along with local and global communities.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>* Continue to inform families via the newsletter and Tiqbiz of the importance of regular attendance and how this has an impact on their child's learning.</li> <li>* A formal Music program is introduced across the school once a fortnight.</li> <li>* Complete ILP's for all students that are more specific to each student's learning needs. Student input for these goals is obtained.</li> <li>* All children in the senior grades have a leadership role in the school and opportunities for development are given to other students.</li> </ul>	<ul style="list-style-type: none"> <li>* The vast majority of students from the school receive attendance awards for each term.</li> <li>* All students begin to show a love for music with more children taking up formal instrument lessons. The School Production is a success in term 3 as well.</li> <li>* All students to have an Individual learning plan using Grade Expert which is specific with a minimum of 2 learning goals (displayed in classrooms). These are shared mid year with families and celebrated and reviewed for the remainder of the year.</li> <li>* School Captains attend a Leadership conference / Regular activities with JSC / Polycom sessions are held on a regular basis to promote decision making.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>* Investigate the Music program being maintained at Tallygaroopna PS.</li> <li>* Staff are using formal classroom management strategies to focus on Engagement.</li> </ul>	<ul style="list-style-type: none"> <li>* A school survey indicates an overall enjoyment for Music and other options for music are explored.</li> <li>* All classrooms are using Clasdojo to promote adequate work habits and student engagement at school.</li> </ul>

	<ul style="list-style-type: none"> <li>* Engaging activities are implemented by the Welfare Officer.</li> <li>* We explore options to engage our children with I.T. resources</li> <li>* We investigate how to incorporate other cultures into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* Students participating in regular Breakfast programs and fun outside activities.</li> <li>* Global programs are utilised by all students – Mathletics, Skooville, Language Nut. New netbooks are bought.</li> <li>* We celebrate a cultural day every year to focus on our multicultural society.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>* Students interact frequently with the local and wider community.</li> <li>* The success of the Music program is evaluated with feedback from students, staff and parents.</li> <li>* Goals and the ILP process is reviewed.</li> <li>* Developing a whole school approach to fluid groupings based on evidence of students' current levels of achievement.</li> <li>* Professional Learning for the Bounce Back Program is explored for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>* Programs involving local kindergarten, landcare, playgroup, unicef, care packages...etc.</li> <li>* Music is one of the most enjoyable subjects for students – survey.</li> <li>* All students have a social skill goal in their ILP which is based on our Bounce Back Program.</li> <li>* Fluid groupings to be investigated with Literacy, Numeracy with middle and senior grades – once a week.</li> <li>* All staff (new and old) feel confident to implement this program consistently every week at school.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>* Evaluation of strategic plan progress</li> </ul>	<ul style="list-style-type: none"> <li>* Review progress and prepare for new targets</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Wellbeing</b></p> <p>Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing and develop processes and programs that support the mental health and wellbeing of our students.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>* A School Welfare Officer is introduced into the school community - (Chaplaincy Funding).</li>   <li>* Students have an opportunity to celebrate success and be recognised at school on a weekly basis.</li>   <li>* Ensuring common arrangements for peer tutoring and coaching programs across the school.</li>   <li>* Kids Helpline sessions are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>* All students have regular time with the Welfare Officer to discuss school and home life. The multi purpose room and school kitchen is utilised more frequently to help children develop friendships.</li>   <li>* All students receive or have an opportunity with the following: student of the week, values vault, writer of the week, every face has a place, laps, reading nights, birthdays...etc.</li>   <li>* All students in the school have a buddy who they work with and mentor each week at school. Peer reading occurs frequently.</li>   <li>* All students attend Polycom sessions based on leadership, bullying, resilience, leadership, self esteem, student safety...etc.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>* The ILP process is reviewed to look at Student Wellbeing.</li>   <li>* Evernote to be the main record keeping device for student wellbeing at school.</li>   <li>* Bounce Back program is implemented consistently and regularly across the school.</li> </ul>	<ul style="list-style-type: none"> <li>* Students in need of support are identified at the end of Term 1 and parents are informed immediately. These children have ILP's for each term.</li>   <li>* Teachers begin to record both positive and negative behaviour at school.</li>   <li>* Bounce Back is timetabled for all classes and a 3 year planner is implemented to aid teaching specific lessons.</li> </ul>

		<ul style="list-style-type: none"> <li>* Implement a whole school program for the Cluster.</li> </ul>	<ul style="list-style-type: none"> <li>* All students to be involved in a Mental Health Day which gives students strategies to deal with sadness, worry, resilience...etc. The day involves outside agencies and Department personnel who can become regular contacts for schools if needed.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>* Reviewing the school's system of behaviour management.</li> <li>* Explore transition options for our children in and out of the Tallygaroopna PS.</li> <li>* Explore how past students can contribute to the transition process and wellbeing of our students at school.</li> <li>* The Welfare Officer role is celebrated as a success at Tallygaroopna</li> </ul>	<ul style="list-style-type: none"> <li>* Explore how Grade Expert can be utilised more to include positive and negative behaviour.</li> <li>* Investigate a day for all Year 6 students in the cluster with the theme of getting ready for secondary schooling / Regular informal visits to the local Kindergarten.</li> <li>* Former Tallygaroopna Primary School students come into school to discuss their experiences entering Secondary College – this may involve work experience placements as well.</li> <li>* All children, parents and staff feel confident interacting with the School Welfare Officer.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>* Evaluation of strategic plan progress</li> <li>* Evaluation of the Chaplaincy Program</li> </ul>	<ul style="list-style-type: none"> <li>* Review progress and prepare for new targets</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Productivity</b></p> <p>Build the capacity of the school leaders to develop and implement strategies for transformation / flexible work arrangements which invites participation and embraces feedback.</p>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>* Investigate adequate timetabling across the school.</li>   <li>* Outside School Hours Care to be made available for families.</li> </ul>	<ul style="list-style-type: none"> <li>* Music, LOTE and Science to are timetabled and implemented each fortnight with all classes. Both are combined regularly as well into weekly I.T. sessions.</li>   <li>* OSH Care being used more frequently compared to 72 days in 2014 – staff to implement after school.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>* Performance &amp; Development is embedded across the school.</li>   <li>* Options for more flexible work arrangements are explored</li>   <li>* Reviewing the arrangements for supervising the Out of School Hours care to allow for more efficient whole school planning</li> </ul>	<ul style="list-style-type: none"> <li>* All staff including new staff and E.S. staff are accustomed with the new P &amp; D process.</li>   <li>* Teaching staff - 3 full time teachers and a Principal.</li>   <li>* Advertise and appoint an OSH Care coordinator to cope with the increase in families utilising this program after school.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>* To build teaching capacity and school leadership.</li>   <li>* Professional learning at a School Council level.</li> </ul>	<ul style="list-style-type: none"> <li>* New and old staff members to attend literacy and numeracy leaders sessions across the network and conduct PLT's based on this information at a school and cluster level.</li>   <li>* All members participate in regular activities based on School Governance.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>* Evaluation of strategic plan progress</li> </ul>	<ul style="list-style-type: none"> <li>* Review progress and prepare for new targets</li> </ul>