

School Strategic Plan for Tallygaroopna Primary School Hume Region 2011-2014



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: David Brodie</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: David Bagley</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: Gary Fletcher / Judy Rose</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>Tallygaroopna Primary School aims to develop in each of our students a desire for lifelong learning so that they become valuable members of society. The school places a high emphasis on teaching the students how to live with others and we encourage creativity and endorse the philosophy of “considering the feelings of others at all times.”</p> <p>The school is committed to providing the highest quality education for all in an environment that cares for our students, staff and parents. This commitment is demonstrated by encouraging students to:</p> <ul style="list-style-type: none"> • Reach their full academic, social and physical potential in a fair, positive and consistent environment. • Display a commitment to improving their learning outcomes. • Develop a sense of self-discipline in their work and their play. • Respect the rights of other students, staff and visitors. • Develop a good understanding of all key-learning areas, particularly literacy and numeracy. • Provide equal opportunity for all members of the school community. • Develop in students, qualities and life skills such as responsibility, communication, independence, inquiring minds, problem solving, team skills and creativity. • Prepare students for their next stages of learning by building on their strengths and experiences.
<p>Values</p>	<p>These values are used to support our students, teachers and parents in becoming positive citizens within their community.</p> <p><u>Inclusion:</u> 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><u>Respect:</u> 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><u>Honesty:</u> 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>Environmental Context</p>	<p>Tallygaroopna Primary School (PS) is a small primary school is located in the township of Tallygaroopna, 17 kilometres north of Shepparton. Student enrolments have remained relatively stable, although this fell to 48 in 2010. Projected enrolments are not likely to increase significantly as there are limitations on new building taking place in the town related to available sewerage facilities. The School currently draws its students mainly from the town and surrounding farms and 17 students travel by bus daily that also services Zeerust PS. A number of students enter Prep year from the adjacent Kindergarten, which services the local area. The School's Student Family Occupation (SFO) density has remained relatively stable over the last four years, increasing from 0.34 in 2006 to 0.40 in 2009, somewhat lower than the Shepparton Schools' Network SFO of 0.52. The School had no families with a LBOTE (Language Background Other than English) during the last strategic planning period and had a nil percentage of students identified as developmentally vulnerable on the Shepparton Network AEDI (Australian Early Childhood Index).</p> <p>Staffing has remained stable with only one teacher retiring in 2008 and another lost in 2009 due to financial restrictions linked to enrolments. The Principal joined the School at the start of 2010 as Acting Principal, following the retirement of the previous Principal at the end of 2009. The current (2010) staffing is comprised of the Principal, teaching two days a week, supported by 2.6 teachers with a grade structure of Prep-Year 1, Years 2-4 and Years 5-6. The School receives service from the MARC and MACC vans once a fortnight to assist with Art and Library studies. A small number of students also participate in an instrumental (organ) music program. An active Parents Club provides special events on a regular basis and 15-20 students in the school participate in an Active After School Communities Program, operating 2 days a week, with sporting activities conducted by external coaches.</p> <p>The School upgraded its ICT facilities during the last strategic planning period, due in part to a healthy injection of locally raised funds ... with computers regularly upgraded as part of the computer ratio of 1:3 students. Interactive whiteboards were also installed in all classrooms. As part of the Building Futures Program, a new prefabricated 'Learning Studio', housing 3 classrooms and learning spaces has been approved to replace three ageing portable classrooms. This new facility, when completed will support more flexible teaching and learning arrangements consistent with the Effective Schools Model.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Maximise student achievement in Literacy and Numeracy against the VELS standards.	<p>Each student to demonstrate at least 1.0 VELS level growth in English and Mathematics dimensions over the 2-year period.</p> <p>Increase the percentage of students assessed above the expected VELS levels by 5% by 2011 and 10% by 2013, (and greater at Years 4-6) with an increasing percentage recorded at 'A' level.</p> <p>Increase the percentage of Years 1 and 2 students in the top two groups and decrease the percentage in the bottom three groups by 5% by 2011 on the English Online Interview testing.</p> <p>Maintain nil% of students below the NAPLAN National minimum standard and increase the percentage in the top two bands by 5% by 2011.</p>	<p>Build the capacity of all teachers in effective Literacy and Numeracy teaching.</p> <p>Expand intervention and extension programs/strategies to support and extend student learning.</p> <p>Increased focus on Personalised Learning</p>
Student Engagement and Wellbeing	Each student is highly engaged with his/her learning, self-motivated, socially responsible and can demonstrate strong connectedness to teachers, peers and the School in a safe, supportive, productive learning environment.	<p>Each student to maintain an attendance rate of: 96.5% in Prep to Year 2 and 96% in Years 3 to 6</p> <p><u>Parent Opinion Survey</u> means to be at least in Classroom Behaviour – 4.1 (2011), 4.3 (2013) Student Motivation – 5.5 (2011), 5.6 (2013) Social Skills – 5.7 (2011), 5.75 (2013) Reporting – 5.4 (2011), 5.45 (2013)</p> <p><u>Staff Opinion Survey</u> mean to be less in Classroom Misbehaviour – 15.0 (2011), 13.0 (2013)</p> <p><u>Attitudes to School Survey</u> means to be at least in Connectedness to Peers – 4.3 (2011), 4.4 (2013) Stimulating Learning – 4.0 (2011), 4.2 (2013) Teacher Empathy – 4.3 (2011), 4.4 (2013) Teacher Effectiveness – 4.3 (2011), 4.4 (2013) Learning Confidence – 3.9 (2011), 4.0 (2013) Student Motivation – 4.3 (2011), 4.4 (2013) School Connectedness – 4.1 (2011), 4.2 (2013)</p> <ul style="list-style-type: none"> • With girls' responses being as positive as boys. 	<p>Continue to focus on nurturing and sustaining a safe, supportive, and engaging learning environment.</p> <p>Expand Whole School approaches to issues of student Behaviour and student engagement</p>
Student Pathways and Transitions	Each student to experience smooth transition into, through primary school and on to secondary schooling	<p><u>Parent Opinion Survey</u> means to be Transition – 5.6 (2011), 5.7 (2013) General Satisfaction – 5.75 (2011), 5.8 (2013)</p>	Continue to expand and develop programs and strategies for Transition at all stages with particular focus on student transition from one stage of learning to the next

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Student Learning</u></p> <p>Build the capacity of all teachers in effective Literacy and Numeracy teaching.</p> <p>Expand intervention and extension programs/strategies to support and extend student learning.</p> <p><i>Increased focus on Personalised Learning</i></p>	Year 1	<p>Review curriculum team roles and responsibilities</p> <p>Use PoLT as a basis of staff discussion of teaching and learning approaches focused on improving teacher practice</p> <p>Audit existing Literacy and Numeracy strategies against the DEECD 6-18 months strategy and implement actions by 2012</p> <p>All students to be on visible, flexible, Individual Learning Plans</p> <p>Use of student led 3-way reporting conferences with parents using digital portfolios</p>	<p>All staff are aware of specific roles and responsibilities and expectations</p> <p>Audit completed of Literacy & Numeracy Strategies</p> <p>ILP's are implemented consistently across the school</p> <p>Staff are committed to participate in PLT's at a school and cluster level in regard to themes relating to Literacy & Numeracy</p>
	Year 2	<p>Teachers to participate in coaching, peer observation and use of student feedback to enhance their range of Teaching and Learning strategies to cater for individual differences and learning styles</p> <p>Use of multiple external and internal assessments to validate any one assessment</p> <p>Expand the use of student self- and peer assessment to all levels.</p> <p>Form needs-based learning groups within and between year level groups</p> <p>Increase the use of ICT applications in Teaching and Learning</p>	<p>Actions in place in regard to implementation of the DEECD 6 – 18 months strategy</p> <p>Teacher performance plans demonstrating the use of performance data for class planning</p> <p>Students across the school are given opportunities to improve depending on their point of need</p> <p>All teachers participate in peer observations focusing on e5</p> <p>Staff trialling PoLT and discussion occurs in PLT's.</p>
	Year 3	<p>Teachers use the Ultranet to participate in Network moderation re VEL standards</p> <p>Ultranet used to share Literacy/Numeracy teaching strategies that cater for high performing students</p> <p>Implement the SPA tool and provide staff with appropriate professional development</p>	<p>Teacher performance plans demonstrate use of the Ultranet in teaching practice</p> <p>Moderation occurs on a regular basis at a school and cluster level</p>
	Year 4	Evaluation of VELS Implementation and intervention and extension programs	Intervention and Extension programs are documented and continue to be implemented

<p><u>Student Engagement and Wellbeing</u></p> <p>Continue to focus on nurturing and sustaining a safe, supportive, and engaging learning environment.</p> <p>Expand Whole School approaches to issues of student Behaviour and student engagement</p>	Year 1	<p>Maintaining and reinforcing the key components of the School's Engagement Policy</p> <p>Review the Schools You Can Do It Program with a whole school plan implemented – linking in with buddy program</p> <p>Explicitly teach social skills and promote positive relationships</p> <p>Implement the Ultranet and encourage its use by students and parents as an engaging online learning environment</p> <p>Staff development sessions built around PoLT, with strong focus on Principles 1,2 and 3 and linking to teaching and learning practice</p>	<p>Staff planning meeting is held on a regular basis focusing on You Can Do It</p> <p>All teachers using formal activities in You Can Do It</p> <p>Professional Development held on the Ultranet along with sharing of expertise and knowledge</p> <p>Professional Development on PoLT</p> <p>All teachers demonstrating ICT use in the classrooms</p>
	Year 2	<p>Implement the DEECD Student Mapping Tool and provide staff with professional development on its use</p> <p>Expand ICT programs and strategies and support staff with associated professional development</p> <p>Review student and parent opinion data trends related to student engagement and conduct issues forums with parents and student groups</p> <p>Explore activities that link disengaged students with learning, involving staff, parents and students</p>	<p>All teacher performance plans showing application of student engagement initiatives in practice</p> <p>Junior School Council continuing to have a big say in specific school decisions</p> <p>Passions Program implemented focusing on engaging activities for students while involving the school community</p> <p>All students and teachers understand and use the You Can Do It language in classrooms and playground</p>
	Year 3	<p>Collect, reflect on and modify approaches based on regular parent and student feedback regarding Student Engagement and Wellbeing</p> <p>Review of student data – relating to well being, teaching and learning and student relationships</p>	<p>Review of You Can Do It Program</p>
	Year 4	<p>Review the School's Engagement Policy</p> <p>Review of the School's Buddy Program</p> <p>Review of Needs Based Learning Groups</p>	<p>New School Engagement Policy is reinforced</p> <p>The Schools Buddy Program is implemented more formally</p>

<p><u>Student Pathways and Transitions</u></p> <p>Continue to expand and develop programs and strategies for Transition at all stages with particular focus on student transition from one stage of learning to the next</p>	Year 1	<p>Increase early, two-way interaction with kindergarten and secondary schools along with post-entry feedback between all parties.</p> <p>Collect regular formal/informal feedback from parents and students at all levels on Transition</p> <p>Review the current processes for student transition into, through and out of the school</p> <p>Visit other schools to see transition programs, visit local pre schools and secondary schools to strengthen networks and discuss transition issues</p>	<p>Networks between school and local preschool and secondary schools established</p> <p>Preschool to Prep Transition Program implemented with visits throughout the school year</p> <p>Resources and expertise in shared between Preschool and Primary School</p>
	Year 2	<p>Group students with similar abilities/interests on a vertical basis for a range of activities</p> <p>Visits to and from ex Year 6 students to assist Year 6 students with transition</p> <p>Implement Shepparton Network Transition Process</p> <p>Protocols and processes established for students moving into, through and out of the school</p>	<p>Preschool to Prep Transition program documented and continued to be implemented</p> <p>Shepparton Network Transition Document is completed and passed onto relevant Secondary Schools</p> <p>Activities are implemented to assist students moving through the school</p>
	Year 3	<p>Enable high performing students to work with peers at the next level where appropriate</p>	<p>A Peer Tutoring Program is implemented where high achieving students support students in need</p>
	Year 4	<p>Review of transition protocols and processes</p>	<p>Transition Programs evaluated</p>