

School Strategic Plan 2018-2022

Tallygaroopna Primary School (3067)



Submitted for review by David Brodie (School Principal) on 12 February, 2019 at 01:06 PM

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Endorsed by Geoff Akers (School Council President) on 13 February, 2019 at 09:29 PM

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School vision	<p>We are 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 qualities and life skills such as responsibility, communication, independence, problem solving, team skills and creativity* prepare themselves for their next stages of learning by building on their strengths and experiences
School values	<p>Tallygaroopna Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.</p> <p>This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p> <p>RESPONSIBILITIES AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:</p> <ul style="list-style-type: none">* Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.* Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.* Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.* Identify and support students who are or may be at risk.

- * Do our best to ensure every child achieves their personal and learning potential.
- * Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- * Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- * Make known to parents the school's communication and complaints procedures.
- * Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- * Model positive behaviour to students consistent with the standards of our profession.
- * Proactively engage with parents about student outcomes.
- * Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- * Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- * Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- * Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- * Model positive behaviour to our child.
- * Ensure our child attends school on time, every day the school is open for instruction.
- * Take an interest in our child's school and learning.
- * Work with the school to achieve the best outcomes for our child.
- * Communicate constructively with the school and use expected processes and protocols when raising concerns.
- * Support school staff to maintain a safe learning environment for all students.
- * Follow the school's complaints processes if there are complaints.
- * Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- * Model positive behaviour to other students.
- * Comply with and model school values.
- * Behave in a safe and responsible manner.
- * Respect ourselves, other members of the school community and the school environment.
- * Actively participate in school.
- * Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

- * Model positive behaviour to the school community.
- * Treat other members of the school community with respect.

- * Support school staff to maintain a safe and orderly learning environment for all students.
- * Utilise the school's communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- * Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- * Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- * Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- * Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- * Provide schools with practical and legal support as required.
- * Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- * is rude, aggressive or harasses others
- * sends rude, confronting or threatening letters, emails or text messages
- * is manipulative or threatening
- * speaks in an aggressive tone, either in person or over the telephone
- * makes sexist, racist or derogatory comments
- * inappropriately uses social media as a forum to raise concerns/make complaints against the school
- * is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- * utilising mediation and counselling services
- * alternative communication strategies being applied
- * formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- * an intervention order being sought
- * informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be

	<p>treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.</p> <p>Our school values are used to support our students, teachers and parents in becoming positive citizens within their community. These values are: Inclusion, Honesty and Respect.</p>
Context challenges	<p>From our School Review, one of the key challenges for our new Strategic Plan was to continue to support students in need but also look at supporting students who needed extending. We are also looking forward to the challenge of providing more formal opportunities for feedback to both students and families and refining individual student goals in line with this.</p> <p>Enrolments at the time of the review were approximately 89 students. Over the past three years, enrolments increased by 25 students. The Student Family Occupation (SFO) index was 0.4509 in 2017 and the Student Family Occupation Education (SFOE) index was 0.3379 in 2018.</p>
Intent, rationale and focus	<p>The proportion of students in the top two NAPLAN bands at both Year 3 and Year 5, and the proportion exhibiting high gain Year 3–5 fell below results for similar schools in both Literacy and Numeracy. Fieldwork also revealed some concerns about the extent to which more able students were extended. The panel agreed that enhanced curriculum planning, improved pedagogy and more customised learning would lead to improved outcomes and learning growth.</p> <p>Participation in the PLC initiative in 2019 will build data literacy and enable teams to more effectively use data to improve teaching practice, personalise learning and enhance student learning outcomes, particularly for more able students.</p> <p>AToSS results in 2018 for areas related to stimulating learning environment, confidence, motivation and interest and voice and agency were low compared to other variables.</p> <p>The panel agreed that if the school continues to develop a more stimulating learning environment that engages students in authentic inquiry about the world around them and gives students a greater say in decisions that affect their learning: motivation, engagement and achievement will all improve.</p> <p>The panel felt, that in order to raise achievement, the school should raise expectations and aspirations for its students. The panel also agreed that the school should work towards higher levels of consistency and quality instruction across all classes. The panel identified improvements in instructional leadership and accountability as key strategies to secure this consistency and improvement.</p>

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Goal 1	Improve learning outcomes in Literacy and Numeracy for all students.
Target 1.1	<p>Student achievement data—Numeracy</p> <p>The school will achieve the following learning outcomes:</p> <p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none">• The proportion of student results in the three year average (2019–21) for top two bands in Year 3 to increase:• Year 3 Numeracy: from 23 per cent (2016–18) to 30 per cent• The proportion of student results in the bottom two bands in Year 3 to reduce:• Year 3 Numeracy: from 8.5 per cent in 2018 to 5 per cent in 2022 <p>YEAR 5</p> <ul style="list-style-type: none">• The proportion of student results in the three year average (2019–21) for top two bands in Year 5 to increase:• Year 5 Numeracy: from 27 per cent (2016–18) to 30 per cent• The proportion of student results in the bottom two bands in Year 5 to reduce:

	<ul style="list-style-type: none"> • Year 5 Numeracy: from 20 per cent in 2018 to 15 per cent or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3–5 to be: <p>Numeracy: from 17 per cent (2016–18) to above 20 per cent in 2019–21</p>
<p>Target 1.2</p>	<p>Student achievement data—Literacy</p> <p>The school will achieve the following learning outcomes:</p> <p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three year average (2019–21) for top two bands in Year 3 to increase: • Year 3 Writing: from 27 per cent (2016–18) to 35 per cent • Year 3 Reading: from 28 per cent (2016–18) to 35 per cent • The proportion of student results in the bottom two bands in Year 3 to reduce: • Year 3 Reading: from 15 per cent in 2018 to 10 per cent in 2022 • Year 3 Writing: from 7 per cent in 2018 to 5 per cent in 2022 <p>YEAR 5</p>

	<ul style="list-style-type: none"> • The proportion of student results in the three year average (2019–21) for top two bands in Year 5 to increase: Year 5 Writing: from 7 per cent (2016–18) to 35 per cent • Year 5 Reading: from 30 per cent (2016–18) to 35 per cent <ul style="list-style-type: none"> • The proportion of student results in the bottom two bands in Year 5 to reduce: <ul style="list-style-type: none"> • Year 5 Reading: from 50 per cent in 2018 to 25 per cent or below in 2022 • Year 5 Writing: from 40 per cent in 2018 to 25 per cent or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3–5 to be: <ul style="list-style-type: none"> • Reading: from 10 per cent (2016–18) to above 20 per cent in 2019–21 • Writing: from 7 per cent (2016–18) to above 20 per cent in 2019–21
Target 1.3	<p>TEACHER JUDGEMENTS</p> <p>The proportion of students achieving an A and B in Literacy and Numeracy will be 30%.</p>
Key Improvement Strategy 1.a	<p>Further clarify, document and implement agreed, whole–school approaches to teaching and learning in all domains of Literacy and Numeracy. (EBHIS)</p>

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence-based, High-Impact Literacy and Numeracy teaching strategies. (EBHIS)
Key Improvement Strategy 1.c Evaluating impact on learning	Further develop school-wide feedback, reflection and coaching processes for teachers. (EIL)
Goal 2	Improve student engagement and motivation to learn.
Target 2.1	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Stimulated learning: from 63 per cent in 2018 to 85 per cent in 2022 • Motivation and interest: from 67 per cent in 2018 to 85 per cent in 2022 • Learning confidence: from 63 per cent in 2018 to 85 per cent in 2022 • Student voice and agency: from 49 per cent in 2018 to 80 per cent in 2022 • Self-regulation and goal setting: from 73 per cent in 2018 to 85 per cent in 2022
Target 2.2	<p>Parent Opinion</p> <p>Variables in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Student motivation and support: from 83 per cent in 2018 to 90 per cent in 2022

<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<p>Provide a stimulating learning environment in which students are active learners who collaborate, explore and connect with the school and wider community. (IE&SE)</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Enhance curriculum and lesson planning, and identify pedagogy, that enables students to further develop agency, assess their own work, identify future learning and track and celebrate their own learning growth (ES&BSP)</p>
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	<p>Identify pedagogy that provides for enhance student feedback. (ES&BSP)</p>
<p>Goal 3</p>	<p>Increase the capacity of the school to provide optimal learning opportunity for all students.</p>
<p>Target 3.1</p>	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Effective teaching time from 66 per cent in 2018 to 80 per cent in 2022 • High expectations for success: from 86 per cent in 2018 to 90 per cent in 2022
<p>Target 3.2</p>	<p>Staff Opinion</p> <p>Variables in the SSS (Principal/Teacher) to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Instructional leadership: from 75.8 per cent in 2018 to 90 per cent in 2022 • Feedback: from 56.7 per cent in 2018 to 85 per cent in 2022

Target 3.3	Parent Opinion Variables in the POS to reflect the following endorsement: <ul style="list-style-type: none"> • Effective teaching: from 83 per cent in 2018 to 90 per cent in 2022
Key Improvement Strategy 3.a Instructional and shared leadership	Enhance the school's capacity in Instructional and Shared Leadership (I&SL, BLT)
Key Improvement Strategy 3.b Instructional and shared leadership	Create a whole-school culture of accountability and feedback (I&SL)
Key Improvement Strategy 3.c Vision, values and culture	Create a whole-school culture of high expectations (VV&C)