

School Strategic Plan 2022-2026

Tallygaroopna Primary School (3067)



Submitted for review by David Brodie (School Principal) on 19 December, 2022 at 07:24 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 21 December, 2022 at 12:21 PM

Endorsed by Kelly McPherson (School Council President) on 19 February, 2023 at 09:45 PM

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School vision	<p>Tallygaroopna Primary School's vision is to encourage 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. <p>Tallygaroopna Primary School's mission is to encourage students to:</p> <ul style="list-style-type: none">• 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>The purpose of our schools Statement of Values & School Philosophy s to outline the values of our school community and explain the vision, mission and objectives of our school.</p> <p>Tallygaroopna Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Tallygaroopna Primary School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">• elected government• the rule of law• equal rights for all before the law• freedom of religion• freedom of speech and association• the values of openness and tolerance. <p>To celebrate and embed our Statement of Values and Philosophy in our school community, we</p> <ul style="list-style-type: none">• display posters and banners that promote your values in our school• celebrate our values in our school newsletter

- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Tallygaroopna Primary School's values are Respect, Honesty and Inclusion. Our school values are used to support our students, teachers and parents in becoming positive citizens within their community.

- Inclusion: to include others and to not leave anyone out. To understand, respect, welcome, celebrate and honour the diversity of children, families and staff. Diversity comes in many different forms, for example culture, language, religion, lifestyle, family arrangements and circumstances, abilities and disabilities. Respecting diversity is important in creating a sense of belonging. The different backgrounds of the children, families and staff enrich a schools character and identity. Schools that are responsive to individual differences and respect diversity benefit everyone and help to build an inclusive environment.
- Respect: to treat others with consideration and regard, to respect another person's point of view and to treat others how you would like to be treated. A feeling of admiration or deference toward a person, child, non-human animal, group, ideal, or indeed almost any entity or concept, as well as specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected (e.g., "I have great respect for her judgment"). It can also be conduct in accord with a specific ethic of respect (ie: Anzac Day).
- Honesty: to tell the truth and own up to things in a mature manner. Being honest means you display positive attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Furthermore, honesty means being trustworthy, loyal, fair, and sincere.

Tallygaroopna Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the Victorian Teaching Profession Code of Conduct. Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy and Bullying Prevention Policy. Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's Respectful Behaviours within the School Community Policy.

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our Visitors Policy).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand

	<p>gestures or invading another person's personal space</p> <ul style="list-style-type: none"> • speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone • sending demanding, rude, confronting or threatening letters, emails or text messages • discriminatory or derogatory comments • the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students. <p>Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.</p> <p>Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the Principal.</p> <p>At the Principal's discretion, unreasonable behaviour may be managed by:</p> <ul style="list-style-type: none"> • requesting that the parties attend a mediation or counselling sessions • implementing specific communication protocols • written warnings • conditions of entry to school grounds or school activities • exclusion from school grounds or attendance at school activities • reports to Victoria Police • legal action. <p>Inappropriate student behaviour will be managed in according with our school's Student Wellbeing and Engagement Policy and Bullying Prevention Policy.</p> <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p>
Context challenges	<p>From our School Review, one of the key challenges for our new Strategic Plan was the need for a restructure of the meeting schedule with more focused professional learning and clear differentiation between School Improvement Team (SIT) meetings, staff meetings and Professional Learning Communities (PLCs). We also have the challenge of continuing to support students in need (Tutoring, Welfare support, Education Support, Speech Therapy and Occupational Therapy), but are also looking at supporting students who need extending.</p> <p>Enrolments at the time of the review were approximately 77 students. Over the past three years, enrolments have remained steady and we have been able to maintain our 4 classrooms. This will continue to be a challenge in future years. The Student Family Occupation (SFO) index has been the following in 2021 and 2022 (.4043/.3563). The Student Family Occupation Education (SFOE) index has been the following in 2021 and 2022 (.3602/.3313).</p>

Intent, rationale and focus	<p>The Panel agreed that the literacy practices observed had resulted in the expected improvements targeted by the school. The Victorian Curriculum provided the basis for planning and data was used to inform practice but possibly not consistently or strategically enough to improve student outcomes. Full implementation of PLC processes with a more focused use of data was recommended by the Panel. In addition, teachers raised the issue that there was a need for more consistent practices from Years 3–6, particularly in writing. More dedicated professional learning for staff designated with specific leadership roles with Literacy & Numeracy was also going to be a focus.</p> <p>The following are areas of priority at our school:</p> <ul style="list-style-type: none"> * Increasing the percentage of students in NAPLAN top two bands for Reading and Writing. * Increasing the percentage of students with a positive endorsement in Sense of Confidence (AtoS). * Increasing the positive responses on the AtoSS in regard to Sense of Connectedness. * Increasing the positive responses on the school SSS in the areas of Shielding and Buffering and Build Resilience and a Resilient Supportive Environment. <p>Enhanced curriculum planning, improved pedagogy and more focused professional learning would lead to improved outcomes and learning growth.</p>
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Goal 1	Improve learning outcomes in literacy and numeracy for all students.
Target 1.1	<p>By 2026 increase the percentage of students in the top two bands (three-year average):</p> <ul style="list-style-type: none">• In Year 3 Reading from 33% (2021) to 38%• In Year 3 Writing from 28% (2021) to 33%• Year 5 Reading from 23% (2021) to 28%• Year 5 Writing from 0% (2021) to 10%
Target 1.2	<p>By 2026, decrease the percentage of students in NAPLAN bottom two bands (three-year average):</p> <ul style="list-style-type: none">• In Numeracy Year 3 from 15% in 2022 to 12%• In Numeracy Year 5 from 12% in 2022 to 10%
Target 1.3	<p>By 2026 increase Teacher Judgements, at or above expected level F–6:</p> <ul style="list-style-type: none">• Reading and Viewing from 80% in 2022 to 85%• Writing from 75% in 2022 to 80%• Number and Algebra from 81% in 2022 to 85%
Target 1.4	By 2026 increase the percentage of positive responses on the SSS (three-year average) for:

	<ul style="list-style-type: none"> • Collective efficacy from 78% in 2022 to 85% • Teacher collaboration from 85% in 2022 to 90%
Target 1.5	<p>By 2026, increase the proportion of positive response on AtoSS (three-year average) across the school for:</p> <ul style="list-style-type: none"> • Sense of confidence from 71% in 2022 to 77%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review, document and embed an agreed instructional model for literacy and numeracy.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning, collaboration and documentation across the school to create consistent practice from F–6 that incorporates high impact teaching strategies (ie: HITS).
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum through professional learning and the PLC process.
Goal 2	To improve health and wellbeing across the school.
Target 2.1	By 2026 increase the positive responses on the AtoSS (three-year averages) for:

	<ul style="list-style-type: none"> • Sense of connectedness from 76% in 2022 to 78%
Target 2.2	<p>By 2026 increase the percentage of positive responses on the SSS (three-year averages) for:</p> <ul style="list-style-type: none"> • Shielding and Buffering from 31% in 2022 to 75% • Building resilience and a resilient supporting environment from 68% in 2022 to 81%
Target 2.3	<p>By 2026 increase the percentage of positive responses on the POS (three-Year averages) for:</p> <ul style="list-style-type: none"> • General School Satisfaction from 79% to 85% • Student Connectedness from 84% to 89%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Establish processes to record and track student learning and wellbeing data in order to prioritise consistent actions in classrooms and across the school.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to	Embed multi-tiered systems of support that enhance student wellbeing, engagement, inclusion and mental health.

support student learning, wellbeing and inclusion	
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