

School Strategic Plan for Toora Primary School Gippsland region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Barbara Purvis</p> <p>Date: 18th December 2012</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Tracey Van Kuyk</p> <p>Date: 18th December 2012</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>The purpose of Toora Primary School is to engage all students in high quality teaching and learning, enabling them to reach their full potential and experience success.</p> <p>Provision of a secure, motivating environment that meets the learning needs, aspirations and interests of all students supporting them to take ownership of their learning, build healthy relationships and essential social competencies.</p>
Values	<p>Effort and Achievement</p> <p>Respect for Self and Others</p> <p>High expectations of the whole school community</p> <p>Positive attitude</p>
Environmental Context	<p>Toora Primary School is a small rural school situated in picturesque South Gippsland. It boasts new facilities since the architecturally designed school replaced the relocatables in 2010 and the sports stadium was built in 2011. Solar panels, the underground water tank and the ongoing creation and maintenance of gardens and outdoor teaching and learning areas evidence the school's focus on sustainability, the arts and environmental sciences. It has a recent history of strong learning outcomes and positive student attitudes. The school uses its resources effectively to support excellent student learning outcomes. ICT impacts positively on the quality of curriculum provision and students in Years 2-6 have one-on-one netbook access with Prep/1 students accessing a combination of desktops and netbooks. With an enrolment sitting around sixty students there are three classroom teachers, principal, two part-time education support staff and a part-time bursar. The provision of a part-time Student Welfare Worker, funded through the National Schools Chaplaincy and Student Welfare Program, will be complemented by the addition of a part-time Student Welfare Officer funded by DEECD in 2013. The school's Student Family Occupation (SFO) density has increased to 0.58 indicative of a community with declining levels of advantage. Though a small staff it has a wealth of experience and diversity and works together 'from the hills to the sea to be the best we can be.' Implementation of Victoria's version of the National Curriculum, AusVELS will begin in 2013. Partnerships are particularly important to Toora Primary School and it is pro-active in initiating and maintaining partnerships for the benefit of its students.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies												
Student Learning	To improve student learning outcomes across the school, with a particular focus on writing, numeracy and interpersonal development.	<p>Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be:</p> <table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> <p>For each year over 2013-2015, no student deemed capable will achieve in the bottom two bands on NAPLAN Reading, Writing or Numeracy.</p> <p>All students deemed capable will achieve year level expectations in the Interpersonal Development domain.</p>		Year 3	Year 5	Reading	70%	65%	Writing	75%	50%	Numeracy	70%	70%	<ul style="list-style-type: none"> Review the school's assessment practices and review and document the curriculum in line with AusVELS. Build the collective efficacy of the professional learning team (PLT). Involve parents in the process of review and documentation, particularly in the Interpersonal Development domain.
	Year 3	Year 5													
Reading	70%	65%													
Writing	75%	50%													
Numeracy	70%	70%													
Student Engagement and Wellbeing	To improve students' resilience and wellbeing and their engagement in their learning.	<p>By 2015, achieve the following mean outcomes on the Attitudes to School Survey:</p> <table border="1"> <tbody> <tr> <td>Student Morale</td> <td>6.26</td> </tr> <tr> <td>Classroom Behaviour</td> <td>3.83</td> </tr> </tbody> </table>	Student Morale	6.26	Classroom Behaviour	3.83	<ul style="list-style-type: none"> Review, document and implement the school's Student Engagement and Wellbeing policy and program. Develop and implement a whole-school approach to enhance students' ownership of their learning. 								
Student Morale	6.26														
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Student Pathways and Transitions	To provide positive transitions and learning pathways for all students.	The School Mean for the Transitions variable on the Parent Opinion Survey will improve to be 6.20 by 2015.	<ul style="list-style-type: none"> Review, strengthen and document the school's transition processes 												

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Review the school's assessment practices and review and document the curriculum in line with AusVELS.	Year 1 2013	<ul style="list-style-type: none"> ▪ Familiarise all PLT members with AusVELS curriculum content ▪ Document the curriculum, including scope and sequence, starting with English, Maths and Interpersonal Development. ▪ Ensure that planning includes the integrated use of ICT to support student learning and engagement. ▪ Monitor and evaluate classroom planning for consistency and differentiation in curriculum delivery. 	<ul style="list-style-type: none"> ▪ Toora Primary School Curriculum, including Principles of Practice, for the teaching of English, Numeracy and Interpersonal Development is evident in all classrooms (that is, teachers and learning environments demonstrate that we know what and how to teach English, Numeracy and Interpersonal Development at TPS – commonalities and essentials are clearly evident). ▪ Comprehensive and clearly written curriculum documents for English, Numeracy and Interpersonal Development are available in each classroom and are implemented by all teachers.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Undertake professional reading about the concept of a guaranteed viable curriculum: Marzano, Robert J. "What Works in Schools". ▪ Use the school's data and knowledge of the local community/environment to inform decision-making about what content is essential for students at Toora Primary School. ▪ Document the curriculum, including scope and sequence, for Science. ▪ Decide on the time required to ensure that essential learning concepts are adequately covered. 	<ul style="list-style-type: none"> ▪ All teachers have a clear and shared understanding of what the essentials of the Toora Primary School curriculum are and ensure adequate time and quality teaching supports all students to attain, at least, the minimum standards. ▪ Toora Primary School Curriculum, including Principles of Practice, for the teaching of Science is evident in all classrooms (that is, teachers and learning environments demonstrate that we know what and how to teach Science at TPS – commonalities and essentials are clearly evident).
	Year 3 2015	<ul style="list-style-type: none"> ▪ Review the school's assessment tools and schedule to ensure assessments provide the best possible information for the PLT to monitor progress and plan for differentiated curriculum. ▪ Identify and reduce supplementary curriculum content. ▪ Document the curriculum, including scope and sequence, for History. 	<ul style="list-style-type: none"> ▪ All teachers capably differentiate curriculum to meet the learning needs, aspirations and interests of their students and effectively use appropriate and meaningful assessment tools to support programming and track student progress. ▪ Toora Primary School Curriculum, including Principles of Practice, for the teaching of History is evident in all classrooms (that is, teachers and learning environments demonstrate that we know what and how to teach History at TPS – commonalities and essentials are clearly evident).

	Year 4 2016	<ul style="list-style-type: none"> ▪ Self-evaluation of SSP - intensive review of student assessment data ▪ Review of cohort and individual student tracking ▪ Review of ICT monitoring of student performance 	<ul style="list-style-type: none"> ▪ Toora Primary School documented curriculum and assessments support students to reach their full potential. ▪ All students demonstrate ongoing improvement at their individual rate and level of learning (at or above required standards).
Build the collective efficacy of the professional learning team (PLT)	Year 1 2013	<ul style="list-style-type: none"> ▪ Provide opportunities for professional learning for the staff as a whole. In particular focus professional learning on building staff confidence and best practice in the teaching of numeracy, writing and interpersonal development, including the integrated use of ICT. ▪ Develop Individual Learning Programs for all students. ▪ Ensure that protocols are in place to protect the proportion of meeting time focused on teaching and learning. ▪ Strengthen the capacity of the PLT to use data effectively to inform curriculum differentiation. 	<ul style="list-style-type: none"> ▪ Teachers know their students - their individual learning needs, aspirations and interests and program accordingly, using ICT effectively as both a learning tool, and a monitoring tool.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Ensure that teachers have a good understanding of progression points, including those above and below their current Aus/VELS level. ▪ Expect that planners reflect the skills, linked to progression points, that the teacher expects students to acquire. ▪ Ensure that learning intentions are included in agreed planning documents and are made explicit to students. 	<ul style="list-style-type: none"> ▪ Teachers explicitly and consistently document and share the learning intent of tasks with their students. ▪ Teachers teach with clear learning goals for all students, mindful of AusVELS progression points.
	Year 3 2015	<ul style="list-style-type: none"> ▪ Build in each PLT, knowledge of the school's revised curriculum. ▪ Encourage collaborative teaching and other opportunities for teachers to learn from one another. ▪ Expand opportunities, within and across AusVELS levels, for teachers to moderate their judgements. 	<ul style="list-style-type: none"> ▪ Teachers teach with clear learning goals for all students, mindful of AusVELS progression points and the essentials as documented in Toora Primary School curriculum.
	Year 4 2016	<ul style="list-style-type: none"> ▪ Self-evaluation of SSP - review effectiveness of PD and PLT meetings. ▪ Review teacher confidence and competence in implementation and assessment of differentiated curriculum. ▪ Review validity of documentation. 	<ul style="list-style-type: none"> ▪ Teachers regularly engage in Learning Walks, mentoring and coaching to strengthen principles of practice at Toora Primary School and to contribute to ongoing improvement of teaching and learning at TPS.

Review, document and implement the school's Student Engagement and Wellbeing policy and program	Year 1 2013	<ul style="list-style-type: none"> ▪ Collaboratively review and promote the school's vision and values. ▪ Operationalise values in child-friendly terms. ▪ Provide staff and families with professional learning about effective management of challenging behaviour. ▪ Develop Individual Behaviour Management Plans where needed, in consultation with School Support Services, staff and parents. 	<ul style="list-style-type: none"> ▪ Students, staff and parents have a shared understanding of Toora Primary School's Student Wellbeing and Engagement policy and have a clear and concise document to support this shared understanding. ▪ School and home work together with specialists to support students with challenging behaviours.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Review, revise, communicate and consistently implement the school's behaviour management strategies. ▪ Establish and maintain regular parent workshops and 'get togethers' to reinforce, in a positive way, the importance of learning together for the benefit of our students. 	<ul style="list-style-type: none"> ▪ Parents and staff share common goals and learn together for the benefit of our students.
	Year 3 2015	<ul style="list-style-type: none"> ▪ Strengthen home-school partnerships by involving parents in the development and implementation of a whole school approach to student wellbeing and engagement. 	<ul style="list-style-type: none"> ▪ Student Engagement and Wellbeing is regularly and pro-actively reviewed and promoted so that the changing school community has a shared understanding and commitment to its success.
	Year 4 2016	<ul style="list-style-type: none"> ▪ Self-evaluation of SSP – review effectiveness of structures and protocols introduced to support active involvement of parents in revising policy documents and in renewing their commitment to work positively with staff to support student interpersonal development. 	<ul style="list-style-type: none"> ▪ The whole school community work together to support student interpersonal development.
Develop and implement a whole-school approach to enhance students' ownership of their learning.	Year 1 2013	<ul style="list-style-type: none"> ▪ Build classroom environments which scaffold learning independence. ▪ Support students in the setting of short-term, measurable learning goals. ▪ Provide students with opportunities to reflect on and celebrate their achievements with their parents. ▪ Provide interventions to support under-achieving students to reach their goals. 	<ul style="list-style-type: none"> ▪ All students are supported to develop independent learning skills through visual scaffolding; goal setting; constructive feedback; celebration of achievements.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Help students to understand and articulate their own learning styles. ▪ Provide opportunities for students to negotiate aspects of their learning. ▪ Build learning confidence through constructive feedback. 	<ul style="list-style-type: none"> ▪ Students confidently negotiate aspects of their learning in the knowledge of teacher expectations; learning intent; different learning styles, interests, needs and aspirations.
	Year 3 2015	<ul style="list-style-type: none"> ▪ Ensure that the learning program includes open-ended tasks, thinking skills, problem-solving and activities at the higher end of Bloom's Taxonomy, to challenge all students. ▪ Expand the use of rubrics to provide students with 	<ul style="list-style-type: none"> ▪ Students are curious to learn and capably negotiate aspects of their learning; pose "wonderings" (thinking questions) and problem-solve.

		guidance in the pursuit of excellence.	
	Year 4 2016	<ul style="list-style-type: none"> Self-evaluation of SSP – include students in review of effectiveness of actions undertaken to enhance students' ownership of their learning. 	<ul style="list-style-type: none"> Students are able review the supports and blockers to their taking ownership of their own learning and set SMART goals for future learning.
Review, strengthen and document the school's transition processes.	Year 1 2013	<ul style="list-style-type: none"> Identify and implement a process to track student progress through the school, including the handover information from one teacher to the next. Draw together details of all transition processes, role statements and timelines into a fully documented whole-school transition policy and program. Monitor satisfaction with the kindergarten to Prep transition program and the preparation of Year 6 students for secondary college. 	<ul style="list-style-type: none"> Toora Primary School has a detailed transition policy and program that meets the needs of the school, kinder, secondary college and parents. Student performance is tracked and documented in an easily transferable mode.
	Year 2 2014	<ul style="list-style-type: none"> Develop a formal process to support transition of students transferring into/out of the school. 	<ul style="list-style-type: none"> Toora Primary School has a policy in-line with neighbouring schools to clarify and support the transferring of students from one school to another.
	Year 3 2015	<ul style="list-style-type: none"> .Seek access to Year 7 NAPLAN outcomes for ex-students to evaluate the effectiveness of teaching and learning in Year 5 and 6. Continue to improve the consistency of teaching and learning across the school. 	<ul style="list-style-type: none"> Toora Primary School has a protocol and structure in place with South Gippsland Secondary College to share NAPLAN results so that we can gauge the effectiveness of our teaching and learning program in preparing students for secondary college success.
	Year 4 2016	<ul style="list-style-type: none"> Self-evaluation of SSP – review effectiveness of structures and protocols introduced to support transition processes. 	<ul style="list-style-type: none"> Toora Primary School has positive relationships with the kindergarten and secondary college and successfully prepares students, and families, for student transitions.