

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

Reflections and a record of planning and progress – 2014

Strategic Intent

	Goals	Targets	Key Improvement Strategies	Staff members												
Student Learning	To improve student learning outcomes across the school, with a particular focus on writing, numeracy and interpersonal development.	Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be:	<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. 	Principal (Barb) & Classroom teachers (Louise, Ali & Brett & Sara for Science) KidsMatter Action Team												
		<table border="0"> <tr> <td></td> <td>Year 3</td> <td>Year 5</td> </tr> <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> </table>				Year 3	Year 5	Reading	70%	65%	Writing	75%	50%	Numeracy	70%	70%
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For each year over 2013-2015, no student deemed capable will achieve in the bottom two bands on NAPLAN Reading, Writing or Numeracy. All students deemed capable will achieve year level expectations in the Interpersonal Development domain.																
Student Engagement and Wellbeing	To improve students' resilience and wellbeing and their engagement in their learning.	By 2015, achieve the following mean outcomes on the Attitudes to School Survey:	<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 Welfare (Sara) & Prin (Barb) Classroom teachers												
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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 	Prin (Barb), BM (Di) & Student Welfare (Sara)												

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. Principal (Barb) & Classroom teachers (Ali, Louise & Brett)	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.
		Reflections <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Classroom teachers feel confident with the AusVELS curriculum content, especially using the AusVELS website to transition from VELs to AusVELS <input checked="" type="checkbox"/> Scope and sequence documentation for whole school needs to be published to support Curriculum Plans: <ul style="list-style-type: none"> ○ English (Ali) ○ Mathematics (Brett) ○ Interpersonal Development (Sara) <input checked="" type="checkbox"/> The integrated use of ICT is going well <ul style="list-style-type: none"> ○ English – Reading Eggs ○ Mathematics – Mathletics ○ Integrated studies – guided research and google maps, ○ Hardware problems are an issue (e.g. Ali has 4 netbooks and 3 desk top computers that do not work) <p>Monitor and evaluate classroom planning – teachers save copies of their planning in the staff drive:</p> <ul style="list-style-type: none"> ○ Annual Plan ○ Term Plans for Literacy, Numeracy, Catching On Early/You Can Do IT, ICT ○ Weekly program 	Reflections <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Toora Primary School Curriculum, including Principles of Practice – for the teaching of English and Numeracy has been developed and is available in each classroom as well as on the school intranet. PLTs will continue to focus on the implementation of quality programming and the differentiation of curriculum to meet student needs and the achievement of benchmarks. ICT supports curriculum and student development. Learning Walks with specific teaching and learning goals will continue. <input checked="" type="checkbox"/> The You Can Do It! Topics for each year has been printed and laminated and is on display in each classroom. Whole school focus areas for each term are highlighted in the fortnightly newsletter for parent information and support. <input checked="" type="checkbox"/> A TPS Interpersonal Development Curriculum statement will be developed and available in each classroom, as well as being on the school intranet.

	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).
		<p>Planning</p> <ul style="list-style-type: none"> ☒ Teachers will read Marzano along with Hattie and DEECD resources to further guide our principles of practice and Toora essentials. ☒ Essential content for Toora Primary School will be determined and documented; along with time requirements. ☒ Toora Primary School Science Curriculum Plan including Scope and Sequence will be developed and documented. 	<p>Planning</p> <ul style="list-style-type: none"> ☒ Curriculum essentials – to be completed. ☒ The Toora Primary School Curriculum, including Principles of Practice – for the teaching of Interpersonal Development and Science needs to be developed and made available in each classroom, as well as on the school intranet. ☒ Teachers and learning environments demonstrate that we know what and how to teach English, Numeracy, Interpersonal Development and Science at Toora Primary School – 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).

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Build the collective efficacy of the professional learning team (PLT) Principal (Barb) & Classroom teachers (Ali, Louise & Brett)	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.
		Reflections <input checked="" type="checkbox"/> Professional Learning – Calmer Classrooms. <input checked="" type="checkbox"/> Individual Learning Plans – have been developed and implemented. <input checked="" type="checkbox"/> Protocols for meetings – follow a set agenda at Staff Meetings. <input checked="" type="checkbox"/> Using data effectively to inform curriculum differentiation – provide more time for staff to work together to review student assessment data and plan teaching that will move students to the next level of understanding and performance.	Reflections <input checked="" type="checkbox"/> Our teachers build positive relationships with their students and are competent users of ICT. <input checked="" type="checkbox"/> PLT needs support to further develop and share competencies in reviewing student achievement data and planning accordingly, that is, to ensure individual needs are met and that students continue to improve at an appropriate rate.
	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.
		Planning <input checked="" type="checkbox"/> Progression points – teachers have a good knowledge of this. <input checked="" type="checkbox"/> Planners – Ongoing process, term by term. <input checked="" type="checkbox"/> Learning Intentions – we need to make learning intentions more explicit.	Planning <input checked="" type="checkbox"/> Both of these milestones can be improved on, both in terms of documentation and classroom practice. <input checked="" type="checkbox"/> PLT use data effectively to inform curriculum differentiation.
	Year 3	<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 	<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.

	2015	teachers to moderate their judgements.	
	Year 4	<ul style="list-style-type: none"> ▪ Self-evaluation of SSP - review effectiveness of PD and PLT meetings. 	<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.
	2016	<ul style="list-style-type: none"> ▪ Review teacher confidence and competence in implementation and assessment of differentiated curriculum. ▪ Review validity of documentation. 	

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Involve parents in the process of review and documentation, particularly in the Interpersonal Development domain Primary Welfare Officer (Sara) & Principal (Barb) KidsMatter Action Team	Year 1 2013	<ul style="list-style-type: none"> • Implementation of the Ultranet as a method of reporting to parents on student progress became the main focus of involving parents in the review and documentation of curriculum in 2013. 	<ul style="list-style-type: none"> ▪ All students deemed capable will achieve year level expectations in the Interpersonal Development domain.
		Reflection This key improvement strategy will be addressed in 2014	Reflection <input checked="" type="checkbox"/> Our teachers use the Ultranet (GenEd) to report student progress, providing timely feedback to parents and students.
	Year 2 2014	<ul style="list-style-type: none"> ▪ Develop a whole-school approach to the Interpersonal Development Domain, incorporating various teaching and learning programs – but primarily You Can Do It! And Catching on Early ▪ Involve parents in the development of this document, considering the Interpersonal Development of students in the classroom, in the school yard and in the community. 	<ul style="list-style-type: none"> ▪ All classes follow the whole-school Scope and Sequence for Interpersonal Development, as an underlying approach to all other teaching and learning
		Planning <input checked="" type="checkbox"/> Develop a detailed plan for teaching Interpersonal Development including Scope and Sequence and specific programs, You Can Do It! and Catching on Early. <input checked="" type="checkbox"/> Work with parents, through School Council, KidsMatter and informally, to review the whole-school Interpersonal Development documentation, the Wellbeing Policy and other relevant documents	Planning <input checked="" type="checkbox"/> Calmer Classrooms / KidsMatter / Understanding Poverty learnings underpin teacher interactions with staff, students, parents.
	Year 3 2015		

	Year 4 2016		▪
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Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Review, document and implement the school's Student Engagement and Wellbeing policy and program Student Welfare Officer (Sara) & Principal (Barb)	Year 1 2013	<ul style="list-style-type: none"> ▪ Collaboratively review and promote the school's vision and values. <input checked="" type="checkbox"/> ▪ Operationalise values in child-friendly terms. <input checked="" type="checkbox"/> ▪ Provide staff and families with professional learning about effective management of challenging behaviour. <input checked="" type="checkbox"/> ▪ Develop Individual Behaviour Management Plans where needed, in consultation with School Support Services, staff and parents. <input checked="" type="checkbox"/> 	<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. <input checked="" type="checkbox"/> ▪ School and home work together with specialists to support students with challenging behaviours. <input checked="" type="checkbox"/>
		<p>Vision: At Toora Primary School all students will engage in high quality teaching and learning, enabling them to reach their full potential and experience success.</p> <p>Values: effort and achievement; respect for self and others; high expectations of the whole school community; positive attitude</p> <p>Reflections</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kids need to take ownership of vision and values! <input checked="" type="checkbox"/> Training: Tuning Into Kids was offered to parents in Term 1 2013 and this addressed some aspects of behaviour management. Calmer Classrooms training was provided for all staff members in 2013. <input checked="" type="checkbox"/> Individual Behaviour Management Plans for specific students. 	<p>Reflections</p> <p>TPS Student Wellbeing & Engagement Policy: needs to be summarised (in a visual way) so that students, staff and parents can implement it.</p> <p>Students with challenging behaviours: In 2013, Barb (Principal) and classroom teachers met with parents and SSS staff for Care Meetings. In 2014 Sara, Student Welfare Officer, will continue to work with parents and classroom teachers to find the cause of challenging behaviours, explore possible in-class and wellbeing strategies to minimise these behaviours, so that the student can then engage with classroom teaching and learning.</p>
	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.
		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School behaviour management strategies: this needs ongoing work – in the classroom, in the newsletter, in all parent-teacher conversations. <input checked="" type="checkbox"/> Parent-school interaction: needs to increased and enhanced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> TPS Student Wellbeing & Engagement Policy . . . Staff will keep working on it led by Student Welfare Worker. <input checked="" type="checkbox"/> KidsMatter Action Team: a team of staff and parents will begin working collaboratively on Component One: Creating a positive school community.
	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.

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Develop and implement a whole-school approach to enhance students' ownership of their learning. Classroom teachers (Ali, Louise & Brett)	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.
		Reflections <input checked="" type="checkbox"/> Classroom set-up is good, with visual prompts to assist students <input checked="" type="checkbox"/> In junior level, we plan to follow whole class goals. In middle and upper classes, teachers will help students to set up short-term, measurable learning goals . <input checked="" type="checkbox"/> Communication books, student of the week and happy box tickets <input checked="" type="checkbox"/> Interventions are good, but this is an ongoing process.	Reflections <input checked="" type="checkbox"/> With new staff in 2014 it is important to determine what actions teachers can take to support student ownership of their learning.
	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.
		Planning <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Planning
	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 guidance in the pursuit of excellence. 	<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.
	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.

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Review, strengthen and document the school's transition processes. Business manager (Di) & Student Welfare Officer (Sara) & Principal (Barb)	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. <input checked="" type="checkbox"/> ▪ Student performance is tracked and documented in an easily transferable mode.
		Reflections <input checked="" type="checkbox"/> Process to track student progress through school – Although the handover of information is good, the process needs to be documented including specification of time for staff to review handover information and make sense of it – including 'at risk' alerts (academic, behaviour, medical). <input checked="" type="checkbox"/> Whole-school transition policy & program – needs documentation. <input checked="" type="checkbox"/> Kindergarten to Prep Transition – needs documentation. <input checked="" type="checkbox"/> Grade 6 to Year 7 Transition – needs documentation.	Reflections <input checked="" type="checkbox"/> Whole-school transition policy & program – file has been established on intranet for staff to review and make comment. <input checked="" type="checkbox"/> Process to track student progress through school – needs to be documented.
	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.
		Planning <input checked="" type="checkbox"/> Transition documentation is placed on the staff server, so that an overview document can be developed.	Planning <input checked="" type="checkbox"/> We will work with Welshpool, Foster, Tarwin Valley, Tarwin Lower, Fish Creek, via the Principals network and/or Welfare Officer network
	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.