

School Strategic Plan 2019-2023

Tallarook Primary School (1488)



Submitted for review by Lynette Robberts (School Principal) on 11 December, 2019 at 09:10 AM

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Endorsed by Cheryl Greenshields (School Council President) on 28 January, 2020 at 06:43 PM

School Strategic Plan - 2019-2023

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| School vision | <p>Tallarook Primary School aims to develop well-adjusted individuals who continually strive to achieve their full potential in a dynamic, caring and supportive environment.</p> <p>The school's motto "A Caring Community School" reflects the school's philosophy that children learn best when part of a co-operative, collaborative environment that is stimulating, personalised and challenging while supported by teachers and learners who are all striving to achieve common as well as individual goals. This is best achieved through consultation with the children, families and members of the wider community.</p> |
| School values | <p>The following values and traits are seen as central to our community:</p> <p>RESPECT (Being considerate and courteous to others)</p> <ul style="list-style-type: none">• I speak and act appropriately at all times• I listen when someone speaks to me• I will encourage and support others to achieve and learn• I use equipment and buildings responsibly• Everyone has the right to be treated fairly <p>RESPONSIBLE (To be in charge of our own learning and behaviour)</p> <ul style="list-style-type: none">• I am reflective• I am confident• I will have a go• I can learn from my mistakes• Everyone has the right to question and explore <p>PERSONAL ACHIEVEMENT (Striving to achieve your best, both individually and as a team member)</p> <ul style="list-style-type: none">• I am motivated and creative• I persevere• I am organised |

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| | <ul style="list-style-type: none"> • I have high expectations of myself and others • Everyone has a right to learn <p>CARING (Showing care and concern for others)</p> <ul style="list-style-type: none"> • I build positive relationships • I encourage humour and laughter • I have zero tolerance of bullying • I tell the truth in a tactful way • Everyone has a right to be safe <p>FAIR GO (Getting along with others)</p> <ul style="list-style-type: none"> • I accept other's opinions • I accept people from all backgrounds • I share with others • I work in teams • Everyone has a right to be accepted |
| Context challenges | <p>A comprehensive curriculum in all areas of the Victorian Curriculum is incorporated into everyday business. Literacy and Numeracy are our Priority areas and these two subjects have dedicated, daily teaching times in each classroom.</p> <p>Our Whole School Inquiry Units incorporate studies on Science, History and Humanities. These Units of Inquiry are highly engaging and provide a strong learning focus across the school, as the whole school is studying the same topic at their particular level. Visiting specialist teachers deliver our Arts and Library programs. Where possible, these programs link with other learning in the school. We have a strong commitment to Information and Communication Technologies and this is evident through the integration and use of ICT across all levels of the school with one to one student access to devices.</p> <p>The Sentral database has been implemented at the school and is used to record and track student progress against the Victorian Curriculum standards, student absences, any behaviour or wellbeing incidents and to generate mid-year and end of year reports.</p> <p>Our broad Transition Program includes our Prep Orientation Program where new Preps and their parents have the opportunity to visit our school on a number of occasions before starting school, orientation sessions for students transitioning from grade to grade within the school each year, and opportunities for senior students to visit and take part in activities at local Secondary Colleges. Our Year 6 students transition into Year 7 at a variety of local Secondary Colleges.</p> <p>The school is working towards re-implementing several sustainability initiatives such as: Self Sufficiency through vegetable gardening, recycling, worm farming, composting and maintaining a small chicken coop as these were drastically restricted and hampered by the extensive building works undertaken over the past four years. These sustainability initiatives support the</p> |

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| | <p>curriculum and provide students with hands-on lifelong skills.</p> <p>Following concentrated focus on literacy over the previous School Strategic Plan period, the analysis of the school's school benchmarking and NAPLAN data identified a reduction in the proportion of students achieving low growth, with most demonstrating an increase in medium to high growth in reading and writing. However, a desired targeted annual increase in the percentage of students in the top three bands in NAPLAN was not achieved, with a decrease evident in 2018. Literacy was therefore identified as an area remaining as foci for the next School Strategic Plan. In 2018 the School Climate factor measures of collective efficacy and academic emphasis were relatively low and require renewed effort to be high performing.</p> <p>With regards maximising the learning growth for every student in numeracy, the analysis of the school's NAPLAN and school-based benchmarking data identified that the percentage of students achieving above expected levels was trending down over the period of the SSP with targets partially met. Additionally, the school's panorama report identified a high proportion of students demonstrating low to medium growth and indicated lower growth compared to like schools in numeracy. Numeracy was therefore identified as a major area of focus for the next four years.</p> <p>Overarching the concerted collected efforts of staff to improve literacy and numeracy outcomes was also the intent to build a positive climate for learning in order to strengthen student engagement in learning. Through classroom observations and discussion with students, teachers and leaders that, within classes, students had some opportunities to communicate ideas and opinions, power to influence change and were beginning to take responsibility for their own learning. Also evident was the delivery of effective feedback to students within mutual monitoring of progress towards achievement of goals, and students taking more ownership of their learning as areas for consideration.</p> <p>Over the first three years of the School Strategic Plan period, The Attitudes to School Survey (ATOSS) factors that measure student engagement in stimulating learning, student voice and agency, motivation and interest, sense of connectedness and effective teaching time achieved lower positive percentage endorsements, with percentile rankings in the first or second quartile when compared to other schools, however this year showed positive improvements in all areas which indicate a renewed goal to empower students to have greater voice and agency in learning and voice through student leadership in the hope it would improve engagement, learning outcomes and build confidence in themselves as self- motivated and directed students.</p> |
| <p>Intent, rationale and focus</p> | <p>Tallarook Primary Students Attitude To School Survey data was showing a decreasing trend in Teaching and Learning over the three-year period 2016-2018 with a positive improvement in 2019. In 2019 staff worked collaboratively with the school community (parents and students) to increase student voice and agency into the operations in the school, especially with regards the teaching and learning program. Much of the school data (VIC Curriculum, English Online, NAPLAN) over the previous review period reflects variation in teaching practice and learning gain across year levels and between classes. In 2018 a Reading Instructional Model was formalised and implemented while in 2019 staff collaboratively created the Writing Instructional Model. Over the next four years staff</p> |

will work to imbed these models into consistent classroom practice while also creating and implementing the Instructional Model for Mathematics.

Tallarook Primary School intends to build on improving student data with an emphasis on promoting, within the community, the positive learning gains being achieved by students. Particular emphasis will be on the opportunity for sustained literacy and numeracy gain with support of targeted literacy and numeracy intervention and the continual pursuit by the teaching staff of refinement of pedagogy, decrease in variation in instructional quality combined with a focus on effective differentiated teaching and capacity to meet each student's 'point of need'. To do this the following are the key directions to be focussed on:

- Improving learning growth and outcomes in English and Mathematics.
- Using assessment and data to differentiate teaching and learning.
- Embedding High Impact Teaching Strategies (HITS).
- Strengthening student voice and agency in learning.

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| Goal 1 | To maximise the learning growth for every student in numeracy |
| Target 1.1 | By 2023: <ul style="list-style-type: none"> • All students will achieve at least 12 months growth in 12 months measured by teacher judgements against the Victorian Curriculum standards. • All students in Years 5 to be at or above NAPLAN benchmark growth. • Maintaining the same number of students in the top two bands from Year 3 to 5. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Document and embed a sequential curriculum in numeracy, linked to assessment practices |
| Key Improvement Strategy 1.b Building practice excellence | Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based pedagogy |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build teacher capability to use High Impact Teaching Strategies |
| Key Improvement Strategy 1.d Evaluating impact on learning | Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress |
| Goal 2 | To maximise the learning growth of all students in literacy |
| Target 2.1 | By 2023: |

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| | <ul style="list-style-type: none"> • All students will achieve at least 12 months growth in 12 months measured by teacher judgements against the Victorian Curriculum standards. • All students in Years 5 to be at or above NAPLAN benchmark growth. • Maintaining the same number of students in the top two bands from Year 3 to 5. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Document and embed a sequential curriculum in literacy, linked to assessment practices |
| Key Improvement Strategy 2.b Building practice excellence | Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based pedagogy |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Build teacher capability to use High Impact Teaching Strategies |
| Key Improvement Strategy 2.d Evaluating impact on learning | Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress |
| Goal 3 | To strengthen student engagement in learning |
| Target 3.1 | <p>By 2023:</p> <p>Improve the positive percentage endorsement in the ATOSS for the following factors:</p> <ul style="list-style-type: none"> • <i>Attitudes to attendance from 74% (2018) to 80% (2023)</i> • Student voice and agency from 52% (2018) to 70% (2023) • Stimulated learning from 54% (2018) to 70% (2023) • Motivation and interest from 69% (2018) to 75% (2023) |

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| | <ul style="list-style-type: none"> • Sense of connectedness from 55% (2018) to 70% (2023). |
| Target 3.2 | <p>By 2023:</p> <p>Improve the positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • <i>Student voice & agency from 90% (2018) to 95% (2023)</i> • Stimulating learning from 80% (2018) to 85% (2023). |
| Target 3.3 | <p>By 2023:</p> <ul style="list-style-type: none"> • Reduce the percentage of students with more than 20 + days absence from 42% (2018) to 25% (2023). |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Embed regular staff, student and parent feedback processes utilising goal setting to build student engagement |