

School Strategic Plan for Tallangatta Primary School North Eastern region 2014 - 2017

<p>Endorsement by School Principal (Acting)</p>	<p>Signed... <i>Debra O'Connell</i> Name... <i>Debra O'Connell</i> Date... <i>24/3/2015</i></p>
<p>Endorsement by School Council</p>	<p>Signed... <i>A. Bussan</i> Name... <i>Andrew Bussan</i> Date... <i>24/3/2015</i></p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>The <i>Education Training and Reform Act 2006</i> section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.</p>	

School Profile

Purpose – including vision statement

VRQA minimum standard for School Governance – Philosophy

Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy

Tallangatta Primary School will challenge our students, of all abilities to achieve in a wide range of academic, cultural and sporting activities.

Tallangatta Primary School will equip our students for the demands and opportunities of the twenty first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all.

A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve their full potential.

Our vision is that children will leave school with~

An enquiring and discriminating mind and a desire for a quest for excellence through adventure, curiosity, creativity and growth.

A set of moral values- truth, honesty, empathy, perseverance, resilience, integrity and good judgement.

A strong self-esteem and high personal expectations.

A sense of belonging and togetherness- TEAM- Together, Everyone Achieves More.

At Tallangatta Primary School we foster our values through a recognized and respected word, TEAM.

Values

Together, Everyone, Achieves, More

To help us remember our responsibilities within the school, we have generated 6 school rules. To this end, we have identified one golden rule supported by five school rules. It is expected that all members of the school community will follow these rules.

Our Golden Rule is:

- Treat others as you would like them to treat you

Our five supporting rules are:

- Have reasons for the things you say and do

- Pursue your personal best not matter who you work with

- Be Brave – Participate to progress

- Have the strength to be sensible

- Be the master not the victim of your feelings

Environmental Context

Tallangatta Primary School offers students an education that one would expect in a larger metropolitan school, yet has that unique friendly atmosphere typical of a small rural community. Tallangatta sits on the shores of picturesque Lake Hume, in Victoria's North East. Our school strives to ensure all students, regardless of ability or style of learning, are provided with the opportunity to reach their full potential in a positive, supportive and engaging learning environment.

We foster individual student interests, encourage active participation in the learning process, and assist students to develop their ability to apply knowledge and skills to real life experiences and challenges. Our current enrolment is 104 students. With the assistance of additional classroom support, which enables regular one-on-one education, our school data is evidence of how beneficial this is for our students. Student achievement is at the forefront of our core business. Approximately 40% of our current enrolment travel by bus.

The school values its strong partnerships with parents and wider community and has an extremely active and supportive Parents Club and School Council. Parents provide strong support for the school. Our proactive Parents' Club are vigorous fund raisers and who have increased the parent and community support base. Parents are encouraged to become involved in all aspects of the school's operations; many take the opportunity to do so. The School council works jointly with the principal and staff to promote quality education.

As a school we are committed to consultation, the principles of democratic decision making, systematic whole school planning and evaluation. Student's best educational interests are the focal point for all decision making. Tallangatta Primary School has the equivalent full time staff of a Principal, 2 Educational Support staff and 7.6 Teaching staff. Professional Development is extensive, providing staff with opportunities to develop their knowledge, skills and attitudes toward learning and teaching.

Tallangatta Primary is an active member of the Tallangatta F-12 Cluster, which includes the 8 Primary schools which feed into Tallangatta Secondary College, the College itself and the Corryong Cluster. The cluster enables the sharing of resources and staffing expertise and joint curriculum planning.

We offer a comprehensive curriculum with a concentrated emphasis on using meaningful learning strategies to engage our students, with the promotion of sustainable environments through our kitchen garden program a particular highlight. Provision of innovative technologies is prioritized with all students having access to one-to-one technology. Tallangatta Primary School has developed an extensive integrated curriculum spanning Foundation- Grade 6, which integrates the AUSVELS areas. The school has strong literacy and numeracy programs based solidly upon the principles and practices shown in the Hume Region Placemats for exemplary teaching. Curriculum programs are supplemented by Life Education, swimming, camps, excursions, incursions, inter- school sports, Student Representative Council, and the KGB (Kids garden brigade).

Our school is a place in which students are provided with a supportive and engaging learning environment that enables them to develop the emotional, social, physical and academic skills required to adapt to, and contribute to, an ever changing world.

Strategic Intent

The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its goals and targets over that period.

	Goals	Targets	Key Improvement Strategies
Achievement	Improve student learning outcomes in key learning areas such as spelling, writing, grammar and punctuation and numeracy	<p>Development of a whole school curriculum plan for spelling, writing, grammar and punctuation and numeracy detailing a continuum of development, content, and skills from F-6.</p> <p>Develop a deeper level of teacher knowledge of spelling, writing, grammar and punctuation and numeracy .</p> <p>Teacher professional development to improve teacher judgements in assessment and student reporting.</p>	Build teacher capacity to identify consistent judgements in spelling, writing, grammar and punctuation and numeracy assessments. Teachers will develop knowledge of the school curriculum plan, use assessment tools, analysis data, moderate and that spelling, writing, grammar and punctuation and numeracy will promote a higher expectation for student achievement.
Engagement	Improve student engagement in their learning	<p>Increased participation in student voice from students in F-2.</p> <p>Continue to provide opportunities for Grade 4, 5 and 6 students to view and discuss the Attitudes to School Survey Data.</p> <p>Absences in years 5 and 6 are within the range of statewide average.</p>	Create opportunities within the school community for student voice.
Wellbeing	To enhance the wellbeing of all students in the school.	<p>Continue to build the positive culture in the school through the Play Is The Way and Positive behaviour support program and the</p>	To develop processes and programs that support mental health of our students.

	<p>implementation of Kids matter.</p> <p>Monitor the Student attitudes to school survey data in the areas of Student Safety and Classroom Behaviour.</p> <p>Seek further parent feedback in regards to their children's learning and the school's performance in key areas.</p>		
<p>Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community.</p>	<p>Staff climate survey- teacher collaboration increase to reach state wide benchmark. Staff climate survey- parent and community involvement- increase to reach state wide benchmark. Attitudes to school- improvement in student safety and classroom behaviour- increase to reach state wide benchmark. Parent survey- approachability- increase to reach state wide benchmark.</p>	<p>Improve communication with the school and broader community.</p>	<p>Productivity</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Achievement-Build teacher capacity to identify consistent judgements in spelling, writing, grammar and punctuation and numeracy assessments. Teachers will develop knowledge of the school curriculum plan, use assessment tools, analysis data, moderate and that spelling, writing, grammar and punctuation and numeracy is will promote a higher expectation for student achievement.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Development of a writing program focused on whole school curriculum plan for writing- detailing, continuum of development, content, skills from F-6 ▪ Development of teacher knowledge of the school curriculum plan for spelling. ▪ Teachers use a range of tools to assess writing – including the NAPLAN writing guide, VCCA writing samples, AusVEIs levels and the Tallangatta cluster writing samples ▪ The school will investigate the Big Write program- focus on teacher criterion and student criterion to improve teacher knowledge and skills in teaching writing.(or the like) 	<ul style="list-style-type: none"> ▪ Whole school curriculum plan for writing developed ▪ Teacher professional development in the area of writing ▪ PLT meetings with a focus on assessment tools for writing ▪ Implementation of the spelling curriculum plan.
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Development of teacher knowledge of the school curriculum plan for writing. ▪ Implementation of the spelling curriculum plan. ▪ Redevelopment of a program focused on whole school curriculum plan for grammar and punctuation - detailing, continuum of development, content, skills from F-6 ▪ The use of assessment tools, including analysis of data 	<ul style="list-style-type: none"> ▪ Staff use of the school curriculum plan for spelling and writing. ▪ The moderation of assessments by groups of teachers ▪ Teacher judgements for writing and spelling to reflect the high achievement of students. ▪ Staff to attend professional development in the Big Write program.(or the like) ▪ Whole school curriculum plan for grammar and punctuation developed ▪ Teacher professional development in the area of grammar and punctuation

		<ul style="list-style-type: none"> Raising expectations of teachers, especially for medium to high achievers. 	<ul style="list-style-type: none"> PLT meetings with a focus on assessment tools for writing, spelling, grammar and punctuation Implementation of the spelling curriculum plan.
Year 3	<ul style="list-style-type: none"> Full implementation of the school curriculum plan for writing, spelling, grammar and punctuation with time for reflection and modifications Use of Assessment tools Assessment data reflects increase in teacher judgements. 	<ul style="list-style-type: none"> Review of whole school curriculum plan Review of student data Redevelopment of a program focused on whole school curriculum plan for numeracy- detailing, continuum of development, content, skills from F-6 	<ul style="list-style-type: none"> Review whole school curriculum Implementation of the Big Write program (or the like) Teacher expectations to be high and this will be reflected in teacher judgements in all year levels having students assessed at A or B.
Year 4			<ul style="list-style-type: none"> Peer observations of sessions Student assessment to show high achievement indicators. Whole school curriculum plan for numeracy developed Teacher professional development in the area of numeracy PLT meetings with a focus on assessment tools for numeracy Implementation of the spelling, writing, grammar and punctuation curriculum plan.
Engagement- Create opportunities within the school community for student voice.	Year 1	<ul style="list-style-type: none"> Student voice given greater focus Investigate forums for the inclusion of student feedback to staff Continued student sessions on the analysis of the students attitude to school survey data in grades 4,5, and 6. Investigation on ways to improve the Success stories included in the school newsletter 	<ul style="list-style-type: none"> Foundation -2 students included in the student representative council Students in grades 4,5 and 6 actively engaged in planning for school improvements.
	Year 2	<ul style="list-style-type: none"> Student forums to provide feedback to staff Continued student sessions on the 	<ul style="list-style-type: none"> Students from all year levels included in the Student Representative Council.

<ul style="list-style-type: none"> ▪ analysis of the students attitude to school survey data in grades 4,5, and 6. ▪ Development of a survey to gage all student perceptions on their learning, particular focus on Classroom behaviour and student safety. ▪ New success stories strategy included in newsletters 	<ul style="list-style-type: none"> ▪ Student forums to provide feedback to staff ▪ student sessions on the analysis of the students attitude to school survey data in grades 4,5, and 6. ▪ survey administered to guage all student perceptions on their learning, particular focus on Classroom behaviour and student safety. ▪ success stories strategy included in newsletters 	<ul style="list-style-type: none"> ▪ Student lead forums to provide feedback on school programs. ▪ Students receive regular positive feedback from teachers on their performance as indicated in success stories published in the newsletter ▪ Student absent data in grades 5 and 6 to be at state averages or above.
<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Student forums to provide feedback to staff ▪ student sessions on the analysis of the students attitude to school survey data in grades 4,5, and 6. ▪ survey administered to guage all student perceptions on their learning, particular focus on Classroom behaviour and student safety. ▪ success stories strategy included in newsletters 	<ul style="list-style-type: none"> ▪ Students from all year levels included in the Student representative council. ▪ Student lead forums to provide feedback on school programs. ▪ Improvement in perceptions on student safety and classroom behaviour ▪ Students receive regular positive feedback from teachers on their performance as indicated in success stories published in the newsletter ▪ Student absent data in grades 5 and 6 to be at state averages or above.
<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Student forums to provide feedback to staff ▪ Student sessions on the analysis of the students attitude to school survey data in grades 4,5, and 6. ▪ Administration of survey to guage all student perceptions on their learning, particular focus on Classroom behaviour and student safety, showing an improvement in these areas. ▪ success stories strategy included in newsletters 	<ul style="list-style-type: none"> ▪ Students from all year levels included in the Student representative council. ▪ Student safety and classroom behaviour to be on par with average levels of all primary schools. ▪ Student lead forums to provide feedback on school programs ▪ Students receive regular positive feedback from teachers on their performance as indicated in success stories published in the newsletter ▪ Student absent data in grades 5 and 6 to be at state averages or above.

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Wellbeing- To develop processes and programs that support mental health of our students.	Year 1	<ul style="list-style-type: none"> ▪ Development of a Kids matter implementation plan- focusing on A school community that promotes mental health and well being. ▪ Developed of a new way of presenting Play As The Way assemblies to our students. 	<ul style="list-style-type: none"> ▪ Positive wording of classroom and school rules, continued implementation of the positive behaviour reward system within the school. ▪ Improved results in all surveys, such as the students attitude to school, parent opinion and staff opinion. ▪ Feedback sought from the school community regarding children's learning and school's performance in key areas. ▪ All new staff to receive professional development in Play Is The Way
	Year 2	<ul style="list-style-type: none"> ▪ implementation of a Kids matter implementation plan- focusing on A school community that promotes mental health and well being. ▪ Development of a Kids matter implementation plan- focusing Social and emotional learning ▪ implementation of a new way of presenting Play Is The Way assemblies to our students. 	<ul style="list-style-type: none"> ▪ Continued improved results in all surveys, such as the students attitude to school, parent opinion and staff opinion. ▪ Feedback sought from the school community regarding children's learning and school's performance in key areas. ▪ All new staff to receive professional development in Play Is The Way. All staff to engage in professional reading and PLT meetings on the principles of Play Is The Way
	Year 3	<ul style="list-style-type: none"> ▪ Implementation of a Kids Matter implementation plan- focusing Social 	<ul style="list-style-type: none"> ▪ All new staff to receive professional development in Play Is The Way All

		<ul style="list-style-type: none"> ▪ and emotional learning. ▪ Development of a Kids Matter implementation plan- focusing ▪ On Working with parents and carers. ▪ Review of ways of presenting Play Is The Way assemblies to our students. 	<ul style="list-style-type: none"> ▪ staff to engage in professional reading and PLT meetings on the principles of Play Is The Way ▪ Continued improved results in all surveys, such as the students attitude to school, parent opinion and staff opinion. ▪ Feedback sought from the school community regarding children's learning and school's performance in key areas.
	Year 4	<ul style="list-style-type: none"> ▪ Implementation of a Kids Matter implementation plan- focusing on working with parents and carers. ▪ Development of a Kids matter implementation plan- focusing on helping children with mental health difficulties ▪ Review of a new way of presenting Play as the way assemblies to our students. ▪ Consolidation of ways of presenting Play as the way assemblies to our students. 	<ul style="list-style-type: none"> ▪ All new staff to receive professional development in Play is the way All staff to engage in professional reading and PLT meetings on the principles of Play is the way ▪ Continued improved results in all surveys, such as the students attitude to school, parent opinion and staff opinion. ▪ Feedback sought from the school community regarding children's learning and school's performance in key areas.
<p>Productivity- Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community.</p>	Year 1	<ul style="list-style-type: none"> ▪ Development of a school app- newsletters, class newsletters and other major school events to be posted ▪ Survey for parents input ▪ Information sessions on curriculum areas to promote engagement of parents within our spelling program ▪ school processes for ILPS to be reviewed 	<ul style="list-style-type: none"> ▪ Increased participation by our parent community as indicated in our parent opinion and staff opinion survey data. ▪ Further implementation of GradeXpert. ILPS to have a sharper focus in Literacy and numeracy, including raised expectations for students, especially those achieving above grade levels. ▪ Parents within our community

		Year 2	<ul style="list-style-type: none"> ▪ Continued implementation of the school app- the areas of one to one communication to be used, all permission forms and absences to be recorded in the app. ▪ Continued Survey for parents input- in our use of ILPS and areas for improvement ▪ Information sessions on curriculum ▪ Areas to promote engagement of parents within our writing program ▪ New school processes for ILPS to be implemented 	<p>regularly using and accessing our app</p> <ul style="list-style-type: none"> ▪ Positive parent opinion and staff opinion data. ▪ Tracking of student performance data using GradeXpert, with students performing above expected levels highlighted. ▪ ILPS to have high expectations for all students in key learning areas. ▪ Parents within our community regularly using and accessing our app
		Year 3	<ul style="list-style-type: none"> ▪ Continued implementation of the school app- individual classes communicating regularly with parents and students. ▪ Survey for parents input- on our information sessions and what else they would like to see. ▪ Information sessions on curriculum ▪ Areas to promote engagement of parents within our grammar and punctuation program ▪ Processes for ILPS to be reviewed 	<ul style="list-style-type: none"> ▪ Majority of Parents within our community regularly using and accessing our app ▪ Assessment data of student performance using GradeXpert, with students performing above expected levels highlighted. ▪ ILPS to have high expectations for all students in key learning areas.
		Year 4	<ul style="list-style-type: none"> ▪ Full implementation of the school app and review of how our parents are using this. ▪ Survey for parents input- in our use of the school app and ▪ Information sessions on curriculum ▪ Areas to promote engagement of parents with our numeracy program 	<ul style="list-style-type: none"> ▪ Student absences recorded using GradeXpert, students performing above expected levels highlighted. ▪ ILPS to have high expectations for all students in key learning areas. ▪ Parents within our community

		▪ school processes for ILPS to be reviewed	
--	--	--	--