

# School Strategic Plan 2018-2022

Thomastown Primary School (0631)



Submitted for review by Amanda Henning (School Principal) on 11 December, 2018 at 11:19 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 18 December, 2018 at 04:02 PM

Endorsed by Kerry Holland (School Council President) on 20 December, 2018 at 04:28 PM

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<b>School vision</b>	VISION Celebrating Diversity – Supporting and challenging each student to be their best
<b>School values</b>	SCHOOL VALUES <ul style="list-style-type: none"><li>• Respect</li><li>• Responsibility</li><li>• Effort</li></ul> SCHOOL TENETS Everybody has the right to be safe Everybody has the right to learn  SCHOOL VISION Celebrating diversity - supporting and challenging each student to be their best  GUIDING PRINCIPLES Thomastown Primary School celebrates diversity. <ul style="list-style-type: none"><li>- We know our students, their families and their stories</li><li>- We welcome everyone without judgement</li><li>- We provide the people and resources to enable everyone to participate</li><li>- We believe every child can learn</li><li>- We believe that success looks different for every child</li></ul> Thomastown Primary School supports all students to be their best <ul style="list-style-type: none"><li>- We believe that building supportive, caring relationships with all students is central to every aspect of school life</li><li>- We provide rich, happy, safe, orderly and engaging learning environments where students feel confident to meet learning challenges</li><li>- We establish positive, fair and respectful behaviour policies and practices</li><li>- We assess students and analyse data to provide learning programs carefully targeted at each child's point of need</li></ul>

	<ul style="list-style-type: none"> <li>- We differentiate learning tasks</li> <li>- We focus on student learning growth</li> <li>- We recognise that some students may need extra social, emotional or educational support to flourish at school and provide assistance and programs to address their needs</li> <li>- We support families as partners in their child’s learning</li> <li>- We encourage and value parent and student input into learning</li> <li>- We develop partnerships with a range of community services to support student wellbeing</li> <li>- We provide access to a wide range of digital technologies to support student learning</li> <li>- We provide a broad and diverse range of extra-curricular opportunities for students to achieve e.g. sports program, arts program, environment club , glee club, chess</li> </ul> <p>Thomastown Primary School challenges all students to be their best</p> <ul style="list-style-type: none"> <li>- We have high expectations for all learners</li> <li>- We challenge students to meet the learning goals they set for themselves</li> <li>- We teach students that learning requires effort and value persistence</li> <li>- We expect all students to be responsible for their own learning</li> <li>- We develop students’ confidence in themselves as learners</li> <li>- We plan learning tasks and programs that develop students’ capacity to make their own decisions, find their own solutions, reason, solve problems and articulate their thinking</li> <li>- We provide opportunities for students to communicate, collaborate, create and solve real world problems through the use of digital technologies</li> <li>- We encourage all students to develop their leadership qualities and make positive contributions to the life of our school and the community</li> <li>- We encourage all students to be effective citizens with the potential to make a real difference</li> <li>- We provide opportunities for students to excel in a range of cultural and sporting activities</li> </ul>
<b>Context challenges</b>	<p>In 2018 Thomastown Primary School had a student enrolment of 209. The school population is highly transient and enrolment numbers fluctuate. Student numbers are projected to marginally decrease over the life of the 2018-2022 strategic plan. The Thomastown Primary School community is diverse. The community demographics periodically change to reflect Victorian migration patterns. In 2018, 73.52% of enrolled students speak a language other than English at home. 26 different languages are represented in our multi-cultural school community. This diversity greatly enriches our school but provides challenges. The high proportion of EAL students has particular implications for the educational programs we deliver, how they are delivered and the support required. The school is also impacted by the high proportion of families who hold temporary resident visas (26.03%) A</p>

	<p>significant proportion of the school population (16.89%) are refugees. A key challenge is to provide a supportive but rigorous teaching and learning program that meets the needs of all students and provides the opportunity for all students to achieve.</p> <p>The school SFO in 2018 is 0.78. The SFOE is 0.5939. For various reasons a significant proportion of our parent community need support to engage with the school and their child's learning. However, with the change in community demographics, an increasing proportion of our parents have higher levels of educational attainment. This factor has impacted on the degree of equity funding available and therefore, the range of programs, intervention and support that can be provided. A key challenge is to continue to provide staffing and resources to support student learning needs.</p> <p>Through the course of the previous strategic plan (2014 – 2018) workforce planning has been problematic. A range of factors has made it difficult to maintain a balance of teaching experience. Staffing changes have been reflected in responses to the SSS which has indicated a relatively low opinion of collective efficacy and teacher confidence. A key challenge is to ensure the consistent delivery of programs across all levels. The school will work to develop, document and embed instructional models for reading, writing and numeracy and ensure that professional learning, induction and peer observation processes build teacher practice excellence to implement the models. Professional learning communities will continue to function to improve teacher knowledge and confidence related to the teaching of Literacy and Numeracy.</p> <p>Student outcomes as measured by NAPLAN and other data sources did not meet the targets set in the 2014-2018 Strategic Plan. Evidence indicates that the numbers of students performing in the top two bands for Reading and Numeracy was significantly lower than similar schools. A key challenge is to ensure the consistent implementation of evidence based, targeted, high impact teaching strategies across all areas. A second key challenge is to maximise the capacity of teachers to use data to identify each child's learning needs and plan differentiated lessons and units of work to target those needs.</p>
<p><b>Intent, rationale and focus</b></p>	<p>INTENT</p> <p>FISO INITIATIVE - Excellence in teaching and learning</p> <ul style="list-style-type: none"> <li>• To improve numeracy and reading outcomes for all students through the provision of a rigorous teaching and learning program based on clearly articulated and documented whole school instructional models.</li> <li>• To improve the capacity of teachers to implement the models using evidence based, high impact teaching strategies.</li> <li>• To develop the capacity of teachers and teams to analyse data to inform more precise, differentiated curriculum planning.</li> <li>• To develop and embed processes to ensure consistency of practice and provide regular constructive feedback on the quality of curriculum planning and instruction.</li> </ul> <p>FISO INITIATIVE - Positive Climate for Learning</p> <ul style="list-style-type: none"> <li>• To develop school processes that raise student engagement and achievement through the provision of multiple opportunities for student voice and agency.</li> </ul>

- To strengthen student leadership opportunities.
- To embed goal setting and feedback practices so that students can identify and communicate their learning achievements and areas for improvement.

#### FISO INITIATIVE - Community Engagement in Learning

- To enhance the home/school partnership by providing further opportunities for students to share their learning goals and successes.

#### RATIONALE

As a requirement of the PRSE analysis of data the school review panel found that

- Teacher judgement data demonstrated that the goal that all students achieve one year's growth in learning was not achieved.
- NAPLAN data indicated that outcomes in reading and numeracy were generally lower than those in similar schools. Of particular concern was the percentage of students in the top two NAPLAN bands when compared to similar schools.
- NAPLAN matched cohort data indicated low and declining numbers of students making medium or high relative growth when compared with similar schools
- SSS data demonstrated a relatively low opinion of collective efficacy and academic emphasis

#### Key Review findings included

- Monitoring of planning processes was not a regular practice
- Staff reported that feedback on the quality of planning and instructional practice was lacking
- Agreed and fully developed instructional models for teaching reading, writing and numeracy were not embedded
- The extent to which teachers and teams were able to analyse data to inform teaching was inconsistent
- Student goal setting and building the capacity of students to be more metacognitive and self-aware was not consistent in every classroom
- Staff language and understanding of student voice and agency was not established

#### FOCUS

- Develop, document and implement an evidence based whole school model for reading and mathematics
- Build teacher knowledge to consistently use high impact teaching strategies in reading and mathematics. Monitor and provide feedback to teachers on the quality of planning and instruction.
- Embed professional learning through PLCs, peer observations, coaching and mentoring and quality induction processes
- Improve teachers' capacity to analyse and monitor assessment data, moderate and triangulate data to inform planning for differentiated instruction and to make more consistent judgements
- Develop and embed student goal setting and feedback practices
- Further student leadership and create more opportunities for students to have authentic decision making roles



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<b>Goal 1</b>	Improve numeracy and reading outcomes for all students.
<b>Target 1.1</b>	<i>By 2022 increase the percentage of students in Year 3 in the top two bands of NAPLAN Numeracy (from 18.9 per cent in 2017) to be 30 per cent or above.</i>
<b>Target 1.2</b>	<i>By 2022 increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy (from 6.1 per cent in 2017) to be 20 per cent or above.</i> <i>By 2022 increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading (from 14.7 per cent in 2017) to be 25 per cent or above.</i>
<b>Target 1.3</b>	<i>By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Numeracy assessed as medium and high growth increase from 47.8 per cent in 2017 to be 75 per cent or above.</i> <i>By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Reading assessed as medium and high growth increase from 55 per cent in 2017 to be 75 per cent or above.</i>
<b>Target 1.4</b>	<i>By 2022 80% of students in Years 3 - 6 to be working at level or above in numeracy as assessed by PAT Mathematics.</i>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed a whole school reading instructional model that promotes high quality, consistent teaching and learning in reading and mathematics
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build teacher capacity to embed high impact teaching strategies through professional learning, peer observation and feedback
<b>Goal 2</b>	Develop a collaborative learning community to improve student achievement, engagement and wellbeing outcomes.
<b>Target 2.1</b>	<p>By 2022, the percentage of positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy: 80 per cent or above</li> <li>• Collective Responsibility: 90 per cent or above</li> <li>• Professional Learning through Peer Observation: 75 per cent or above</li> <li>• Parent and Community Involvement: 75 per cent or above</li> </ul>
<b>Target 2.2</b>	<p><i>By 2022, the percentage of positive endorsement on the student AToSS for Years 4–6 will be:</i></p> <ul style="list-style-type: none"> <li>• Student voice and agency: 80 per cent or above</li> <li>• <i>Stimulated learning: 80 per cent or above</i></li> <li>• <i>Effort: 80 per cent or above</i></li> <li>• <i>Teacher concern: 80 per cent or above</i></li> </ul>
<b>Target 2.3</b>	<p><i>By 2022, the percentage of positive endorsement on the POS will be:</i></p> <ul style="list-style-type: none"> <li>• Student agency and voice: 70 per cent or above</li> </ul>

	<ul style="list-style-type: none"> <li>• High expectations for success: 70 per cent or above</li> <li>• <i>Parent participation and involvement: 70 per cent or above</i></li> </ul>
<b>Target 2.4</b>	<ul style="list-style-type: none"> <li>• <i>By 2022, reduce Prep–Year 6 student absence days per full–time equivalent from 21.12 days in 2017 to 16 days or below</i></li> </ul>
<b>Key Improvement Strategy 2.a</b> Building leadership teams	Develop and implement a leadership and team framework that raises levels of consistency, collective responsibility and shared accountability for the achievement of improved student outcomes. (BLT).
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Embed student voice and agency in their own learning so that students have positive school experiences and can act as partners in school improvement. (ESBSP).
<b>Key Improvement Strategy 2.c</b> Building communities	Strengthen strategies, such as three–way conferences, that enhance partnerships between parents, staff and students to support improved student achievement, engagement, attendance and wellbeing outcomes (BC).