

# School Strategic Plan

## TAWONGA PRIMARY SCHOOL

2015-2018



## Endorsements

Endorsement by School Principal	Signed..... <i>Kim Franzke</i> Name..... <b>Kim Franzke</b> Date.....4 <sup>th</sup> December 2014
Endorsement by School Council	Signed..... <i>Kate Blanks</i> Name..... <b>Kate Blanks</b> Date.....4 <sup>th</sup> December 2014  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed <i>John Pryor</i> Name John Pryor Date: 14/01/2015

## School Profile

Purpose	<i>Developing healthy and happy students ready to live.</i>
Values	<i>The Tawonga Primary School community values Support, Opportunity, Unity, Responsibility, Community and Excellence (SOURCE).</i>
Environmental Context	<p><i>Tawonga Primary School is situated in the Upper Kiewa Valley, approximately 77 kms south of Wodonga, eight kms north of Mt Beauty and some four hours from Melbourne. The school was established in 1882, originally to provide schooling for local farming families. Today students are drawn from a number of rural communities as well as from Mt Beauty. Students travel to school mainly by car and by bus. The demographics have changed somewhat with professional families and those involved in service and the tourism industry forming part of the school community. There are no families with a language background other than English and a small number of families in receipt of the Education maintenance Allowance. (EMA).</i></p> <p><i>The facilities are excellent. The BER provided a new school consisting of an office area, three classroom spaces and an open learning area. The books for the mobile Library are also housed at Tawonga which expands their resources. The old school building provides Out of School Care, a kindergarten and a multi-purpose room which is currently being refurbished by the Parents Group to include a student kitchen. The outdoor area has also been transformed with new playground equipment, signage, paths, gates, an orchard and a vegetable garden. A master plan was developed for the outdoor area and much of the work completed by parents and the community. In 2013 the school won the State Garden Award for schools under 100 students.</i></p>
Service Standards	<p><i>Tawonga serves students in the school community from Grade Prep to Grade 6. The school's aim is for all children to reach their full potential and take responsibility for their learning.</i></p> <p><i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. Literacy and Numeracy are important focuses and the development of knowledge and skills through an Inquiry Learning approach is highly valued. Specialist programs are provided in Performing Arts, Visual Arts and Physical Education. The language taught is Japanese. A range of other programs are implemented across the school to enhance the curriculum.</i></p> <p><i>All students receive instruction that is adapted to their individual needs.</i></p> <p><i>Student development is viewed as a shared responsibility between home and school. Close links are fostered with parents and the broader community through its commitment to open and regular communications.</i></p> <p><i>Student wellbeing is recognised as vital for productive learning. The school provides a safe and stimulating learning environment to ensure all students can achieve success.</i></p> <p><i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i></p>

## Strategic Direction – Tawonga PS – 2015-2018

	Goals	Targets	Key Improvement Strategies (KIS)
Achievement	To develop a documented whole school approach to teaching and learning.	80% of students meet or exceed a year's growth each year in AusVELS in all areas of the curriculum.	<ol style="list-style-type: none"> <li>1. Develop an agreed framework for effective teaching and learning in reading and writing based on a theory of practice.</li> <li>2. Ensure a whole school approach to the collection and analysis of data to inform teaching and learning. Build teaching capacity to use data to inform practice.</li> </ol>
Engagement	To increase the active engagement of students in their learning.	To improve student attendance data. The attendance average to be 15 days or less.	<ol style="list-style-type: none"> <li>1. To provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community.</li> <li>2. Build cluster relationships with a focus on engagement for senior students.</li> </ol>
Wellbeing	To develop a whole school approach to student wellbeing by building students' resilience for today's and tomorrow's environment.	'School Connectedness', and 'Student Morale' to demonstrate annual improvement in the Student Attitudes to School survey (SATS) 'School Connectedness' to demonstrate annual improvement in Parent Opinion Survey.	<ol style="list-style-type: none"> <li>1. To develop processes and programs that supports the mental health of our students.</li> <li>2. Build sustainability into the curriculum ensuring health and wellbeing is a core component of whole school approach.</li> </ol>
Productivity	To rebrand Tawonga Primary School by identifying its point of difference by maximising the use of the current resources to improve student learning outcomes.	Prep – 6 student achievement data demonstrates growth each year. The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan. 'General Satisfaction' to demonstrate annual improvement in the Parent Opinion Survey.	<ol style="list-style-type: none"> <li>1. Utilise the points of difference to create processes and procedures that support quality planning and decision making.</li> <li>2. Develop specific programs and experiences in collaboration with the community.</li> </ol>

## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone (what it looks like)
<b>ACHIEVMENT - To develop a documented whole school approach to teaching and learning.</b>		
<b>1. Develop an agreed framework for effective teaching and learning based on a theory of practice.</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>▪ Principal to complete Principals as Literacy Leaders Course to drive whole school improvement in Reading.</li> <li>▪ Review the teaching of Reading programs used across the school.</li> <li>▪ Identify best practice programs to improve student learning.</li> <li>▪ Develop a consistent understanding of AusVELS terminology in Reading and Writing.</li> <li>▪ Develop a shared understanding of what differentiation is and identify and establish appropriate teaching and learning strategies that foster differentiation.</li> <li>▪ Develop intervention plans focusing on class, small group and individual needs.</li> <li>▪ Professional learning for staff in The Big 6 and the High Reliability Literacy Teaching Procedures (HRLTPs) reading strategies of comprehension.</li> <li>▪ Audit and cull resources - student books and teacher references.</li> <li>▪ All staff to complete professional learning in 7 Steps and Big Write VCOP. Implement the 7 Steps of Writing and Big Write VCOP.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching staff professional learning focused regularly on goals based on the 2015 AIP.</li> <li>▪ Audit of current practice.</li> <li>▪ Teachers have a common understanding of the Australian Curriculum content in Reading.</li> <li>▪ Individual and team planning show quality teaching and learning practices in line with AusVELS and catering for differentiation.</li> <li>▪ Focus on professional discussions in staff professional learning meetings on student learning.</li> <li>▪ Planning demonstrates the explicit teaching of The Big 6 and the High Reliability Literacy Teaching Procedures (HRLTPs) reading strategies of comprehension across the school.</li> <li>▪ Updated inventory of reading resources across school.</li> <li>▪ Staff Professional learning to have occurred.</li> </ul>
	<b>Year 2</b> <ul style="list-style-type: none"> <li>▪ Implementation of effective reading models using an agreed pedagogy in line with AusVELS.</li> <li>▪ Develop non-negotiables around implementation of best practice in Reading.</li> <li>▪ Develop a continuum in reading approaches to ensure consistency across the school, e.g. Guided reading, Reciprocal Teaching, Literature Circles.</li> <li>▪ Provide an individualised support program aligned with The Big 6 Principles with the aim of closing the gap.</li> <li>▪ Explicit teaching of the HRLTP reading strategies.</li> <li>▪ Implement Big Write VCOP.</li> <li>▪ Purchase resources to enhance the school's adopted Reading approach.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An agreed framework for effective teaching and learning in Reading is adopted and implemented in all classrooms.</li> <li>▪ Reading planning reflects developed continuum.</li> <li>▪ Planning documentation is aligned and reflects differentiation.</li> <li>▪ Development of intervention programs for students based on The Big 6.</li> <li>▪ Explicit teaching of reading strategies in all classrooms.</li> <li>▪ 7 Steps of Writing and Big Write VCOP evident in program planning and student work.</li> <li>▪ Updated inventory of reading resources across school.</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ <i>Principal to upskill knowledge in the best practise inquiry learning teaching and lead whole school improvement.</i></li> <li>▪ <i>Review the teaching of inquiry learning practises of teacher.</i></li> <li>▪ <i>Identify best practice programs to improve student learning.</i></li> <li>▪ <i>Develop an understanding of AusVELS terminology in integrated domains areas.</i></li> <li>▪ <i>Identify and establish appropriate teaching and learning strategies that foster differentiation.</i></li> <li>▪ <i>Review and develop an inquiry learning continuum to ensure consistency across the school,</i></li> <li>▪ <i>Continue to embed best practise in Reading and Writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Audit of current practice.</i></li> <li>▪ <i>Teachers have a common understanding of the Australian Curriculum content in integrated domain areas.</i></li> <li>▪ <i>Individual and team planning show quality teaching and learning practices in line with AusVELS and catering for differentiation.</i></li> <li>▪ <i>Focus on professional discussions in team meetings on student learning and collegiate reflection.</i></li> <li>▪ <i>Reading and Writing planning reflect AusVELS continuum.</i></li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ <i>Develop expectations around implementation of best practice to ensure consistency across school in Inquiry Learning.</i></li> <li>▪ <i>Implement chosen effective inquiry learning model for day to day teaching.</i></li> <li>▪ <i>Purchase resources to enhance the inquiry learning programs.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>An agreed framework for effective teaching and learning in Inquiry Learning is adopted and implemented in all classrooms.</i></li> <li>▪ <i>Explicit teaching of Inquiry Learning in all classrooms.</i></li> <li>▪ <i>All resources catalogued and evident in classroom programs.</i></li> </ul>
<b>2. Ensure a whole school approach to the collection and analysis of data to inform teaching and learning. Build teaching capacity to use data to inform practise.</b>	Year 1	<ul style="list-style-type: none"> <li>• <i>Implement a data collection tool to have accurate information that is accessible and user friendly at all times.</i></li> <li>• <i>Investigate and identify appropriate reading and writing assessment for each area of the school.</i></li> <li>• <i>Set aside time for data analysis, moderation and planning for future teaching in Reading.</i></li> <li>• <i>Strengthen and embed the capacity of teachers to use multiple sources of assessment data to plan for curriculum differentiation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Implementation of data collection tool.</i></li> <li>• <i>Review of a range of assessment tools across the school</i></li> <li>• <i>Meeting minutes reflect professional discussions in terms of assessment as, of and for learning.</i></li> <li>• <i>Teachers build knowledge and capacity in teaching Reading using assessment to inform planning and cater for individual students.</i></li> <li>• <i>Teacher performance plans demonstrate use of data for improved student learning.</i></li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• <i>Review and update the current assessment schedule for Reading.</i></li> <li>• <i>Develop consistent use of data across the whole school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Updated assessment schedule. All teachers following the school assessment schedule, implementing a range of quality assessment to drive teaching.</i></li> <li>• <i>Development of a whole school plan/continuum in the use of reading data across the Levels.</i></li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>Continue with moderation in writing to develop consistency.</li> <li>Moderate and collect writing work samples across levels.</li> <li>Set aside time for data analysis and planning for future teaching in Writing.</li> <li>Development of Writing rubric audited against AusVELS.</li> <li>Strengthen and embed capacity of teams to use assessment data from a variety of sources to plan for curriculum differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>Regular moderation sessions held in teams and across teams (Cluster)</li> <li>Collation of work samples for writing against AUSVELS levels to maintain consistency.</li> <li>Regular ongoing professional discussions scheduled in meeting minutes and planning documentation.</li> <li>Updated Writing rubric for moderation purposes.</li> <li>Use of multiple sources of data to inform teaching and learning and cater for individual students.</li> <li>Teacher performance plans demonstrate use of data for improved student learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review assessment schedule for writing</li> </ul>	<ul style="list-style-type: none"> <li>Updated assessment schedule.</li> <li>All teachers following the school assessment schedule, implementing a range of quality assessment to drive teaching.</li> </ul>
<b>ENGAGEMENT - To increase the active engagement of students in their learning.</b>			
<b>1. To provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community.</b>	Year 1	<ul style="list-style-type: none"> <li>Investigate strategies for students being at school on time by interrogating the data to identify unexplained absences.</li> <li>Teachers to accurately mark all absences including lateness and follow up all unexplained absences.</li> <li>Parent Choice absences analysed across the school and for each family.</li> <li>Use of 'It's not OK to be away', resources in newsletter.</li> <li>Raise parental expectations and parental involvement in their child's learning by using ILPs (linking desired outcomes and the late/absent problem)</li> <li>Classroom Teaching Techniques (CTTs) used for staff professional learning</li> </ul>	<ul style="list-style-type: none"> <li>All absences are documented with reason (eg dentist, family holiday). Data is analysed to determine trends in type, frequency and duration of absence. Strategies thought of and discussed at school council level.</li> <li>Newsletter used to remind parents of importance of being at school every day and being on time.</li> <li>All students to have an Individual Learning Plan updated each Semester.</li> <li>CTTs used each term for staff professional learning</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Timetable considerations made to increase motivation of students/families to be at school.</li> <li>Teachers to support students to set goals around their own learning.</li> <li>Student Leadership opportunities explored.</li> </ul>	<ul style="list-style-type: none"> <li>Adjustments made to timetable as needed.</li> <li>All absences continue to be clearly documented and analysed.</li> <li>Individual Learning Plans have sections for student goals.</li> <li>Continued use of CTTs.</li> <li>Senior students have clear opportunities for leadership.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Inquiry learning teaching methods used to make stronger links with the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Clear processes and procedures in place to account for absences and to support families who have high lateness and absences.</li> <li>Continued use of CTTs.</li> <li>Student Leadership embedded into curriculum.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>Inquiry learning teaching methods used to make stronger links with the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Clear processes and procedures in place to account for absences and to support families who have high lateness and absences.</li> <li>Continued use of CTTs.</li> <li>Student Leadership embedded into curriculum.</li> </ul>
<b>2. Build cluster relationships with a focus on engagement for senior students</b>	Year 1	<ul style="list-style-type: none"> <li>Cluster Principals agenda senior student engagement as an item on regularly meetings.</li> <li>Explore options for increased opportunities for socialization of senior students.</li> </ul>	<ul style="list-style-type: none"> <li>A commitment by schools for Year 5/6 teachers to meetings regularly</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Establish a calendar of shared activities for Year 5/6 students. Consideration given to shared camps, excursions, guest speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Year 5/6 teachers meetings regularly with a shared focus.</li> <li>Shared calendar established.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Shared activities are being planned for and consideration given to needs of all schools.</li> <li>Year 5/6 teacher to be planning for engagement opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>Year 5/6 teachers meetings regularly and working collaboratively.</li> <li>Shared calendar established and reviewed</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Shared activities are being planned for and consideration given to needs of all schools.</li> <li>Year 5/6 teacher to be planning for engagement opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>Year 5/6 teachers meetings regularly and working collaboratively.</li> <li>Shared calendar established and reviewed.</li> </ul>
<b>WELLBEING - To develop a whole school approach to student wellbeing by building students' resilience for today's and tomorrow's environment.</b>			
<b>1. To develop processes and programs that supports the mental health of our students.</b>	Year 1	<ul style="list-style-type: none"> <li>Embed processes for early identification and interventions for students with additional needs and continue to develop ILPs for all students which encompass the needs of the whole child.</li> <li>Review current wellbeing policies, programs and practices for recommendations for school improvement.</li> <li>Increase student voice in choosing lunchtime activities, clubs, etc.</li> <li>Implement programs involving safe use of social media, including Cyberbullying programs.</li> <li>Continue to work towards eSmart accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>ILPs for all students.</li> <li>SSSO visits regularly to support families and teachers.</li> <li>Review is completed and recommendations for improvement are made.</li> <li>Increased student voice in selection of extra curricula activities.</li> <li>Increased cyber safety component incorporated in ICT and classroom programs.</li> <li>eSmart status 25 % complete.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop and implement a whole school policy and approach to student wellbeing.</li> <li>Gain feedback through forums, surveys, etc.</li> <li>Develop a consistent approach to cybersafety and bullying. Implement eSmart strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school 'Engagement Guidelines' document updated.</li> <li>Implementation of consistent approach for cybersafety and bullying.</li> <li>eSmart status 75% complete.</li> </ul>



	Year 3	<ul style="list-style-type: none"> <li>Refine, update and implement the student wellbeing programs.</li> <li>Evaluate eSmart components.</li> </ul>	<ul style="list-style-type: none"> <li>Consistency across the school in implementation of programs.</li> <li>Achieve eSmart status.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Continue to review, reflect and refine the implementation of wellbeing programs.</li> </ul>	<ul style="list-style-type: none"> <li>Updated documented whole school approach to student wellbeing.</li> </ul>
<b>2. Build sustainability into the curriculum ensuring health and wellbeing is a core component of whole school approach.</b>	Year 1	<ul style="list-style-type: none"> <li>Register as a Resource Smart School with Sustainability Victoria. Working towards becoming a 5 Star Resource Smart School.</li> <li>Meeting with local representative to establish a plan and make links with other schools for support.</li> <li>School Council and Staff agree to commit to program.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Core Module</li> <li>Working towards Energy Module</li> <li>PL for staff on implementing sustainable practises into teaching and learning programs.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Committee of interested teachers / parents established meetings regularly to work on modules.</li> <li>Entry into Resource Smart School Awards and/or other awards.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Energy Module</li> <li>Working towards another Module</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Committee of interested teachers / parents meetings regularly to work on modules.</li> </ul>	<ul style="list-style-type: none"> <li>3 Modules completed</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Committee of interested teachers / parents meetings regularly to work on modules.</li> </ul>	<ul style="list-style-type: none"> <li>4 Modules completed</li> <li>Working towards 5 star accreditation</li> </ul>
<b>PRODUCTIVITY - To rebrand Tawonga Primary School by identifying its point of difference by maximising the use of the current resources to improve student learning outcomes.</b>			
<b>1. Utilise the points of difference to create processes and procedures that support</b>	Year 1	<ul style="list-style-type: none"> <li>Through consultation with school community identify areas of importance to families for future schooling (points of difference)</li> <li>Review the school's vision and mission statement and develop a documented curriculum overview to use as an audit against current resources, e.g. use of learning spaces, environmental sustainability.</li> <li>Identify staff strengths relating to areas of importance.</li> </ul>	<ul style="list-style-type: none"> <li>Families surveyed and results collated</li> <li>Focus group discussions held with parents.</li> <li>Vision and mission statement reviewed and documented.</li> <li>Plan for professional learning to enhance areas of weakness developed for staff.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Current resources audited, sorted and used to maximise use.</li> <li>Grants, programs, staffing, community support etc identified as ways to increase points of difference.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students have access to quality resources and equipment to implement schools goals.</li> <li>Points of difference and strategies for implementation identified.</li> </ul>

<b>quality planning and decision making.</b>	Year 3	<ul style="list-style-type: none"> <li>▪ School based decisions are made with reference to schools vision, mission and values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget effectively supports student learning and priority areas</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ School based decisions are made with reference to schools vision, mission and values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All targets in the School Strategic Plan met.</li> </ul>
<b>2. Develop specific programs and experiences in collaboration with the community.</b>	Year 1	<ul style="list-style-type: none"> <li>• Explore the possibilities to develop specific programs/experiences for students (eg a sister school in Japan, weekly cooking/gardening classes).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigations of programs and experiences at other schools.</li> <li>▪ Visits, discussions held with other schools to see how programs have been implemented.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Timetable/calendar considers programs/experiences.</li> <li>▪ Staffing considerations made to implement programs/experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial steps made to implement specific programs/experiences.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Timetable/calendar considers programs/experiences.</li> <li>▪ Staffing considerations made to implement programs/experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs/experiences partial implemented.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Timetable/calendar considers programs/experiences.</li> <li>▪ Staffing considerations made to implement programs/experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs fully implemented</li> </ul>