

School Strategic Plan for Tarwin Lower Primary School 4275 2014-2017



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....Sharyn Munday.....</p> <p>Date.....March, 2015.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>Located in picturesque South Gippsland, Tarwin Lower Primary School prides itself on providing high quality education meeting the needs of our local coastal community. Our school values of Co-operation, Resilience, Kindness and Respect are central in all that we do. Each child's social, emotional and behavioural well-being is nurtured in a supportive and caring environment.</p> <p>Tarwin Lower Primary operates three classrooms with small class sizes in state of the art, purpose built learning spaces. Our central building allows for a collaborative and shared approach to teaching and learning. We operate our own well-resourced library as well as Art and Music rooms. A purpose built kitchen supports several teaching and learning programs within our school curriculum as well as being a resource used by our local community. Our children enjoy a comprehensive Arts program including music and art classes weekly. We also access our network Mobile Library on a weekly basis.</p> <p>At Tarwin Lower Primary we aim to:</p> <ul style="list-style-type: none"> • Provide a teaching and learning environment that is meaningful, engaging and relevant to the individual and collective needs of our students. • Teach a curriculum that develops our students to be “passionate life-long learners”. • Prepare our students to be socially adept, resilient and competent members of the community.
<p>Values</p>	<p>At Tarwin Lower Primary School the following Values form the basis of our actions:</p> <ul style="list-style-type: none"> • Co-operation, • Kindness, • Resilience • Respect.
<p>Environmental Context</p>	<p>Tarwin Lower and District Primary is a small rural school which embraces difference and caters for a wide range and types of abilities. Tarwin Lower's philosophy is firmly based on the belief that every student has the ability to learn and that this best occurs in a flexible, happy and positive environment. The school encourages students to become active, independent learners who are able to participate in a co-operative classroom environment. It encourages students to grow in self-confidence and esteem and to take pride in everything they set out to achieve. A notable aspect of the school is the welcoming atmosphere, the open and approachable nature of staff members and the positive attitude to student welfare. Enrolments traditionally come from our surrounding towns of: Tarwin Lower, Tarwin Middle, Venus Bay, Waratah Bay and Fish Creek.</p> <p>The school has excellent facilities with the completion in 2011 of three new learning spaces and a project space, used for Music, Art</p>

	<p>and MARC. A new administration block is now completed and operational. A separate building houses a kitchen used to prepare lunches and supports our Kitchen Garden Program and Art program. We have laptop computers for the students to use. Each classroom has an interactive whiteboard.</p> <p>Outdoor areas include: a large grassed oval, a smaller playing field, cricket pitch, a full size tennis/netball/basketball court, bat tennis court, a rotunda, undercover outdoor seating, a covered sandpit and a large exciting adventure playground. The play area is situated in an attractive setting of many native and deciduous trees and garden beds, which have been planted by our parents and community members. We believe this environment supports the development of a positive attitude to learning. Our school believes in a sustainable future and has an environmentally innovative history being the first school in the state to install a worm waste system.</p> <p>Tarwin Lower Primary School offers a seven year sequential program in each of the Domains. Particular emphasis is placed on literacy and numeracy. Children also participate in a variety of school sports, camps and excursions In addition, special programs to support the curriculum include Kitchen Garden Program, Recycling and Sun Smart Program. Parents are an important part of our school community and we are supported by their assistance in many activities. They are also involved in School Council and its sub-committees, curriculum policy development and the Fund Raising Committee.</p> <p>Unique features of our school are: Small class sizes, Whole school lunches, Clubs Program, Bike Education Program, Surfing Program, Swimming Program, Kitchen Garden Program, Whole community Santa visit on the last day of the school year, parent and community helpers, participants in the Tour De Tarwin, Attending the local ANZAC Day service and the school leaders laying wreaths and reading the requiem, a monthly market operated in partnership with Harmony Lane Wildlife Group.</p>
<p>Service Standards</p>	<p>At Tarwin Lower Primary School we will always form the basis of actions from our Values that we collaborated with the whole school community to establish.</p> <p>Therefore the school will:</p> <ul style="list-style-type: none"> • Foster close links with parents and the broader school community through its commitment to open and regular communications. • Commit to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • Guarantee all students access to a broad, balanced and flexible curriculum including skills for learning and life. • Provide a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. • Respond to all communication by parents and caregivers within 2 working days. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>Improve student achievement over all grade levels and abilities in Literacy and Numeracy of at least 12 months growth for each child with an expectation of value adding at an appropriate rate.</p> <p>To further improve our high levels of achievement in Numeracy, with consistent improvement in all levels.</p> <p>To improve Literacy standards with a focus on writing through the use of PLT's and the moderation of writing and identifying the next level of teaching and learning.</p>	<p>To develop an agreed and viable Mathematics curriculum where 90% of students achieve at or above State benchmarks in NAPLAN</p> <p>The proportion of students to achieve above State Mean in Writing and Number to be 10% or above F – 6.</p>	<p>Building teachers' accountability to each other for continuously improving student learning outcomes through consistently implementing an effective learning model that reflects high expectations for all students with differentiated and explicit teaching to cater for individual learning needs.</p> <p>Embed and document consistent approaches to assessment of individuals and groups of students across learning domains and year levels.</p> <p>Enhance teachers' data analysis skills in order to drive improvements in pedagogy and assessment.</p>
Engagement	<p>To implement programs that supports a focused learning community where all students feel motivated and engaged.</p> <p>To build enrolments and strengthen transition into, through and beyond the school.</p>	<p>To improve the Student Safety and Student Motivation variables on Parent Opinion Surveys (to 5.3)</p> <p>Increase Attitudes to School Survey variables - School Connectedness above 4.5</p>	<p>Empower students to recognise and build on their strengths through appropriate levels of challenge and support.</p> <p>Refine and extend student leadership opportunities.</p> <p>Build on current strategies to reduce</p>

			lateness and absenteeism across the school.
Wellbeing	To improve students' pride in the school.	<p>Improve Parent Opinion Survey variables, Transitions to at or above state benchmark.</p> <p>Increase the Attitudes to School Survey variable- Student</p>	<p>Design a range of activities to involve students in building pride in their school community.</p> <p>Develop the SEEDS Program to include parent and wider community involvement.</p>
Productivity	To ensure that staffing, budgets and resource allocations are aligned with the strategic directions of the school.	<p>Stronger partnerships will exist, supporting the efficient use of resources and successful implementation of the schools goals.</p> <p>The schools financial position will be stable.</p>	<p>Invest in the ongoing development of the school as a strong, vibrant learning community: building stronger partnerships between the school, students, parents and the broader community.</p> <p>Use the new SSP and Annual Implementation Plan (AIP) to align staff professional learning plans with school priorities.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies							
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	Year 2	<p>Build a shared and documented repertoire of assessment as learning, or self-assessment, so that teachers use a broad spectrum of tools and strategies with students.</p> <p>Adopt an assessment program that utilises a range of assessment tasks, with associated criteria and rubrics, where data is analysed and shared with students and teachers.</p> <p>Implement a data tracker system for each child's Writing and Numeracy, ensuring the data moves with the child.</p>	<p>Assessment schedule reviewed, implemented and documented.</p> <p>Results for individual students electronically tracked.</p> <p>Formative assessment used in PLTs to establish individualised learning at point of need</p> <p>Appraisal and recognition data in Staff Opinion survey to be at or above state benchmark</p>
	Year 3	<p>Review assessment of student achievement against AusVELS, with particular focus on moderation and the use of work samples</p> <p>Differentiate the curriculum to ensure that the learning needs of all students are met in a systematic and evaluated manner</p> <p>Ensure that students engage in meaningful goal setting and identify ways of achieving these goals and identifying achievement in each of the major areas</p>	<p>Moderation of student work completed each semester F-6 in PLC's.</p> <p>Work programs should identify differentiation and ILP where applicable</p> <p>Students set goals at the beginning of each term related to writing or numeracy</p> <p>Students to celebrate goal success with a classroom agreed upon reward</p>
	Year 4	<p>Review programs such as Jolly Phonics/VCOP</p> <p>Review assessment in writing and numeracy</p>	<p>Staff able to demonstrate value adding for every child in writing and numeracy</p> <p>All staff willingly act as mentor or coach for peers</p> <p>Self- evaluation of teaching practice discussed at PLC once a term</p>

<p>Engagement</p> <p>To implement programs that supports a focused learning community where all students feel motivated and engaged.</p>	Year 1	<p>Develop and embed a common vision and values among students, parents and staff</p> <p>Embed the implementation of the Kids Matter framework as a whole school approach; continue the 'Bounce Back' program to enable students to be more resilient, confident and successful.</p> <p>Family Fun Night with a numeracy focus</p>	<p>Visions and Values completed and displayed in all classrooms around the school.</p> <p>All staff trained in Kids Matter Program</p> <p>Values to be discussed with students and be featured in the newsletter and web site</p>
	Year 2	<p>Consistent use of ILPs (Individual Learning Plans) for students with social, emotional and academic needs.</p> <p>Review student opinion data trends related to student engagement and conduct forums with student groups.</p>	<p>Student Forums held each term for every class.</p> <p>SOG meetings held each term for students on ILP</p> <p>Student Opinion Data to be above the mean for like schools</p>
	Year 3	<p>Build practices for students to increasingly take greater responsibility of their own behaviour</p> <p>Build practices to strengthen student voice</p>	<p>Teachers to provide regular positive feedback to all students</p> <p>Students to attend South Gippsland Young Leaders Conference</p> <p>JSC to attend School Council each semester.</p> <p>Classroom teachers to develop and implement student self-evaluation rubric each term</p>
	Year 4	<p>Engage parents in the development and monitoring of the student management practices</p>	<p>Parents to be contacted at least once a term on child's progress and Kids Matter</p>

		Review effectiveness of Kids Matter initiative and Bounce Back program	Newsletter to contain Kids Matter updates
Wellbeing To improve students' pride in the school.	Year 1	Focus on the development of a clear set of protocol and processes to support students in taking pride in their school Revamp the Reward Vouchers to include the school's values and send a letter home to parents when students receive a voucher with a note on the reason. Reaffirm the use of the Kids Matter program and build activities into daily classroom practice and communicate the program core values and approaches to parents	Maintain Parent Opinion Survey results in the top 10% in the state for Social Skills, Classroom Behaviour and School Connectedness. Provide extracurricular activities such as Active After School Communities for the families Continue the SEED's Program
	Year 2	Consolidate the culture of shared responsibility for all students Develop a Family Garden Club Continued JSC meetings and planning activities to develop pride in the school as developed by JSC	Students to visit the Meeniyen Kindergarten and perform for the kinder children Implement ideas of JSC at least one per term for community involvement. School Community to be involved at The Tour de Tarwin Blog set up by the students for the Family Garden Club
	Year 3	Continued JSC meetings and planning activities to develop pride in the school as developed by JSC Cyber Safety Information Evening at the school for the community Senior Students to plan and lead activities for whole school and have	Implement ideas of JSC at least one per term for community involvement. School Community to be involved with the monthly seasonal market

		multiple opportunities for leadership.	Community Service Project for the whole school to be involved in Senior students to attend Leadership Conference
	Year 4	Continue successful practices from previous years	Parent Opinion Survey Data to indicate high level of approval. Student Connectedness to school to be in the top 10%
<p>Productivity</p> <p>To ensure that staffing, budgets and resource allocations are aligned with the strategic directions of the school.</p>	Year 1	Develop a new slogan and logo for the school. “Small School BIG Opportunities” Begin a “Where are They Now” series for the newsletter” on past students achievements	School will be rebranded with the logo and slogan displayed throughout the school and in the community. Newsletter to contain an interview with a past students achievements
	Year 2	Enact and embed the school motto and values into school practices on a daily basis Expect all parents to volunteer in some capacity some time each year for the benefit of their children’s learning	Posters to be created for each classroom and displayed Staff to incorporate the schools values into work programs Set up volunteer register for all parents to commit to.
	Year 3	Connect SSP and AIP to staff Performance and Development	Staff to provide evidence in formal P&D interviews of AIP goals.
	Year 4	Review practices from the previous years	Set budgets and adhere to them strictly

