

Traralgon South PS Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Adam Downes] 20 th March 2017[name] [date][name] [date]
School council: Karen Pettifer [..... 20 th March 2017[name] [date][name] [date]
Delegate of the Secretary: Kevin Mealing [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
To be filled in once completed with community consultation.	To be filled in once completed with community consultation.	<p>The 2016 Peer review contended that significant factors in the school not achieving its achievement targets during the period of the last strategic plan were;</p> <ul style="list-style-type: none"> - the lack of challenge and targeted teaching, particularly for high achieving students. - there was no evidence that the school had an agreed set of values to guide improvement at a whole school level. - a significant factor in the school not achieving its targets was the lack of challenge and targeted teaching, particularly for high achieving students. - there was no evidence that the school had an agreed set of values to guide improvement at a whole school level. - the lack of individualized instruction and agreed curriculum and teaching and learning approaches <p>Strategies had been introduced in 2016 to develop individual learning goals for students well above or below expectation and developed an inquiry based Prep – 6 integrated curriculum.</p> <p>The panel accepted that the school had established consistent standards for behavior in 2016 however the lack of consistent approaches throughout the school and no system to use or manage data had impacted its performance</p>	<p>[Vision, Values & Culture There was a lack of an agreed vision or values statement to guide school improvement decisions or build a culture of high expectation. <i>If we develop an agreed school vision that reflects the school community's values and articulates high expectations for all, then we will be able to improve engagement and achievement.</i></p> <p>Building Practice Excellence The school did not achieving its targets for student learning achievement in Writing and Numeracy or learning growth targets in Writing. <i>If we develop an agreed and sequential curriculum and build the capacity of teachers to consistently use a range of effective teaching and assessment practices consistently then the learning outcomes of all students will improve.</i></p> <p>Instructional and Shared Leadership Leadership of PLCs had not led to a practice of evaluating impact of teaching and instructional improvement. Student learning performance targets were not met in Writing or Numeracy. <i>If we develop instructional and shared leadership to support teams of teachers implement the agreed teaching and learning approaches, then the learning engagement of all students will improve.</i></p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To maximize the learning outcomes for all students in literacy and numeracy.	<i>Excellence in teaching and learning</i> Building practice excellence]	Develop and embed an agreed instructional model in all classrooms	<ul style="list-style-type: none"> • 75% or more of Year 3 & 5 students achieve in the top 2 bands for NAPLAN Reading, Writing & Numeracy. • 30% of students will make high learning gain in NAPLAN Reading, Writing and Numeracy. • 100 % of students have expected or higher learning gain in every year as assessed by teacher judgments for literacy and numeracy
		Develop a whole school professional development plan that includes school visits, peer observation and coaching to build teacher capacity to consistently use high impact teaching and assessment strategies.	
		Develop an agreed and rigorous approach to implementing the elements of effective PLCs.	



		Allocate time and resources for PLCs to meet weekly, have data available to assess impact and growth and resources to implement improvement strategies.		
		Identify high quality examples of effective practice as models for capacity building.		
		Build the leadership capacity of staff including the skills of observation, feedback and coaching to improve teaching and leadership practices.		
		Build the understanding of all staff in regard to the professional expectations outlined in the Australian Institute for Teaching and School Leadership (AITSL) standards.		
		PLCs to regularly use data and evidence to assess the impact of teaching and determine learning growth		
	<i>Excellence in teaching and learning</i> Curriculum and Assessment			
To build the capacity of teams to develop effective practices to plan for learning and to monitor and evaluate the impact of their teaching to engage all students in their learning.		Develop an agreed and viable curriculum with continuums of learning to identify individual point of need learning and student goal setting with identified links to the Victorian Curriculum	Staff Survey Results for the following variables will be at 95 or higher: <ul style="list-style-type: none"> • Collective focus student learning • Teacher collaboration • Academic Emphasis • Collective Responsibility Improved results for PLC practices using the DET PLT feedback tool will improve against the 2016 benchmarks	
		Create a whole school approach to assessment inclusive of an assessment schedule		
		Utilize a range of formative assessment strategies to support differentiation and explicit teaching.		
		Acquire a data management system to track student learning outcomes and monitor growth.		
		Build teacher capacity around data literacy and how to effectively plan for differentiation		
		Develop a whole school agreement around student reporting		
Build a culture of high expectations that encourages, supports, rewards and celebrates achievement, and is evident in student learning, engagement and wellbeing data. Or To build high expectations for all to increase student achievement and engagement.	<i>Professional leadership</i> Building leadership teams	Engage with all stakeholders to develop a school values and vision statement that reflects its high expectations.	Parent Opinion survey mean factor scores to be above state mean: <ul style="list-style-type: none"> • General Satisfaction • Staff morale • School improvement • Stimulating Learning SATS results to be at or above 4.75 for School Connectedness, Teacher Effectiveness and Stimulating Learning. Staff climate survey indicators are at 95 or higher in <ul style="list-style-type: none"> - Collective Responsibility - academic emphasis - Teacher Collaboration - Collective focus on student learning 	
				Employ resources to support curriculum and assessment to cater for individualized learning
				Develop school operational policies and procedures aligned to the school vision to clarify expectations for staff, students and families that promote excellence in teaching and learning.
				Develop school based agreements stating the expectations for teaching, assessment, reporting and the elements of a stimulating learning environment.
		Develop a communication plan that articulates the agreed strategies to promote excellence in teaching and learning to parents and carers.		



		Build leadership capacity to implement observation, feedback and coaching to improve teacher and leadership practices.	
		Develop agreed behavioural protocols for (and with) staff, students and parents to promote excellence	
	<i>Positive climate for learning</i> Empowering students and building school pride		
		Develop curriculum that engages students in critical and creative thinking	

