

School Strategic Plan for Thomastown East Primary School Northern region 2012-2015

[Insert here the logo and/or name of the school review contractor responsible for this review]

Endorsement by School Principal	Name: Michael Cosgrave Date: Dec 2011
Endorsement by School Council	Name: Kerry Laird Date: Dec 2011 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Name: Rob Brookes Date.....

School Profile

<p>Purpose</p>	<p>To provide a supportive learning environment which:</p> <ul style="list-style-type: none"> • Encourages the diversity of our students; • Strives for excellence through hard work; • Promotes flexibility of thinking; • Develops a social conscience in an atmosphere of respect and collaboration <p>Thomastown East Primary School is committed to providing quality teaching and learning experiences that meet the individual needs of every child.</p>
<p>Values</p>	<p>Our beliefs as a school are based on the following core values:</p> <p>Respect, Teamwork, Honesty</p> <p>These values are used to help our students develop into positive citizens within their community. Our school community supports the belief that successful education is dependent upon a quality partnership between parents, students and teachers. We believe that every student has the ability to learn and that this best occurs in a secure, supportive and positive working environment.</p>
<p>Environmental Context</p>	<p>Thomastown East Primary School is located at 82 Cedar Street in the northern suburbs of Melbourne. It lies within a residential area close to extensive industrial and retail sites. The main boundaries that impact on enrolments are Dalton Road, High Street and the Western Ring road. The current student numbers are 151 represented by students from numerous ethnic backgrounds. There are a high percentage of students from a non-English speaking background and also a high percentage of students are from families that claim the Education Maintenance Allowance. Our student group constantly changes over the period of the school year due to the fact that the school is located within a low rental zone. Therefore there is a “mobility factor” which has a significant effect upon educational and attendance data</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student outcomes in Literacy and Numeracy from P-6.	<p>To sustain/ improve the percentage of students at or above the expected standards across all Literacy and Numeracy dimensions.</p> <p>Reading benchmark 85% Writing benchmark 85% Speaking and Listening 85% Number 87% Measurement/Chance & Data 87%</p> <p>To increase the percentage of students achieving A & B in English and Mathematics (P-6)</p> <p>To increase the percentage of students who attended T.E.P.S from prep to year 6 to be at the expected VELs levels for English and Mathematics.</p> <p>To sustain/ improve NAPLAN results from 2012 to 2015.</p>	<p>Focus on Early Years Literacy and Numeracy to ensure the best possible platform is established for learning throughout each child's primary schooling.</p> <p>In English, focus on oral language skills (Speaking and Listening) and Writing.</p> <p>Ensure the best possible collection, analysis and interpretation of student achievement, leading to informed decision making and action re teaching and learning.</p>
Student Engagement and Wellbeing	To improve students' outcomes in their engagement and wellbeing within the school.	<p>To reduce the average student absence rate, P-6, for those students not involved in long-duration holidays during the term.</p> <p>To sustain/ improve upon the current very high levels of stakeholder satisfaction shown in the Staff Opinion, Parent Opinion and Student Attitudes to School surveys.</p>	<p>Improve knowledge of and strategies to improve student absence rates.</p> <p>Develop and implement a plan that focuses on improved attendance across the school.</p> <p>Focus on strategies to develop the "whole child".</p>
Student Pathways and Transitions	To improve student outcomes for transition from Pre-school to Year 7.	Sustain/ improve on the current levels of parent satisfaction, according to the transition questions in the Parent Opinion survey.	<p>Continue to liaise and cooperatively work with local Pre-schools and Child Care centres.</p> <p>To evaluate current internal transition plans and processes and to implement an effective internal plan.</p>

School Strategic Planner 2012 – 2015: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
<p>Focus on Literacy and Numeracy to ensure best possible platform is established for learning throughout each child’s primary schooling.</p>	<p>Year 1</p>	<p>Review whole school learning teams</p> <p>Build on initiatives in teaching of Writing genres and the use of Writer’s Notebooks.</p> <p>Use “Theories of Action” as a basis for staff discussion of teaching and learning approaches focussed on improving teacher practice.(Make links to E5 with a focus on ‘Explain’ and ‘Elaborate’.</p> <p>Establish coaching feedback sessions focussed on “Theories of Action”</p> <p>Enhance understanding and use of performance data through timetabled whole staff discussion sessions.</p> <p>Establish Numeracy coaching program with external coach.</p> <p>Review assessment schedule and implement external tests.</p>	<p>Professional Learning Teams re-established and meeting regularly with discussions focussed on pedagogical issues and data.</p> <p>Staff modelling to students different writing genres from Year 1 to 6. Staff implementing 4 writing sessions per week.</p> <p>Staff To adopt consistent learning protocols in all classes and plan accordingly.</p> <p>Staff demonstrating their understandings of the “Theories of Action” in coaching feedback sessions.</p> <p>Team plans to reflect a link to student performance data.</p> <p>Staff demonstrating use of Numeracy coaching ideas in classrooms</p> <p>Staff triangulating assessments to make VELS judgements and scheduling team meetings to moderate samples of work.</p>

	Year 2	<p>Professional Learning Teams focus further on improved teacher assessment practices and developing an understanding of the National Curriculum.</p> <p>Review scope and sequence for the teaching of Writing genres across the school.</p> <p>Leaders to continue to build on “Theories of Action”. (Making links to E5 with a focus on ‘Elaborate’.</p> <p>Review coaching feedback sessions and develop a regular coaching schedule across the school.</p> <p>Develop practice of regular use of achievement data in teaching teams to drive teaching planning. Continue to timetable whole staff sessions on performance data.</p> <p>Literacy and Numeracy Professional Learning Teams focus on the National Curriculum and coaching.</p>	<p>All Staff using scheduled assessments for planning teaching and learning tasks. Staff introducing the National Curriculum into their planning. VELs judgements to be more consistent with NAPLAN results.</p> <p>Staff incorporating the explicit teaching of writing genres into their team plans.</p> <p>Staff using the “Theories of Action” in their daily teaching practice with an emphasis on higher order questions to help develop curiosity.</p> <p>Staff demonstrating their understandings of “Theories of Action” in coaching feedback sessions.</p> <p>Staff differentiating the curriculum for their students as demonstrated in their planning.</p> <p>Staff demonstrating use of coaching ideas in classrooms.</p>
	Year 3	<p>Literacy and Numeracy Teams focus on moderation of assessment. (Make links to E5 with a focus on ‘Evaluate’.</p> <p>Review current writing practices in light</p>	<p>Team moderation groups meeting regularly and all student assessment showing moderation influences.</p> <p>The mean growth for Year 3 to Year 5 matched</p>

		<p>of data for 2012 and 2013.</p> <p>Refine understandings of the National Curriculum and develop common understandings of progression points.(Focus on Literacy and Numeracy)</p> <p>Further refine “Theories of Action and E5 approaches to teaching and learning.</p> <p>Review and refine coaching feedback sessions.</p> <p>Refine evidence based assessments to track individual students and to target short and long term goals.</p> <p>Review of reporting practices to parents in light of the National Curriculum.</p>	<p>student cohort in NAPLAN Literacy (Writing) improves against current benchmarks with a long term goal being to achieve state mean growth.</p> <p>Staff implementing the National curriculum into their team plans.</p> <p>Team plans reflect “differentiated curriculum” for students within their class with consistent protocols being used across the school.</p> <p>Staff beginning to use evidence based samples of work on students to explain their teaching and learning.</p> <p>Staff explicitly teaching students to meet short and long term goals. Students working in flexible groups.</p>
	Year 4	Evaluate implementation of “Theories of Action” and E5.	<p>Team plans clearly reflect “differentiated curriculum” for students within their class with consistent protocols being used across the school.</p> <p>Performance plans demonstrating the use of data</p>

		<p>Evaluate current writing practices.</p> <p>Evaluate coaching feedback sessions.</p> <p>Evaluate and review use of external assessment to triangulate data.</p> <p>Implementation of revised reporting to parents.</p>	<p>for class planning.</p> <p>The mean growth for Year 3 to Year 5 matched student cohort in NAPLAN Literacy (Writing) improves against current benchmarks with a long term goal being to achieve state mean growth.</p> <p>Staff being able to articulate their teaching and learning based on evidence.</p> <p>Consistent judgements being made between Progression points and NAPLAN/external data.</p> <p>New reporting practices implemented.</p>
<p>Improve knowledge of and strategies to improve student absence rates.</p> <p>Develop and implement a plan that focuses on improved attendance across the school.</p> <p>Focus on strategies to develop the "whole child".</p>	Year 1	<p>Set up 2 sets of data to ascertain the exact impact on cohort and whole school based absence rates of: long duration holidays and individual absence.</p> <p>Enhance understanding and use of data through timetabled whole staff discussion sessions.</p> <p>Explore strategies to promote collective and individual attendance.</p> <p>Review current practice for tracking and improving attendance.</p> <p>Review current Integrated Studies</p>	<p>To promote attendance with "poor attendees: with positive reinforcement-rewards, stickers etc. Reinforce "It's Not Ok To Be Away" in newsletters, assemblies and student well being awards.</p> <p>Introduction of new strategies to promote attendance.</p> <p>Staff unit of study to reflect consistent planning from P-6.</p>

		curriculum. Staff development sessions built around E5 and “Four Theories of Action.”	
	Year 2	<p>Monitor attendance rates data on a weekly basis, following up absences, communicating absence concerns with parents and developing a whole school approach to award attendance. Utilise “Young Leaders” to promote regular attendance.</p> <p>Review and audit Integrated Studies curriculum in line with the National curriculum.</p>	<p>Absenteeism rates to have improved for some individual students.</p> <p>All teaching staff regularly monitoring weekly student absence rates within their classrooms.</p> <p>Develop a new Scope and Sequence for Integrated Studies in line with the National curriculum.</p>
	Year 3	<p>Adopt varying attendance strategies in different year levels to strongly encourage regular attendance.</p> <p>Refine new approaches to increase student attendance. Continue to discuss data at whole staff meetings.</p> <p>Continue with focus to embed “Four Theories of Action” and E5 into teaching practice.</p>	<p>Reduced average absence rates for individual students compared to 2011.</p> <p>New initiatives implemented and incorporated by “Young Leaders” to help promote “It’s Not Ok to Stay Away.”</p> <p>Staff implementing units in line with the National curriculum. Each teacher’s classroom practice demonstrating E5 and Four Theories of Action implementation.</p>
	Year 4	<p>Review and evaluate approaches to increasing student attendance.</p> <p>Review and evaluate Integrated Studies</p>	<p>Reduced average absence rates for individual students compared to 2011.</p> <p>Staff using E5/Theories of Action in their daily</p>

		curriculum.	teaching practice.
<p>Continue to liase and cooperatively work with local Pre-schools and Child Care centres.</p> <p>To evaluate current internal transition plans and processes and to implement an effective internal plan.</p>	Year 1	Investigate and improve teacher understandings and knowledge of transition processes both internally and externally.	<p>Staff to establish expectations of students at unit/year level.</p> <p>Information available on how unit/year levels are formed and teacher expectations.</p> <p>Plans reflect differentiated curriculum addressing specific and collective educational needs.</p> <p>Policy/document developed that effectively permeates an overview of our transition program.</p> <p>Communication between the local pre-school, child care centres and secondary schools.</p> <p>Staff to establish a “Start Up” Program to ensure smooth transition between levels.</p> <p>Time allocated for Staff to meet in Term 4 to “hand-over” student information.</p>
	Year 2	Investigate and improve parent understandings and knowledge of transition processes both internally and externally.	<p>Attendance at Parent Information sessions</p> <p>Responses to changes in program reflected in Parents Opinion survey</p>
	Year 3	Investigate and improve student understandings and knowledge of transition processes both internally and externally.	Responses to changes in program reflected in Attitudes To School survey.
	Year 4	Review and evaluate transition processes.	Responses to changes in program reflected in Attitudes to School survey and Parent Opinion survey