

1207 Timor Primary School Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: [Carmen Huszar] [date] [name] [date] [name] [date]
School council: [Kerry Hoban] [date] [name] [date] [name] [date]
Delegate of the Secretary: [name] [date] [name] [date] [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Timor Primary School aims to develop confident learners who take ownership of their learning, are proud of their achievements and are well prepared for the ever-changing world that awaits them. Students are also encouraged to develop a social conscience, which enables them to contribute to their family, school and the wider community.</p> <p>Students will have success for today and be prepared for tomorrow.</p>	<p>Timor Primary School will promote the values of <i>Respect, Responsibility</i> and <i>Achieving our Potential</i> through the development of the five traits of confidence, organisation, persistence, getting along and resilience</p> <p><i>Respect</i> – Care and concern for self, others and property <i>Responsibility</i> – Accountability towards self, others and all of our actions <i>Achieving our Potential</i> – Try hard, pursue excellence</p>	<p>Timor Primary School is a rural learning community situated in the Victorian Shire of Central Goldfields, 77 kilometres from Bendigo, 80kms from Ballarat and 8.7kms from Maryborough. The school is in the town of Timor, which was originally settled in Victorian gold rush times. When established in 1873 Timor was a thriving town of 30,000 residents. Today, with a small local population, only a third of students attending the school come from the Timor area.</p> <p>The school is central to the Timor community and is a resource within the town. Its development and maintenance, together with the provision of equipment and materials, reflects co-operation and teamwork between parents and staff.</p> <p>In 2016, the Student Family Occupation (SFO) is 0.7941.</p> <p>The current school population of 36 students are grouped into multi-age learning communities: a Foundation-2 class of 16 students and a Year 3-6 class of 20 students. There are <10% EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p> <p>Enrolments have grown since the start of the strategic plan period, as the school has been receptive to enrolments from Maryborough and surrounding areas following inquiries from families seeking a small school environment for their children.</p> <p>The original school building now houses the two class groups, staff facilities areas, the school reception area and principal's office. The Visual Arts and Music programs operate out of school developed teaching spaces. The grounds are extensive for a small school and provide scope for passive and active play. A school reserve is also available for school community use.</p> <p>The school has 5.2 equivalent full-time (EFT) staff. Part-time teachers provide for specialist subjects including music, visual arts, intervention in the year Foundation-2 class, LOTE-Auslan and a Foundation-6 science and physical education program. The Mobile Area Resource Centre (MARC) van teacher is also based at the school.</p> <p>Parents are involved in celebratory events, school council, fund raising and providing support to teachers. While the school community is spread over a wide area, the school is supported by a core group of parents.</p>	<p>The school review in 2015 highlighted the following areas of focus during this strategic plan period for the school to meet its desired intent of meeting the needs of all students. These are as follows:</p> <ul style="list-style-type: none"> - The school will develop and implement a Foundation-6 curriculum plan that is sequential and provides a coherent whole school approach - The school will develop and implement research based whole school consistent teaching and learning practice including moderation of student work and professional discussions - The school will investigate, develop and implement student voice initiatives that enhance student input in to student learning which lead to in-depth inquiry learning or cooperative group work - The school will implement an individualised approaches to enhance attendance at school - The school will develop an F-6 assessment plan across literacy and numeracy dimensions that allow teachers to know what assessments are to be given and when, why the assessment is to be used, what the data is to be used for, and where the data will be stored.



Framework for Improving Student Outcomes

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 develop the teaching team to design a highly engaging, student focussed curriculum that leads to every child making more than 12 months progress in Literacy every year that they attend the school as measured by NAPLAN, On Demand and Teacher Judgement.	Excellence in Teaching and Learning	<ul style="list-style-type: none"> Implement a coaching model that focuses on curriculum planning and instructional practice -which uses the AITSL standards as a common language around quality teaching Implement a rigorous Performance and Development process for all staff including the implementation of PoLT surveys as a feedback source 	<ul style="list-style-type: none"> All students deemed capable to achieve an average of 12months growth each year as measured by NAPLAN, On Demand, and Teacher judgements. As validated by: <ul style="list-style-type: none"> Oxford Reading levels (F-2) and Probe reading levels (3-6) Attitudes to School Survey PoLT Survey (school developed) Attendance data Staff Opinion Survey Teacher Performance and Development Plans At each year level at least 90% of students to achieve a C or above across English and Maths. At each year level at least 25% of students to achieve a B or above in Reading, Writing and Numeracy. 																																						
To implement an agreed and visible teaching model that leads to authentic student learning that leads to all teachers meeting all goals in their Performance and Development Plans and Students demonstrating more than 12 months in Numeracy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.		<ul style="list-style-type: none"> Develop and implement a clear scope and sequence across the school in all curriculum areas Use external consultants to build the capacity of staff and quality control the curriculum program eg. George Booker and Lyn Watts Development, implement and monitor a consistent and engaging teaching model across the school 	<ul style="list-style-type: none"> All deemed capable students to achieve an average of 12months growth in Numeracy each year as measured by NAPLAN, On Demand, and Teacher judgement. Validated by: <ul style="list-style-type: none"> George Booker (Numeracy) summative data Various formative assessment data sets Attitudes to School Survey Staff Opinion Survey Attendance PoLT Survey (school developed) All staff meeting 100% of their Performance and Development goals in each year of the strategic plan. 																																						
To implement a consistent assessment schedule that can demonstrate student growth in Literacy and Numeracy is more than 12 months progress in Literacy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.		<ul style="list-style-type: none"> Develop and implement a consistent assessment schedule Staff use data in collegiate planning meetings to drive targeted teaching and as a measure of improvement in their Performance and Development plans 	<ul style="list-style-type: none"> All deemed capable students to achieve an average of 12months growth each year as validated by: <ul style="list-style-type: none"> Teacher Judgements using Victorian Curriculum Teacher Performance and Development Plans 																																						
To build an engaged learning community that views Timor Primary School as a positive enrolment choice that leads to an improvement in the parent opinion survey General Satisfaction to 6.9.	Positive Climate for Learning	<ul style="list-style-type: none"> Implement 1:1 across the school to provide students with the opportunity to make decisions about how, what and why they are learning Implementation of PoLT surveys so that students have an opportunity to provide feedback on teaching and learning Develop a culture of high expectations as a school community 	<ul style="list-style-type: none"> Improve the perceptions of students in the following elements as measured by: <table border="1"> <thead> <tr> <th>Attitudes to School Survey</th> <th>2015</th> <th>2019 target</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>4.81</td> <td>5.2</td> </tr> <tr> <td>School Connectedness</td> <td>4.95</td> <td>5.3</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.63</td> <td>5.0</td> </tr> <tr> <td>Student Motivation</td> <td>4.94</td> <td>5.3</td> </tr> </tbody> </table> Improve the perceptions of parents in the following elements as measured by: <table border="1"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2015</th> <th>2019 target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>6.19</td> <td>6.4</td> </tr> <tr> <td>Student Motivation</td> <td>6.13</td> <td>6.3</td> </tr> <tr> <td>Connectedness to peers</td> <td>6.58</td> <td>6.7</td> </tr> <tr> <td>School Connectedness</td> <td>6.50</td> <td>6.8</td> </tr> </tbody> </table> Student attendance in each year level to be at or better than the state mean by 2019 <table border="1"> <thead> <tr> <th>Student Absences</th> <th>2015 School</th> <th>2015 State</th> <th>2019 school target</th> </tr> </thead> <tbody> <tr> <td>Foundation – Year 6</td> <td>17.63</td> <td>14.66</td> <td>14.5</td> </tr> </tbody> </table> 	Attitudes to School Survey	2015	2019 target	Learning Confidence	4.81	5.2	School Connectedness	4.95	5.3	Stimulating Learning	4.63	5.0	Student Motivation	4.94	5.3	Parent Opinion Survey	2015	2019 target	Stimulating Learning	6.19	6.4	Student Motivation	6.13	6.3	Connectedness to peers	6.58	6.7	School Connectedness	6.50	6.8	Student Absences	2015 School	2015 State	2019 school target	Foundation – Year 6	17.63	14.66	14.5
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<p>To build a learning community that is characterised by strong student voice and leadership throughout the school's learning program that leads to an improvement in student learning confidence and student wellbeing.</p>		<ul style="list-style-type: none"> Implementation of formal school student leadership roles Implementation of formal leadership training for student leaders Develop opportunities to involve families in school activities Implement celebrations of learning which give opportunities for parents to celebrate the learning of their children 	<p>Improve the perceptions of parents and students in the following elements as measured by the Department of Education surveys:</p> <table border="1" data-bbox="1804 457 2415 646"> <thead> <tr> <th>Attitudes to School Survey</th> <th>2015</th> <th>2019 target</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.85</td> <td>6.2</td> </tr> <tr> <td>Learning Confidence</td> <td>4.81</td> <td>5.2</td> </tr> <tr> <td>School Connectedness</td> <td>4.95</td> <td>5.3</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.63</td> <td>5.0</td> </tr> <tr> <td>Student Motivation</td> <td>4.94</td> <td>5.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The number of parents/families to attend whole school events to increase by 25% each year Each family will attend at least 1 whole school event each year 100% of families will connect with the school via social media (ie: Tiqbiz, e-newsletter, Facebook, Twitter or school webpage) <table border="1" data-bbox="1804 835 2415 1003"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2015</th> <th>2019 target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>6.19</td> <td>6.4</td> </tr> <tr> <td>Student Motivation</td> <td>6.13</td> <td>6.3</td> </tr> <tr> <td>Connectedness to peers</td> <td>6.58</td> <td>6.7</td> </tr> <tr> <td>School Connectedness</td> <td>6.50</td> <td>6.8</td> </tr> </tbody> </table>	Attitudes to School Survey	2015	2019 target	Student Morale	5.85	6.2	Learning Confidence	4.81	5.2	School Connectedness	4.95	5.3	Stimulating Learning	4.63	5.0	Student Motivation	4.94	5.3	Parent Opinion Survey	2015	2019 target	Stimulating Learning	6.19	6.4	Student Motivation	6.13	6.3	Connectedness to peers	6.58	6.7	School Connectedness	6.50	6.8
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