

School Strategic Plan 2018-2022

Tarwin Valley Primary School (5420)



Submitted for review by Gene Vanderzalm (School Principal) on 27 November, 2019 at 01:05 PM
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Awaiting endorsement by School Council President

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School vision	<p>At Tarwin Valley Primary School, we are a community of learners. We guide our students as they develop into resilient, reflective and resourceful life-long learners who can learn in both independent and collaborative settings. At Tarwin Valley Primary School, we provide an environment that puts equal measure on promoting academic, social and emotional growth.</p> <p>Tarwin Valley Primary strives to make all learning purposeful. We believe that education is not just about preparing us for our changing future, but instead engaging with the world in meaningful ways. Our school curriculum has been refined to ensure time is given to spontaneous and creative learning opportunities, student led and interest-based learning tasks, camps, performances and sport. The well-being of the learner is a priority and is seen as critical for allowing learning to occur. Through reflection and feedback, we expect learners to be honest in their own reflections, while respectfully challenging each other. Staff continuously reflect on their own practice through a range of professional learning.</p> <p>We foster the development of individuals by offering and valuing a range of opportunities that broaden minds and challenge us. We recognize the value of making mistakes and that they are integral to learning. We encourage all learners to take risks in achieving their goals. Assessment takes many forms to suit individual needs. The Learning Intention is made explicit for all lessons to ensure a clear understanding of expectations. We use differentiation to ensure that the right level of challenge is presented to all students. When celebrating achievements, we focus on progress rather than results</p> <p>Our school recognizes the importance of relationships. Genuine relationships are at the core of what and how we do things. Tarwin Valley Primary School has a community focus, where students feel known and cared for, celebrated for who they are and supported by all members of the community in their learning. We see that Parents and Carers can be a young person's greatest supporters and we want and value their contributions. Our staff have regular dedicated times to communicate and collaborate on student learning to ensure families are a part of their child's learning journey. As well as fostering a supportive school community we recognize the importance of collaboration. We strive to incorporate our students, staff, parents and wider community in our decision making processes and encourage their contributions.</p> <p>To guarantee the continued growth of our learners, we constantly seek new ways to refine and make meaningful differences in our school whilst being mindful of the trap of 'change for changes sake'. Our core values encourage our students to be enthused and curious about their learning and to respect themselves as well as each other. At TVPS, we live by our values and strive to uphold them in all our interactions.</p>
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<p>School values</p>	<p>Tarwin valley Primary School's values underpin all that we do. It is our goal to have them engrained in all of our practice from the way we teach and learn to the conversations we have with one another. We manipulated our school values into the acronym D.R.I.V.E so they are easy to recall and so they engage and motivate us to be our best.</p> <p>D stands for Diversity - we accept that all learners have different needs and interests and that all students learn in different ways. We adjust our learning accordingly and seek to understand difference.</p> <p>R stands for Resilient - by establishing clear goals and expectations we aim to develop grit at all times and bounce back when we find ourselves in the pit.</p> <p>I stands for Integrity - we help students develop the courage to practice what they know is right for them or the group and to not be swayed by what might be quick, easy or popular.</p> <p>V stands for Voice - we expect that each student uses their voice for the good of the group or themselves and that they then follow up on what needs to be done to achieve their goals.</p> <p>E stands for Expectations - we understand that some expectations are set for the good of the group and that other expectations we set for ourselves. Expectations are the guard rails that keep us on track.</p>
<p>Context challenges</p>	<p>Tarwin Valley Primary School is located in the township of Meeniyan in South Gippsland and services the local areas of Meeniyan, Dumbalk, Stony Creek, Buffalo and Middle Tarwin. Enrolments have steadily grown in recent years from a traditional number between 100-110 students to around 120 students in 2019 and closer to 130 students in 2020. The school is organized into six classes and will continue to be in the foreseeable future. The School Family Occupation (SFO) is at 0.5616.</p> <p>Tarwin Valley PS currently has 11.8 Equivalent Full Time (EFT) staff comprising: one Principal Class Officer, twelve teachers, three Education Support (ES) staff and an educational trainee. The school hosts a Mobile Area Resource Centre (MARC) van which services small schools across South Gippsland. The school provides specialists classes in Performing and Visual Arts, Environmental Science, Physical Education (PE) and Library. The school has a Chaplain who supports our school community to connect and belong and a Primary Welfare Officer, who is leading connections within the school and with the community. The relationship between student wellbeing and learning is recognized and underpins our whole school directions to support our students' wellbeing so they can achieve all aspects of their learning.</p> <p>Students are given the opportunity to learn to the best of their ability and to develop and extend their skills and knowledge. They are encouraged to operate effectively as individuals and as part of a group, developing tolerance and respect for others and our school environment, while growing in independence, resilience, confidence and self-esteem. The contribution of a positive, interested and supportive community which includes children, staff, parents and all who interact with the school, are recognized and valued. The staff Performance and Development Culture is well embedded and teachers actively participate in a Professional Learning Community, Observations and Feedback and Professional Learning opportunities within and beyond our school. The school actively engages in the Waratah and Corner Inlet Cluster for sports, Arts and Cultural Performances and professional development.</p> <p>Challenges identified through the school review in developing teacher capacity were the lack of consistency of best practice</p>

	<p>throughout the school. There were pockets of great practice but few consistent practices were observed. Moderation of assessment was recognized as a major contributor to inconsistency and inaccuracy in teacher judgements. The review identified that the school would benefit from a clear School Vision and Values, relevant and useful Assessment Schedule and clear scope and sequence documentation for Literacy and Numeracy.</p> <p>The review acknowledged that the school contributed to improved engagement and wellbeing including the strong relationships that were developed between families, students and the school, the suite of wellbeing programs that developed students' engagement and wellbeing and the shared planning and collective responsibility for students with individual learning plans. The review showed that the school had improved the consistency of student learning outcomes as students moved through the school although it was determined that student growth was greatest in prep to year two. This meant that there had been a higher drop-off in growth between years 3-6.</p> <p>Students enjoy a curriculum that explicitly and successfully teaches fundamental skills in authentic, inclusive and challenging contexts. At Tarwin Valley we believe that education should be engaging and purposeful and our classroom programs reflect this by embedding learning in rich and purposeful educational experiences that develop and apply strong literacy and numeracy skills within and beyond the classroom.</p>
<p>Intent, rationale and focus</p>	<p>At Tarwin Valley Primary School, the students and staff are all learners striving to improve our knowledge and skills to achieve our potential for today and the future. Our purpose will be to achieve high learning growth for every student with a focus on students achieving above the expected level. Through past statistical analysis, it showed at Tarwin Valley that our students had a high level of learning through all fields in Years Prep-3, however growth didn't remain at a high level as they progressed through the senior levels. Tracking our 2018 NAPLAN results we noticed that the number of students in the top two bands decreased in all key learning areas; the number in the brackets is the state mean Yr 5 reading 10% (40%) writing 9% (19%) and Numeracy 10% (32%). Our rationale is if we develop a Professional Learning Community (PLC) based on shared professional practice that use high impact teaching strategies and collaborative processes to monitor and track students' progress, then all students are better placed to achieve high learning growth. Through the FISO gateway of building practice excellence, with a core focus on lifting Curriculum Planning and Assessment we are prioritizing to develop staff capacity to implement essential changes to teaching and learning strategies to facilitate high impact learning.</p> <p>Our vision is for students and teachers to develop challenging and aspirational learning goals that enable students to self-assess and monitor their own progress. We aim to use our schools key values to drive a change in our school culture. Our students expectations and understanding of what it takes for not only an individual but us as a school to achieve high growth requires a clear school vision that will be developed and shared by all partners in the school community. By creating a positive school learning climate for learning we expect our students to be far more engaged and motivated to improve.</p>

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Goal 1	To maximise student learning growth in literacy and numeracy
Target 1.1	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Reading from 77.8% (2018) to 80% (2022)
Target 1.2	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Writing from 72.7% (2018) to 75% (2022)
Target 1.3	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Numeracy from 55.5% (2018) to 75% (2022)
Target 1.4	Increase the percentage of students achieving in the top two bands in NAPLAN <ul style="list-style-type: none">• Reading Yr 3 from 27% (2018) to 55% (2022)• Reading Yr 5 from 10% (2018) to 40% (2022)• Writing Yr 3 from 50% (2018) to 55% (2022)• Writing Yr 5 from 9% (2018) to 20% (2022)• Numeracy Yr 3 from 8% (2018) to 40% (2022)• Numeracy Yr 5 from 10% (2018) to 35% (2022)

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build teacher capacity to utilise high impact teaching strategies and embed the school's agreed instructional model.
Key Improvement Strategy 1.b Building practice excellence	Build leadership and staff capacity and develop high performing evidence based professional learning communities across the school
Goal 2	To improve student voice, agency and leadership across the school
Target 2.1	<p>By 2022, Increase the percentage of positive endorsement for the following factors of AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 68% (2018) to 80% (2022) • Self regulation and goal setting from 82% (2018) to 90% (2022) • Differentiated learning challenge from 89% (2018) to 93% (2022)
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher and student capacity to implement student voice and agency in their learning
Key Improvement Strategy 2.b Vision, values and culture	Develop and embed a clear school vision and values
Goal 3	To improve student engagement in their learning
Target 3.1	

	<p>By 2022, Increase the percentage of positive endorsement for the following factors of AToSS:</p> <ul style="list-style-type: none"> • Student Motivation and support from 82% (2018) to 90% (2022) • Stimulating learning from 78% (2018) to 90% (2022) • Teacher Communication from 66% (2018) to 85% (2022) • Positive transitions from 84% (2018) to 90% (2022) <p>By 2022, achieve an 80% accuracy match on the Sanky charts on Panorama for Reading, Writing and Numeracy at Year 3 and 5.</p>
<p>Key Improvement Strategy 3.a Evaluating impact on learning</p>	<p>Build teacher's capacity to use assessment and moderation to inform their teaching at each students' point of need</p>
<p>Key Improvement Strategy 3.b Intellectual engagement and self-awareness</p>	<p>Build teacher understanding of how students learn and support students to understand themselves as learners</p>