School Strategic Plan for
Tecoma Primary School
School number - 3356
2016 – 2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Name: Rohan Thompson Date………………………………………
Endorsement by School Council	Signed……………………………………. Name: Michael Faul Date……………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name: R Stephens Date………………………………………

School Profile

Purpose	Tecoma Primary School prides itself on providing a caring and stimulating learning environment for all children. Developing the whole child is a major school focus; preparing our students to take their place successfully in further education and adult life; providing each child with the foundations for a confident future. To deliver a curriculum which has been designed to maximise opportunities for all students to experience learning success and to cater for a range of student abilities and interests. Our motto is: *'Learn, Grow, Achieve'*
Values	1.Respect 2.Integrity 3.Community 4.Creativity/Innovation 5.Learning 6.Personal Best
Environmental Context	**Our vision statement**: Tecoma Primary School strives to create a responsive, cooperative, innovative teaching and learning environment. We aim for development of the whole person as a committed life long learner, who embraces self development, achievement and contributes to their community. Our curriculum has been designed to maximise opportunities for all students to experience learning success and to cater for a range of students' interests. Tecoma Primary School has 23.6 full time staff: 2 principal class, 1 Leading teacher, 6.44 expert teachers, 7.27 accomplished teachers, 2.63 graduate teachers, 1.54 teachers support, 1.28 integration, 0.89 ancillory setting support staff. Our enrolments have trended upwards from 264 in 2007 to its forecasted level of 370 in 2016. Our school SFO (Student Family Occupation) index is 0.38. The SFO index is the measure used by the Department of Education and Training to determine relative socio-economic advantage in schools. Schools are measured between 0 and 1.0 with higher numbers representing increased degrees of socio-economic disadvantage. The proportion of students with a language

background other than English (LBOTE) in our school is currently 0.02 of the student enrolment; where 1.0 represents 100%. Whilst this is still very low, it has increased from 0.00 in 2007. Student transience rates are moderate with current student stability at 85%.

Our diverse learning program includes specialist classes for all students in Physical Education, Performing Arts (Music), Visual Arts, LOTE (Japanese), Environmental Education (Enviro Centre) and our exceptional School Production. Our stand alone Science Lab is visited by all classes once a week with their classroom teachers. All classes cover specialist ICT and library sessions on a weekly basis. A wide range of enrichment, extra-curricular and support programs operate within our school to build upon our levels of student wellbeing and engagement.

Academic intervention is available for selected students through our Reading Support Room (Year 1-4 terms 1-3, prep-5 in term 4), Quicksmart Numeracy (Year 4-6). Identified high intellectual potential can participate in our 'Thinking Outside the Box' program for fast learners. Broader programs include swimming (P-6), bike education (5/6) and an Advanced Presentation Skills course (Grade 6) are offered as well as our comprehensive camping program, which caters for students from Year 3-6. On a bi-annual basis, our children participate in the Life Education Program. We provide an excellent before and after-school care program, managed by our School Council.

Our student leadership programs are a feature of our school. All grade 5 children are buddied up with a prep student and all grade 6 students have a meaningful leadership role. This consists of school captains running assemblies, house captains running the grade 3/4 sports program, junior school council running social service and attending school council when needed and music, art, science, environment, library and computer captains running lessons for the grade 1/2 classes.

The use of modern ICT facilities and equipment, specialised intervention and extension programs, along with collaborative teaching practices, further enhance the delivery of an engaging and flexible learning program.

Our school always strives to achieve its personal best, engaging with and involving our community to ensure we are all on the journey together!

Strategic Direction Summary

Area	Goal	Key Improvement Strategy
Achievement	To support student learning growth in all areas of Literacy and Numeracy.	Build teacher capacity to support deep understanding of highly effective learning strategies and the curriculum to support student learning growth.
		Use data to identify a student's point of need and offer learning opportunities which effectively cater to their learning needs.
Engagement	To support student engagement through empowering students to be lifelong learners.	Establish and implement whole school measures of student engagement and support shared understanding and assessment of engagement.
		Establish and implement a structured curriculum quality assurance process based on quality criteria which has student learning at the centre.
Well-Being	To nurture a supportive learning community which promotes health and wellbeing.	Maintain and enhance the implementation of the 'KidsMatter' program.
Productivity	To effectively manage school resources to ensure ongoing school improvement.	Allocate resources to support the achievement of goals and targets of the strategic plan.
		Ensure productivity of all staff through established accountability mechanisms which are rigorous, meaningful and aligned for the benefit of student learning.

Strategic Direction

Achievement 1 – What: Curriculum, data, assessment, planning documents	Key improvement strategy
Goal	To support student learning growth in all areas of Literacy and Numeracy.	Build teacher capacity to support deep understanding of highly effective learning strategies and the curriculum to support student learning growth.
Targets	Student cohort to continue to show growth of at least 1.0 in AusVELS achievement levels or better over each year period in all English, Number and Science strands as assessed by teacher judgements and validated by the school's assessment schedule.	

Targets set for students from Prep to Year 6 to achieve 'A' and/or 'B' in English, Number and Science.

School Average	2014*	2018
Reading and Viewing	37.78%	45%
Writing	23.14%	40%
Speaking and Listening	17.9%	35%
Number and Algebra	29.82	40%
Science (Dimensions combined)	13.8%	35%

2014 data used as 2015 AusVels data not available at the time of writing.

The percentage of students achieving above the expected level in reading, as per Literacy benchmarks (Prep- Level 5, Gr1- level 15 and Grade 2- level 25, to increase each year to 2019 with no students below benchmark levels.

The percentage of students achieving at the two highest bands of NAPLAN to increase each year to 2019, based on 2015 benchmark data:

	YEAR 3	YEAR 5
	2015	2015
Numeracy		

Second Top Band	34	18	
Top Band	20	16	
Total	**54**	**34**	
Reading			
Second Top Band	28	24.5	
Top Band	30	20.4	
Total	**58**	**44.9**	
Grammar & Punct'n			
Second Top Band	34.6	19.6	
Top Band	40.4	19.6	
Total	**75**	**39.2**	
Spelling			
Second Top Band	21.2	13.7	
Top Band	30.8	5.9	
Total	**52**	**19.6**	
Writing			
Second Top Band	44.2	11.8	
Top Band	15.4	5.9	
Total	**59.6**	**17.7**	

In NAPLAN, **reduce** the percentage of students achieving low learning growth (Year 3 to Year 5) based on 2015 benchmark data:

Percentage of Students Achieving Low Relative Growth in 2015 NAPLAN (State average 25%)	
Grammar and Punctuation	22.92%
Numeracy	40.00%
Reading	19.15%
Spelling	22.92%
Writing	22.92%

Planner	Actions	Success criteria
Year 1	• Support teachers to gain a deeper understanding of the New Victorian Curriculum through time allocated to audit current planners against the new curriculum.	• Units of work and Scope and Sequence audited against the new Victorian Curriculum
	• Using "7 Steps to writing success" as the writing model to further develop children's use of language to enhance their writing.	• Curriculum Day utilised for staff to work with James Pinnuck from "Ticking Minds" on developing greater language in writing

		• Staff incorporate "word study" and "sentence building" into classroom practice as evidenced through term planners and weekly work programs.
	• Support student reading through a focus on comprehension and the explicit teaching of reading strategies (e.g. peer reading). Investigate structured questioning and the influence on supporting student learning in reading.	• Benchmarking and Instructional Reading level data moderated and targets met
	• Develop a whole school, consistent approach to numeracy, focusing on a scope and sequence that incorporates the learning outcomes in the new Victorian Curriculum.	• Curriculum Coordinator along with Junior and Senior School Maths coordinators attend Primary Mathematics Specialist Coaching. • Documented Whole School Approach and Scope and Sequence in teaching numeracy that is also available in an abbreviated form for parents on " how to teach the different processes." •
	• Embed Science in classroom programs	• Full implementation of Science in classroom without specialist support.
	• Promote the "culture of learning" and celebrate the academic achievement and excellence of the children, bringing learning to the forefront of what TPS stands for.	• Parent induction into the school through the "Parent Helpers Course", "Reading Room" and "Quicksmart" program. • Graduation from prep, grade 6, reading room, quicksmart • Website used to promote the way we teach and celebrate student achievements. • Increased celebration nights of children's learning that illustrate growth in children's learning, eg. Unit of work night, science night
	• Develop greater consistency in validating teacher judgements through moderation activities.	• Exemplar models sought and established, especially in writing. Moderation sessions timetabled and completed both in and across levels where the focus is back on the standards to ensure greater consistency.
Year 2	• Building understanding and assessment through an audit of Victorian Curriculum specifically in Speaking and Listening and associated Oral Language skills and modes of assessment	• Documented whole approach to the teaching and assessment of Speaking and Listening
	• Investigate and Implement a structured Spelling Program which stands with explicit links to the Writing program.	• Documented whole school approach to spelling that links into the Writing program • Achievement of School Targets in English, Maths and Science

Year 3	• Review and monitor existing curriculum priority areas.	
Year 4	• Review and monitor existing curriculum priority areas as part of the 2019 self evaluation	

Achievement 2 – What: Curriculum, data, assessment, planning documents		Key improvement strategy
Goal	To support student learning growth in all areas of Literacy and Numeracy.	Use data to identify a student's point of need and offer learning opportunities which effectively cater to their learning needs.
Targets	Targets as for Achievement 1	
Planner	**Actions**	**Success criteria**
Year 1	• Role description developed and "data coordinator" appointed. • Use data to identify student point of need and provide appropriate, differentiated learning opportunities according to the data.	• Whole school assessment schedule revised and GradeXpert PD session conducted • Moderation and data sessions conducted by "Data Coordinator." • Data collated showing students instructional reading levels uploaded on GradeXpert so that benchmark targets can be assessed.
	• Investigate the teaching of numeracy within the school using data and knowledge of students and their growth points to provide targeted learning opportunities. • Develop teacher capacity to use data meaningfully (Assessment schedule, online, UNSW, GradeXpert) and increase skills.	• Primary Maths Specialist training utilised through PD sessions, planning days and mentoring • I.L.P's generated which reflect student growth points
	• Investigate the use of 'Booker' or other texts and resources to generate more consistent use of pre and post testing throughout the school.	• George Booker " Teaching Primary Mathematics" purchased • Primary Maths Specialist training utilised through PD sessions, planning days, units leadership and mentoring
Year 2	• Analysis of NAPLAN test data with a focus on responses to individual questions (in REA, WRI, and NUM).	• Staff PD session focus on NAPLAN responses and students tracked
	• Examine matched cohort data to identify differences in skills and knowledge in later enrolments.	• New students into school tracked and I.L.P's developed if required
Year 3	• Review and monitor existing curriculum priority areas.	
Year 4	• Review and monitor existing curriculum priority areas as part of the 2019 self evaluation	

Engagement 1 – How: delivery, instructional models, peer observation, transitions				**Key improvement strategy**
Goal	To support student engagement through empowering students to be lifelong learners.			Establish and implement whole school measures of student engagement and support shared understanding and assessment of engagement.
Targets	To **maintain and improve** the Attitudes to School Survey based on 2015 benchmarks in the following areas each year:			

	Primary Mean	TPS 2015
Student Motivation	4.56	4.81
School Connectedness	4.39	4.56
Stimulating Learning	4.14	4.51
Learning Confidence	4.15	4.41
Teacher effectiveness	4.41	4.58

To **maintain and improve** the Parent Opinion Survey based on 2015 benchmarks in the following areas each year:

	Primary Mean	TPS 2015
Student Motivation	5.59	6.00
Learning Focus	5.72	6.15

Planner	**Actions**	**Success criteria**
Year 1	• Develop an agreed whole school definition of 'Engagement' and support shared understanding and assessment of student engagement	• A definition of what "engagement" is, what it looks like, having a whole measure of engagement from F-6 that can be analysed over the length of this strategic plan.
	• Professional learning, especially in literacy and numeracy for staff focused, development of teacher capacity to differentiate learning, including increased student directed learning	• All planning documents demonstrate evidence of differentiation • Increase in *'Student Engagement'* data within the Attitudes to School Survey • Increase the *'Learning Focus'* variable in the Parent Opinion Survey

	• Continue to prioritise opportunities for student voice in planning and delivery of units.	• All planning documents demonstrate evidence of differentiation and personalised learning with increasing opportunities for student voice • Increase in '*Student Engagement'* data within the Attitudes to School Survey
Year 2	• Continue to prioritise opportunities for student voice in planning and delivery of units.	• All planning documents demonstrate evidence of differentiation and personalised learning with increasing opportunities for student voice • Increase in '*Student Engagement'* data within the Attitudes to School Survey
	• Further professional learning, especially in literacy and numeracy for staff focused, development of teacher capacity to differentiate learning, including increased student directed learning	• All planning documents demonstrate evidence of differentiation • Increase in '*Student Engagement'* data within the Attitudes to School Survey • Increase the '*Learning Focus'* variable in the Parent Opinion Survey • Use of "Survey Monkey" to generate extra feedback on school performance based on the questions asked in the parent opinion survey (To be sent out after P.O.S. data collected)
Year 3	• Review and monitor existing engagement priority areas.	
Year 4	• Review and monitor existing engagement priority areas as part of the 2019 self evaluation	

Engagement 2 – How: delivery, instructional models, peer observation, transitions		Key improvement strategy
Goal	To support student engagement through empowering students to be lifelong learners.	Establish and implement a structured curriculum quality assurance process based on quality criteria which has student learning at the centre.
Targets	Targets as for Engagement 1	
Planner	**Actions**	**Success criteria**
Year 1	• Continue implementation of consistent curriculum planning documents.	• Consistent planning documentation incorporating "Victorian Curriculum" developed
	• Establish and implement a structured curriculum quality assurance process based on agreed common quality criteria which has student learning at the centre. *This includes the consideration of the curriculum documentation in a structured manner. Student learning needs to be prioritised within learning sequences and teacher reflection must occur prior to curriculum review and planning days.*	• Units of work contain sections where unit and teaching practice is reflected and reviewed weekly and at the end of each term
	• Review, audit and document our orderly environment protocols, especially in the first 2 weeks where behaviours and norms for the year are established.	• Orderly environment protocols documented
Year 2	• Review of assessment schedule and staff planning documents to reflect use of data to inform teaching, promoting engagement	• Planning documents audited and analysed.
Year 3	• Review and monitor existing engagement priority areas as part of the 2019 self evaluation	
Year 4	• Review and monitor existing engagement priority areas as part of the 2019 self evaluation	

Well-Being 1 – safe orderly environment, student management, student well being		Key improvement strategy
Goal	To nurture a supportive learning community which promotes health and wellbeing.	Maintain and enhance the implementation of the 'KidsMatter' program.
Targets	To improve the Attitudes to School Survey based on 2015 benchmarks in the following areas to beyond state mean at each year:	

	State Mean	TPS 2015
Connectedness to Peers	4.32	4.42
School Connectedness	4.39	4.56
Student Distress	5.95	6.33
Student Morale	5.73	6.06
Classroom Behaviour	3.38	3.12

To improve the Parent Opinion Survey based on 2015 benchmarks in the following areas to beyond state mean at each year:

	Primary Mean	TPS 2015
Social Skills	5.74	6.21
Classroom Behaviour	4.26	4.55

All modules of KidsMatter will be fully implemented and the school to be an accredited KidsMatter school by the end of the review period.

Planner	Actions	Success criteria
Year 1	• Audit, maintain and enhance the implementation of the 'KidsMatter' program. • Train new staff in components 1 and 2 of KidsMatter and Restorative Practices.	• Action plan developed for completing component 3 and 4 and revisit components 1 and 2.
	• Annually review the success of the components of 'KidsMatter'.	• KidsMatter reviewed and analysed through surveys and data analysis • Improve Parent Opinion mean scores in *'Social Skills'* and student opinion in *"Connectedness to School"* and *"Connectedness to Peers."*
	• Re-establish the 'KidsMatter' parent action group and the student group as part of the Student Council.	• KidsMatter action group re-established

	• Engage parents and the wider community in school programs and celebrating learning. •	• Celebration nights focussing on student learning and achievement established
	• Implementation of awards linked with 'KidsMatter' program.	• Component 3 of KidsMatter (Community involvement)
	• To celebrate student learning as a feature of all programs.	•
Year 2	• Complete component 4 of the KidsMatter program.	• Component 4 completed
	• Apply for accreditation as a 'KidsMatter' school.	• Gain accreditation as a 'KidsMatter' school.
Year 3	• Review targets set, audit Kidsmatter and BounceBack program for effectiveness with a view to "what next?"	
Year 4	• Review targets set, audit Kidsmatter and BounceBack program for effectiveness as part of 2019 self assessment	

Productivity 1 – Resources: leadership, structures, accountability, processes, profile		Key improvement strategy
Goal	To effectively manage school resources to ensure ongoing school improvement.	Allocate resources to support the achievement of goals and targets of the strategic plan.
Targets	By 2019: • Improved student learning outcomes as per achievement targets that reflect the investment in professional learning and teacher capacity building • Professional learning budget maintained and if possible increased, to support high quality instructional practice • Improved infrastructure and ICT equipment to be purchased and installed to support high quality instructional practice and improved engagement and wellbeing • Budget allocation provided to support leadership development for identified staff • High performing teams developed through providing time to support teachers to plan, learn and assess together **Maintain or improve** the current high levels in the Parent Opinion Survey based on 2015 benchmarks in the following areas: 		Primary Mean	TPS 2015
School Improvement	5.64	6.23
General Satisfaction	5.86	6.55		Ensure productivity of all staff through established accountability mechanisms which are rigorous, meaningful and aligned for the benefit of student learning.
Planner	**Actions**	**Success criteria**
Year 1	• Build the leadership capacity of the school by appointing an acting leading teacher from within the school (potential excess if someone from outside)	• Leading teacher appointed • Staff Opinion Survey shows an increase in *'Collective Participation'* data
	• Build the "Reading Room" with locally raised funds for our support and extension programs	• Reading room construction completed
	• Ensure that all DET guidelines and requirements are implemented with best practice focus and met within required deadlines, including ongoing policy review and maintaining current knowledge about compliance and legislative requirements.	• All reporting and policy requirements met
	• Ensure accountability mechanisms are rigorous, meaningful and aligned for the benefit of student learning, including supporting staff effectively to engage in the Performance Development Plan (PDP) process.	• Evidence of personalised PDP goals developed that align with Strategic Plan goals and targets •

	• Allocate resources (financial, spaces etc.) to support the achievement of goals and targets of the strategic plan.	•
	• Accommodate increasing numbers of student enrolments.	• Manage SRP and facilities to accommodate the learning needs of an increasing enrolment
Year 2	• Continue to build leadership capacity for improved and aligned distributed leadership	• Staff Opinion Survey shows an increase in *'Collective Participation'* data
	• Accommodate increasing numbers of student enrolments.	• Manage SRP and facilities to accommodate the learning needs of an increasing enrolment
	• Monitor and build ICT infrastructure including the capacity to incorporate emerging ICT	• Prudent expenditure to ensure the achievement of the goals and targets of the Strategic Plan
	• Ensure that all DET guidelines and requirements are implemented with best practice focus and met within required deadlines, including ongoing policy review and maintaining current knowledge about compliance and legislative requirements.	• All reporting and policy requirements met
Year 3	• Continue to build leadership capacity for improved and aligned distributed leadership	
	• Accommodate increasing numbers of student enrolments.	
	• Ensure that all DET guidelines and requirements are implemented with best practice focus and met within required deadlines, including ongoing policy review and maintaining current knowledge about compliance and legislative requirements.	
Year 4	• Continue to build leadership capacity for improved and aligned distributed leadership	
	• Allocate time and resources to prepare for new strategic plan	
	• Accommodate increasing numbers of student enrolments.	