

School Strategic Plan for Thomastown Meadows Primary School Northern Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Robyn Baker</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Lu Stisnovski</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To provide a safe and challenging environment that engages and stimulates students to become life long learners with the academic, social and personal skills needed to become productive members of a dynamic global society.
Values	Respect - Respect is accepting others' differences and treating people and property with care Resilience - Resilience is bouncing back when things are difficult. Confidence - Confidence is believing you can do it and always having a go. Honesty - Honesty is always being truthful. Cooperation-getting along - Cooperation is working well together, as a team, to create a safe and happy school community.
Environmental Context	<p>Thomastown Meadows Primary is a school of approximately 310 students (163 males, 147 females) in 2012, located in the northern suburbs of Melbourne. Enrolments have remained steady in the last three years. The original core plus building housing the administration area, library, art room and general purpose room is now complemented by permanent buildings providing seventeen learning spaces and a purpose built music room. The grounds are large providing a grassed oval, two synthetic turf basketball courts and three lots of play equipment. The court yard area is covered by a large shade sail, becoming the central hub of the school where parents gather to wait for their children in an atmosphere of community.</p> <p>The school has an SFO of 0.6609. 66% of parents receive EMA. There are 22 different ethnic groupings represented within the school. The number of Arabic speaking families has increased in the last two years so that it is now the second largest language spoken within the school. 44% of families list English as the language spoken at home with 21% of our families listing Arabic as the language spoken at home. There is a strong community feeling within the school. There are many comments that are made about the 'feel' of the school when people come to the school for the first time. Community perception is that we are a very</p>

welcoming school. The classrooms work on rights and responsibilities and a core set of values being Respect, Honesty, Co-operation-getting along, Resilience and Confidence. This is supported with the You Can Do It and Bounce Back Programs.

The students are currently in fourteen classes. Preps, 1/2s, 2/3, 3/4s and 5/6s. Specialist programs run in Physical Education, Information and Communication Technologies and Visual Arts. There is a computer lab housed in the library. There are 110 laptop computers - 30 in the library with the other 80 distributed in classrooms across the school. Intervention programs run in reading and maths at the Prep-2 levels. Additional classroom support is provided in the 3/4 area. We have 9.5 students on the Program for Disabilities and Impairments.

In 2012 there is a Principal, an Assistant Principal, 19.5 EFT, 2.68 EFT Integration Aides, 0.4 Vietnamese Multicultural Aide, 1 EFT Administration Assistant, 1 EFT Business Manager and 1 EFT Primary Welfare Officer – 33 staff in total. In 2012 the Leadership Team comprises the Principal, Assistant Principal and Business Manager supported by the Teaching and Learning, Numeracy and Ultranet coaches.

The school is in the Northern Metropolitan Region and has been part of the Achievement Improvement Zone (AiZ) since 2009. Extensive work has been done in reading over the last three years using Munro's High Reliability Reading Strategies. The school is now in the process of embedding these strategies in all year levels across the school. There is a whole school approach to behaviour management using the principles of Ramon Lewis. As well as many in school professional learning opportunities surrounding these literacy and behaviour management strategies, many staff have attended out sourced professional learning to complement their knowledge.

Teachers across the school work in Professional Learning Teams. Great emphasis is placed on team planning so that there is consistency in curriculum across the school. Over recent times, staff have done yearly and term planning in VELs using consistent curriculum planning proformas. The school has open learning spaces in the BER building with many of the other classrooms in the school having the capacity to open into larger learning areas. This allows the staff to work on collective curriculum delivery. Staff, in their teaching teams, are currently working on grouping students according to their learning needs across curriculum areas. In this way curriculum can be differentiated according to the individual needs of students. All teachers take responsibility for the learning of all students. Teachers are committed to developing literate, numerate and curious students.

There is a strong emphasis on professional learning for staff with weekly professional learning sessions being timetabled. The building of teacher capacity is a focus of these professional learning sessions.

	<p>Building teacher capacity is also supported by having a full time Teaching and Learning Coach, a 0.2 ICT/Ultraset coach and 0.2 Numeracy Coach. In 2011 and 2012, staff are involved in six cycles of peer observation each year entitled Triads. The conversations surrounding peer observation are all about teacher capacity and how it may be improved. There is a strong whole school commitment to the school's implementation of the Northern Region's Powerful Learning.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Continually foster the achievement of high quality educational outcomes for students of all abilities focussed on literacy, numeracy and curiosity	<p>VELS Reading, Writing, Speaking and Listening:</p> <p>By 2016:</p> <ul style="list-style-type: none"> • At least 20% student in Years P-6 to be achieving at VELS levels A & B in Reading. • At least 15% student in Years P-6 to be achieving at VELS levels A & B in Writing and • At least 10% student in Years P-6 to be achieving at VELS levels A & B in Speaking & Listening <p>VELS Number:</p> <ul style="list-style-type: none"> • By 2016 at least 15% of students in Years P-6 to be achieving at VELS levels A & B in Number <p>NAPLAN (Reading, Numeracy)</p> <p>Increase the Matched Cohort School Mean Scaled Score Growth to at or above the State growth</p>	<ul style="list-style-type: none"> • Build leadership and consistency in teacher practice across the school • Continue to build a whole school approach to literacy, numeracy and curiosity
Student Engagement and Wellbeing	Develop in each individual a sense of wellbeing and confidence in order to actively reach their potential	<p>Attitudes to School</p> <p>By 2016 the School mean for:</p> <ul style="list-style-type: none"> • ‘Stimulating Learning’ variable to be at or above 4.5 for girls and boys and Year 5 and 6 students • ‘Student Relationships’ variables 	<ul style="list-style-type: none"> • Focus on the development of 21st Century skills through inquiry based learning that promotes cooperation, collaboration, problem solving, innovation, flexibility and adaptation • Develop and implement a whole-

		<p>to be at State Mean</p> <p>Staff Opinion Survey By 2016 the School mean for:</p> <ul style="list-style-type: none"> • 'Student Behaviour' variables to be at or above State Mean <p>Parent Opinion Survey By 2016 School mean for:</p> <ul style="list-style-type: none"> • 'Classroom Behaviour' variables to be at or above 4.7 • 'Student Engagement' variables to be at or above State Mean <p>Student Attendance Increase the average P-6 student attendance to be at State Mean</p>	<p>school focus on the promotion of student voice, and student leadership</p>
Student Pathways and Transitions	<p>Enhance student transitions and pathways across VELs (or current measure) levels</p>	<p>Parent Opinion Survey: By 2016 School mean for:</p> <ul style="list-style-type: none"> • 'Transition' variable be at or above 5.9 • 'Student Motivation' variable be at or above 5.85 	<ul style="list-style-type: none"> • Improve transition processes through the school with particular focus on transition between VELs levels (or current measure) at Years P-1, 2-3 and 4-5.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> Build leadership and consistency in teacher practice across the school 	Year 1	<ul style="list-style-type: none"> Appoint a Teaching and Learning Coach to model, mentor and collaboratively teach Appoint an Ultranet Coach to model, mentor and collaboratively teach Appoint two Acting Leading Teachers Timetable six rotations of TRIADS in a year Ensure staff are using/referring to e5 Journal and Powerful Learning Curiosity book during TRIADS Continue to develop teacher capacity, strengthen mentoring and coaching, and maximise leadership opportunities Regularly Timetable Curriculum/Ultranet Leaders' Meetings Continue directed professional reading 	<ul style="list-style-type: none"> Staff will be able to have conversations about teacher practice using and understanding consistent language surrounding teacher practice Staff will be consistently reflecting on their teacher practice
	Year 2	<ul style="list-style-type: none"> Appoint a Teaching and Learning Coach Appoint two Acting Leading Teachers Timetable six rotations of TRIADS in a year Ensure staff are using/referring to e5 Journal and Powerful Learning Curiosity book during TRIADS Regularly Timetable Curriculum/Ultranet Leaders' Meetings Continue directed professional reading 	<ul style="list-style-type: none"> Staff will be able to have conversations about teacher practice using and understanding consistent language surrounding teacher practice Staff will be consistently reflecting on their teacher practice Elements of good teacher practice will be evident in every lesson
	Year 3	<ul style="list-style-type: none"> Appoint a Teaching and Learning Coach Timetable six rotations of TRIADS in a year Ensure staff are using/referring to e5 Journal and Powerful Learning Curiosity book during TRIADS Regularly Timetable Curriculum/Ultranet Leaders' Meetings Continue directed professional reading 	<ul style="list-style-type: none"> Staff will be able to have conversations about teacher practice using and understanding consistent language surrounding teacher practice Staff will be consistently reflecting on their teacher practice Elements of good teacher practice will be observable in every lesson
	Year 4	<ul style="list-style-type: none"> Appoint a Teaching and Learning Coach Timetable six rotations of TRIADS in a year Ensure staff are using/referring to e5 Journal and Powerful Learning Curiosity book during TRIADS Regularly Timetable Curriculum/Ultranet Leaders' Meetings 	<ul style="list-style-type: none"> Staff will be able to have conversations about teacher practice using and understanding consistent language surrounding teacher practice Staff will be consistently reflecting on their teacher practice Elements of good teacher practice will be

		<ul style="list-style-type: none"> Continue directed professional reading 	<p>embedded in every lesson</p>
<ul style="list-style-type: none"> Continue to build a whole school approach to literacy, numeracy and curiosity 	Year 1	<ul style="list-style-type: none"> Continue to use the 7 High Reliability Literacy Teaching Strategies Continue to have a consistent approach to the teaching of maths Investigate the elements of curiosity and how to actively promote curiosity in our students Begin to provide opportunities for students to have a voice in what they are curious to learn Reintroduce the elements of the Thinking Curriculum that the school had previously developed Begin to investigate and implement AusVELS Continue to analyse data and formative assessment Continue to use the Ultranet Investigate a reading comprehension assessment program from P-6 Introduce a whole school assessment schedule Timetable support with assessment 	<ul style="list-style-type: none"> Staff planning and teaching using the 7 High Reliability Literacy Teaching Strategies Students in classrooms using the 7 High Reliability Literacy Teaching Strategies All teachers in the school using the same approach for the teaching of maths Consistency in Literacy and Numeracy Planners The elements of curiosity are identified and can be discussed prior and during planning Staff and students using Thinking Tools Data used to differentiate numeracy and literacy tasks
	Year 2	<ul style="list-style-type: none"> Continue to use the 7 High Reliability Literacy Teaching Strategies Continue to have a consistent approach to the teaching of maths Investigate the elements of curiosity and how to actively promote curiosity in our students Begin to provide opportunities for students to have a voice in what they are curious to learn Implement the Thinking Curriculum that the school had previously developed Implement AusVELS Continue to analyse data and formative assessment Continue to use the Ultranet Trial a reading comprehension assessment program from P-6 Implement whole school assessment schedule 	<ul style="list-style-type: none"> Staff planning and teaching using the Seven High Reliability Literacy Teaching Strategies Students in classrooms using the Seven High Reliability Literacy Teaching Strategies All teachers in the school using the same approach for the teaching of maths Consistency in Literacy and Numeracy Planners The elements of curiosity are identified and can be discussed prior and during planning Staff and students using Thinking Tools Data used to differentiate numeracy and literacy tasks
	Year 3	<ul style="list-style-type: none"> Continue to use the 7 High Reliability Literacy Teaching Strategies Continue to have a consistent approach to the teaching of maths Investigate the elements of curiosity and how 	<ul style="list-style-type: none"> Staff planning and teaching using the Seven High Reliability Literacy Teaching Strategies Students in classrooms using the Seven High Reliability Literacy Teaching Strategies All teachers in the school using the same

		<ul style="list-style-type: none"> to actively promote curiosity in our students • Begin to provide opportunities for students to have a voice in what they are curious to learn • Implement the Thinking Curriculum that the school had previously developed • Implement AusVELS • Continue to analyse data and formative assessment • Continue to use the Ultranet • Implement a reading comprehension assessment program from P-6 • Implement a whole school assessment schedule 	<ul style="list-style-type: none"> ▪ approach for the teaching of maths Consistency in Literacy and Numeracy Planners ▪ The elements of curiosity are identified and can be discussed prior and during planning Staff and students using Thinking Tools ▪ Data used to differentiate numeracy and literacy tasks
	Year 4	<ul style="list-style-type: none"> • Continue to use the 7 High Reliability Literacy Teaching Strategies • Continue to have a consistent approach to the teaching of maths • Investigate the elements of curiosity and how to actively promote curiosity in our students • Begin to provide opportunities for students to have a voice in what they are curious to learn • Implement of the Thinking Curriculum that the school had previously developed • Implement AusVELS • Continue to analyse data and formative assessment • Continue to use the Ultranet • Review reading comprehension assessment program from P-6 • Review whole school assessment schedule 	<ul style="list-style-type: none"> ▪ Staff planning and teaching using the Seven High Reliability Literacy Teaching Strategies ▪ Students in classrooms using the Seven High Reliability Literacy Teaching Strategies ▪ All teachers in the school using the same approach for the teaching of maths Consistency in Literacy and Numeracy Planners ▪ The elements of curiosity are identified and can be discussed prior and during planning Staff and students using Thinking Tools ▪ Data used to differentiate numeracy and literacy tasks
<ul style="list-style-type: none"> • Focus on the development of 21st Century skills through inquiry based learning that promotes cooperation, collaboration, problem solving, innovation, flexibility and adaptation whilst promoting student curiosity and stimulating learning 	Year 1	<ul style="list-style-type: none"> ▪ Professional Learning in curiosity, defining it and what it will look like in classrooms ▪ Develop Teaching & Learning protocols ▪ Use ICT including the Ultranet to develop inquiry based learning promoting cooperation, collaboration and problem solving ▪ Begin investigation in to teaching approaches to develop curiosity ▪ Challenge the curiosity of students by setting them problems proportional to their knowledge in Integrated Curriculum 	<ul style="list-style-type: none"> ▪ Teaching & Learning protocols developed and understood by all teachers and students ▪ Increased use of ICT and the Ultranet in classrooms ▪ Evidence in work programs that curiosity is being planned for in Integrated Curriculum
	Year 2	<ul style="list-style-type: none"> • Continue Professional Learning in curiosity, • Implementing Teaching & Learning protocols ▪ Continue to use ICT and the Ultranet to develop 	<ul style="list-style-type: none"> ▪ In selected classroom, trial the selected teaching approach to stimulate curiosity ▪ Professional Learning in the selected teaching

		<p>inquiry based learning promoting cooperation, collaboration and problem solving</p> <ul style="list-style-type: none"> ▪ Make a whole school decision on the teaching approach to be used to develop curiosity ▪ Challenge the curiosity of students by setting them problems proportional to their knowledge in Integrated Curriculum ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ approach to stimulate curiosity ▪ Increased use of ICT and the Ultranet in classrooms ▪ Evidence in work programs that curiosity is being planned for in Integrated Curriculum ▪
	Year 3	<ul style="list-style-type: none"> • Continue Professional Learning in curiosity, • Implementing Teaching & Learning protocols ▪ Continue to use ICT and the Ultranet to develop inquiry based learning promoting cooperation, collaboration and problem solving ▪ Challenge the curiosity of students by setting them problems proportional to their knowledge in Integrated Curriculum, Literacy and Numeracy ▪ 	<ul style="list-style-type: none"> ▪ Whole school using the selected teaching approach to stimulate curiosity ▪ Continue Professional Learning in the selected teaching approach to stimulate curiosity ▪ Increased use of ICT and the Ultranet in classrooms ▪ Evidence in work programs that curiosity is being planned for in Integrated Curriculum, Literacy and Numeracy
	Year 4	<ul style="list-style-type: none"> • Continue Professional Learning in curiosity, • Embedding Teaching & Learning protocols ▪ Continue to use ICT and the Ultranet to develop inquiry based learning promoting cooperation, collaboration and problem solving ▪ Continue to challenge the curiosity of students by setting them problems proportional to their knowledge in Integrated Curriculum, Literacy and Numeracy ▪ ▪ 	<ul style="list-style-type: none"> ▪ Whole school embedding the selected teaching approach to stimulate curiosity ▪ Continue Professional Learning in the selected teaching approach to stimulate curiosity ▪ Increased use of ICT and the Ultranet in classrooms ▪ Evidence in work programs that curiosity is being planned for in Integrated Curriculum, Literacy and Numeracy ▪
<ul style="list-style-type: none"> • Develop and implement a whole-school focus on the promotion of student voice, and student leadership 	Year 1	<ul style="list-style-type: none"> ▪ Appoint a staff member to lead student leadership within the school ▪ Investigating Student Leadership Development Courses ▪ Student leaders to conduct school assemblies ▪ Teachers to have structures in place that allow for the development of student voice ▪ Investigate the development of a survey on student voice for students in the whole school to complete ▪ Professional Learning on feedback to students ▪ Professional Learning on Three Way Conferences ▪ 	<ul style="list-style-type: none"> ▪ Develop a budget to support student leadership development ▪ Students receive professional learning in public speaking ▪ Students know how to set goals and to conduct an effective meeting ▪ Selection of a survey to measure student voice ▪
	Year 2	<ul style="list-style-type: none"> ▪ Appoint a staff member to lead student leadership within the school 	<ul style="list-style-type: none"> ▪ Develop a budget to support student leadership development

		<ul style="list-style-type: none"> ▪ Implement Student Leadership Development Courses ▪ Student leaders to conduct school assemblies and to drive content of assembly ▪ Teachers to have structures in place that allow for the development of student voice ▪ Class meetings regularly scheduled using a thinking tool to discuss successes and issues ▪ Implement a survey on student voice for students in the whole school to complete ▪ Staff to trial feedback to students ▪ Implementation on Three Way Conferences in year 5/6 ▪ 	<ul style="list-style-type: none"> ▪ Survey completed and results analysed • Minutes of class meetings to show action plans of class decisions and whole school decisions. • Students setting their own learning goals.
	Year 3	<ul style="list-style-type: none"> ▪ Appoint a staff member to lead student leadership within the school ▪ Implement Student Leadership Development Courses ▪ Student leaders to conduct school assemblies and to drive content of assembly ▪ Teachers to have structures in place that allow for the development of student voice ▪ Class meetings regularly scheduled using a thinking tool to discuss successes and issues <ul style="list-style-type: none"> ▪ Implement a survey on student voice for students in the whole school to complete ▪ Continuation of students receiving feedback and setting personal goals for their learning ▪ Professional Learning on Three Way Conferences ▪ Implementation on Three Way Conferences in year 3/4 ▪ 	<ul style="list-style-type: none"> ▪ Develop a budget to support student leadership development ▪ Minutes of class meetings to show action plans of class decisions and whole school decisions. ▪ Students setting their own learning goals.
	Year 4	<ul style="list-style-type: none"> ▪ Appoint a staff member to lead student leadership within the school ▪ Evaluate Student Leadership Development Courses ▪ Student leaders to conduct school assemblies and to drive content of assembly ▪ Teachers to have structures in place that allow for the development of student voice ▪ Class meetings regularly scheduled using a thinking tool to discuss successes and issues <ul style="list-style-type: none"> ▪ Implement a survey on student voice for students in the whole school to complete ▪ Continuation of students receiving feedback and setting personal goals for their learning ▪ Implementation on Three Way Conferences in year Prep -2 	<ul style="list-style-type: none"> ▪ Develop a budget to support student leadership development ▪ Minutes of class meetings to show action plans of class decisions and whole school decisions. ▪ Students setting their own learning goals.

<ul style="list-style-type: none"> • Improve transition processes through the school with particular focus on transition between VELS/AUSVELS levels at Years P-1, 2-3 and 4-5. 	Year 1	<ul style="list-style-type: none"> ▪ Dates selected for internal transition ▪ Multiple transition activities take place across the school 	<ul style="list-style-type: none"> ▪ Explicit personal and academic expectations of the next year level will be written ▪ Scheduled activities are taking place
	Year 2	<ul style="list-style-type: none"> ▪ Dates selected for internal transition are embedded in yearly planner ▪ Multiple transition activities take place across the school to match the personal and academic expectations of the next year 	<ul style="list-style-type: none"> ▪ Written personal and academic explicit expectations of the next year level will be further refined ▪ Scheduled activities are taking place
	Year 3	<ul style="list-style-type: none"> ▪ Dates selected for internal transition are embedded in yearly planner ▪ Multiple transition activities take place across the school to match the personal and academic expectations of the next year 	<ul style="list-style-type: none"> ▪ Written personal and academic explicit expectations of the next year level will be embedded ▪ Scheduled activities are taking place
	Year 4	<ul style="list-style-type: none"> ▪ Dates selected for internal transition are embedded in yearly planner ▪ Multiple transition activities take place across the school to match the personal and academic expectations of the next year 	<ul style="list-style-type: none"> ▪ Written personal and academic explicit expectations of the next year level will be embedded but also reviewed ▪ Scheduled activities are taking place