

Talbot Primary School 0954 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Sharon Ranger [date][name] [date][name] [date]
School council: Wendy Taylor [date][name] [date][name] [date]
Delegate of the Secretary: Ben Johnstone-Mccloud [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Talbot Primary School seeks to provide a caring, supportive environment, which promotes a healthy spirit of co-operation, encourages respect for all while protecting the right of each individual to maximise their learning potential and experience success through recognition of achievement and effort.	<i>Honesty, Respect, Persistence, Teamwork, Responsibility.</i>	The student population has steadily grown in recent years and has been maintained in the high 60s for the last two years. The school depends largely on the enrolment of local children. It does attract students from further afield on the basis of parent perceptions of the quality of the programs in a small school setting. The student population family profile reflects diversity in back-grounds and is effected by significant levels of transience. The school has a significantly high proportion of high priority students.	We are looking to help students play a significant role in the development of their own learning. As we believe that building independence, resilience and the skills to make informed decisions is critical in ensuring that students become productive, fulfilled adults. To achieve this, we are going to prioritise student voice and personalised learning, through students developing the skills to identify and set their own learning goals as well as planning to achieve these. We will aim to develop a culture of open and honest feedback between students, staff and school leadership.

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 maximise student learning growth with particular reference to Literacy, Numeracy and Science.	Excellence in Teaching and Learning Building Practice Excellence Curriculum Planning and Assessment Evaluating Impact on Learning Professional Leadership Vision, values and Culture Community Engagement in Learning Networks with School, Services & Agencies Parents and Carers as partners	Build a culture of community partnership which focuses on maximising student learning.	Student Outcomes: Whole school average student data improvement to show at least one year’s growth in each calendar year as measured by: <ul style="list-style-type: none"> • NAPLAN cohort growth yr 3-5 • On Demand Yrs 3-6 • Victorian Curriculum teacher judgements Koorie outcomes: all Koorie students will have at least 90% attendance Involvement with outside agencies: Relevant outside agencies attend at least 80% of SSG’s Staff opinion survey: Academic emphasis overall score to be consistently above 80% Teacher collaboration whole school mean to remain above 85% Parent & community involvement whole school mean score to be above 80% Collective Focus on student learning whole school mean to remain above 90% Parent opinion survey: Stimulating learning whole school mean to remain above 6.0 Learning focus whole school mean to be above 6.0
		Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.	Teacher Performance and Development plans will have a goal specifically aimed at building their capacity through peer feedback and coaching. 80% of teachers will have successfully achieved their goal related to the building of teacher capacity Whole school instructional model will be in place that builds effective instruction and incorporates personalising learning for students. Staff opinion survey: Teaching and Learning Setting objectives and providing feedback score to be at or above 80% FISO: To be in the embedding phase of Building Practice Excellence – Collaborative, involving reflection and feedback
		Design and implement a differentiated and personalised curriculum specific to the school.	Attitudes to school: Learning confidence score to be consistently above 4.3 Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5 Stimulating learning to be consistently above 4.2 Student Outcomes: As above



			School-based Wellbeing/Attitudes to School surveys to show an average of 80% positive response across all questions.
To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model.	<p>Professional leadership Building leadership teams</p> <p>Positive Climate for Learning Empowering Students and Building School pride Setting Expectations and Promoting Inclusion Health and Well-being</p>	Develop student capacity to take an active role in monitoring and directing their own learning, including: <ul style="list-style-type: none"> o learning goal setting o strategies and approaches to learning achievement o monitoring their own learning growth progress o structured conversations with students to explore opinion survey data 	<p>Student Outcomes: Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:</p> <ul style="list-style-type: none"> • NAPLAN cohort growth yr 3-5 • On Demand Yrs 3-6 • Victorian Curriculum teacher judgements <p>Attitudes to school: Learning confidence score to be consistently above 4.3 Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5 Stimulating learning to be consistently above 4.2</p>
		Enhance opportunities for student voice across all year levels with a greater link to student learning and school decision making	As above Student voice to be reflected in whole school curriculum planning SRC, with support from other school leaders, to organise and run at least 1 in school event per term and 2 broader school community events each year.
		Developing the engagement influence of ICT through ICT scope and sequence development and an enhanced focus on professional learning support for teacher capability.	ICT scope and sequence reflected in whole school curriculum planners Record of ongoing staff PD Attitudes to School: student motivation to be consistently above 4.5
To develop a whole school approach towards student well-being that builds learning confidence, resilience and perseverance.	<p>Positive Climate for Learning Setting Expectations and Promoting Inclusion</p> <p>Community engagement in learning Building Communities Networks with School, Services & Agencies Parents and carers as partners</p>	Build a culture of community partnership which focuses on maximising student well-being.	<p>Parent Opinion Survey: Over the four year period to increase the percentage of Parent Opinion Surveys returned to 63% or above General satisfaction to be consistently above 6.0 Student Safety & Classroom Behaviour to be consistently above State means. School Community attendance at information nights to be above 50% of families</p>
		Refine and embed a whole school approach to student well-being which incorporates: <ul style="list-style-type: none"> • Measuring and tracking student behaviour • Regular review of discipline and well-being policy • BSEM 	Yearly review of Student Wellbeing and Discipline policy to have occurred Attitudes to school: Classroom behaviour to be above 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means
		Develop a scope and sequence with a whole school approach to ethical learning and values.	Attitudes to school: Classroom behaviour to be above 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means

