Taylors Hill Primary School 5508 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:	Danielle Stella	7/11/16	.....[name] .....[date]	.....[name] ..... [date]
School council:	Michael Ellis	7/11/16	.....[name] .....[date]	.....[name] ..... [date]
Delegate of the Secretary:	Tony Simpson	[date]	.....[name] .....[date]	.....[name] ..... [date]

School vision

Taylors Hill Primary School is a school where students are constantly exposed to explicit teaching, authentic learning, and high expectations. Students are challenged, excited, curious and engaged. They are given the skills to take responsibility for their own learning.

THPS is committed to the principles of democratic decision-making, the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and on-going review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure, caring and stimulating environment. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect.

School values

At Taylors Hill Primary School, everyone has the responsibility to follow the school VALUES.

The school VALUES explain how we should behave when you are at school.

School Values	This means that we ...
LEARNING	✓ Attend school on time and be prepared ✓ Focus and participate fully in learning activities ✓ Complete set tasks ✓ Ask for help when needed ✓ Let others work without interruption ✓ Value and learn from each other
PERSONAL BEST	✓ Attempt learning tasks to the best of our ability ✓ Meet appearance and uniform standards ✓ Demonstrate and monitor our own learning ✓ Attentively listen to and follow instructions ✓ Move safely through the school environment
POSITIVE RELATIONSHIPS	✓ Treat others with respect, courtesy and fairness ✓ Listen to others and demonstrate 'whole body listening' ✓ Allow others to share ideas and opinions ✓ Value and respect the individual strengths and

Context and challenges

Taylors Hill Primary School is a primary school that opened at the beginning of the 2010 school year. The school is located in a rapidly expanding growth area of East Melton. Taylors Hill P.S was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximize the learning outcomes for every student.

The building design at Taylors Hill P.S promotes active, student-centred learning for all students through the creation of flexible, functional spaces that support contemporary learning and teaching practices. The facilities exhibit characteristics of high quality design that promote delight, inspiration and belonging among students and the broader school community.

We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies, and by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning.

The staff appointed to the school have played a pivotal role in shaping the vision of the school, developing and implementing innovative curriculum practices and school policies. Taylors Hill Primary School is part of the Melton network of schools in the South Western Victoria Region.
T**he anticipated future growth is a significant factor for the school in planning for the next four years.**

Intent, rationale and focus

The process of self-evaluation has highlighted the many strengths we have at THPS and has allowed us to pause and celebrate our achievements to date. The key findings and potential areas of focus in each priority area are:

- **Excellence In Teaching and Learning**

All data collected supports strong development and implementation of consistent practices in teaching and learning. It is evident that our Meeting Schedule is paramount to our success and thoughtfully connects the many processes and tools we use.

Potentially, our next steps could be to continue to build teacher knowledge, capacity and practice for high level consistency in every classroom. A challenge faced at THPS is our frequent induction of new staff and the inexperience of our teachers as a whole. We could also focus on consistently meeting/exceeding State benchmarks in NAPLAN Reading and Numeracy results.

- **Professional Leadership**

There is strong evidence to support the effectiveness of our instructional leaders. Our structure, organization, communication and strategies demonstrate a multifaceted approach to continuous school improvement.

Our next area of focus could be to document a clear school vision so there is a consistent understanding of the school's purpose and direction.

- **Positive Climate For Learning**

Through our TEAM Learning Program, we intentionally plan for and teach the strategies and expectations to establish a strong culture for learning in an orderly environment.

Further development could be achieved in the area of student voice – in learning and in school processes and improvements.

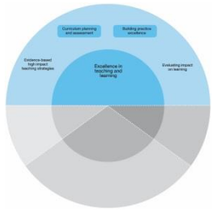
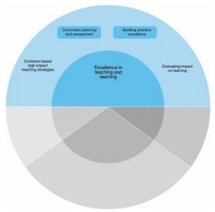
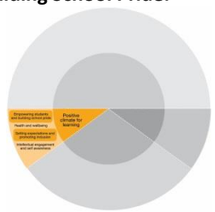
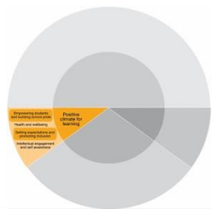
- **Community Engagement In Learning**

Every opportunity is taken to build positive parent-teacher partnerships to support and recognize achievement in student learning and behaviour.

Global Citizenship is an area of focus as we move forward by engaging with our local community.

		differences of others ✓ Welcome and include others into our school, class groups and activities ✓ Share equipment and spaces ✓ Speak in an appropriate manner ✓ Be a caring friend			
	INTEGRITY	✓ Adhere to our school Values and expectations ✓ Take pride in our school ✓ Make appropriate choices, even without supervision ✓ Take responsibility for actions and accept consequences ✓ Help others to develop positive attitudes towards themselves and others ✓ Be safe and considerate of others and our community ✓ Be responsible and care for personal belongings and school property			
	HONESTY	✓ Always tell the truth and be trustworthy ✓ Treat others fairly and with respect ✓ Return equipment that is not our own ✓ Reflect on our own performance and be open to feedback			

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)**

Strengthen the capacity of all teachers to plan differentiated learning experiences to improve outcomes for every student	***Excellence in Teaching and Learning- Building Practice excellence*** 	• Maximise the effectiveness of our PLTs • Implement and embed Vic Curriculum • Align the Vic Curriculum with all planning documents • and Learning • Ongoing assessment of data to impact on teaching • All staff have access to Professional Learning	- Improve Reading data to 85% of students achieving at or above the expected level P-6 (F&P Benchmark). - 85% of students to be at or above the expected year level standard P-6 in Reading, Writing, Number and Measurement (Victorian Curriculum - teacher judgement). - 85% of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN Band in Reading, Number and Measurement. - Consistent outcomes of data between F&P data, Victorian Curriculum teacher judgements and NAPLAN data in Reading. - 'Teaching and Learning' variables of the Attitudes To School Survey to maintain results within the fourth quartile. - 'Teaching and Learning' variables of the School Staff Survey to maintain results above State mean. - Stimulating Learning, Learning Focus and Reporting & Feedback variables of the Parent Opinion Survey to achieve results within the fourth quartile.
Enhance the relative growth of student outcomes in Literacy and Numeracy across the school	***Excellence in Teaching and Learning-Curriculum Planning and Assessment*** 	• Maintain consistent data collection and high level of data analysis to inform planning • Establish clear expectations of school based minimum targets for Literacy and numeracy	- Reduce the percentage of students in the low growth category of relative gain in NAPLAN to 25% or below. - 85% of students demonstrate a minimum of 12 months growth in their learning in Reading, Writing, Number and Measurement.
To create a whole school culture where students are empowered to regularly contribute to their learning.	**Positive Climate For Learning –Empowering Students and building School Pride.** 	• Develop a common understanding of student voice and leadership • Implement various opportunities for student voice and leadership	- 'Teaching and Learning' variables of the Attitudes to School Survey to be greater than 4.7. - In the Attitudes to School survey the variables of classroom behaviour and student morale to be greater than 3.0 -Student Voice in planning documents
To improve student attendance data	**Positive Climate For Learning –Setting Expectations and Promoting Inclusion** 	• Create a whole school approach to engage with families around attendance and late arrivals • Analyse the face-to-face teaching and learning time • Utilise Student Wellbeing Officer, Wellbeing SIT, DET Resources and external agencies to support families to improve student attendance	- Reduce absenteeism across P-6 to be at or below State mean.