

# School Strategic Plan 2020-2024

Taylors Hill Primary School (5508)



Submitted for review by Danielle Stella (School Principal) on 07 October, 2020 at 04:47 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 07 October, 2020 at 05:36 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

Taylors Hill Primary School (5508)

<b>School vision</b>	<p>At THPS we constantly strive to adopt best practice by keeping informed of initiatives, educational theory and research. Teaching and Learning strategies always adopt 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.</p> <p>At Taylors Hill Primary School, 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.</p>
<b>School values</b>	<p>Our school values are:</p> <p><b>LEARNING</b> - Our students will ...</p> <ul style="list-style-type: none"><li>Attend school on time and be prepared</li><li>Focus and participate fully in learning activities</li><li>Complete set tasks</li><li>Ask for help when needed</li><li>Let others work without interruption</li><li>Value and learn from each other</li></ul> <p><b>HONESTY</b> - Our students will ...</p> <ul style="list-style-type: none"><li>Always tell the truth and be trustworthy</li><li>Treat others fairly and with respect</li><li>Return things that are not our own</li><li>Reflect on our own performance and be open to feedback</li></ul> <p><b>INTEGRITY</b> - Our students will ...</p> <ul style="list-style-type: none"><li>Adhere to our school Values and expectations</li><li>Take pride in our school</li><li>Make appropriate choices, even without supervision</li><li>Take responsibility for actions and accept consequences</li><li>Help others to develop positive attitudes towards themselves and others</li><li>Be safe and considerate of others and our community</li><li>Be responsible and care for personal belongings and school property</li></ul>

**PERSONAL BEST - Our students will ...**

- 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 - Our students will ...**

- Treat others with respect, courtesy and fairness
- Listen to others and show 'whole body listening'
- Allow others to share ideas and opinions
- Value and respect the strengths of others
- Welcome and include others into our school, class groups, activities and games
- Share equipment and spaces
- Speak in an appropriate manner
- Be a caring friend

Our Staff Trademark is:

**PROFESSIONAL**

- I will be organised.
- I will promote and provide best practice.
- I will adhere to school policies, procedures and values.
- I will be a role model by demonstrating integrity and respect.
- I will demonstrate trust and confidentiality.

**UNITED**

- I will be supportive and helpful.
- I will collaborate with staff members.
- I will ask questions and seek assistance.
- I will be solution focused.

**CARING**

- I will build relationships with people in the school community.
- I will respect people's culture, ideas, values and beliefs.
- I will listen to and support others.

	I will respect shared spaces and resources.
<b>Context challenges</b>	<p>Taylors Hill Primary School is located in East Melton, approximately 30 kilometers north west of Melbourne. The school was established in 2010. The physical environment includes active and passive play areas and an indoor multi-purpose hall. The main buildings have flexible, open planned spaces, an art room and library. New portable structures have been refurbished to match the main buildings. The school's Student Family Occupation (SFO) of 0.36 in 2020 had decreased over the period of the Strategic Plan from 0.47 in 2017. The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum differentiated to meet student needs. It offers Italian as the Language Other Than English (LOTE). Taylors Hill Primary School was constructed under a Public-Private Partnership. In 2020, THPS was recognised as a Professional Learning Community Link School.</p> <p>The 2016–19 School Strategic Plan (SSP) for Taylors Hill Primary School set a goal to strengthen the capacity of all teachers to plan differentiated learning experiences to improve outcomes for every student. The targets set as measures of the goal were school based achievement data, Victorian Curriculum teacher judgments, data from the National Assessment Program – Literacy and Numeracy (NAPLAN), student, parent and staff opinion survey data. The school partially achieved this goal. The SSP set a second goal to enhance the relative learning growth of student outcomes in Literacy and Numeracy across the school. The targets set as measures of the goal were school based achievement data, Victorian Curriculum teacher judgements and NAPLAN data. The school partially achieved this goal. The SSP set a third goal to create a whole school culture where students were empowered to regularly contribute to their learning. The targets set as measures of the goal included student and staff opinion survey data. The goal was partially met. The SSP set a fourth goal to improve student attendance data. The school achieved this goal.</p> <p>To maintain the high level of practice at the school, our work is to ensure every element of the THPS Teaching and Learning Model is executed at a high level in every classroom, every day.</p> <p>As highlighted throughout the review process, an ongoing challenge is to gain a consistent and deep understanding of practices by all teachers and support staff that lead to every student being stretched in every lesson. This includes a depth of understanding of student voice and agency and how to effectively implement it in every classroom.</p>
<b>Intent, rationale and focus</b>	<p><b>INTENT:</b></p> <p>Over the next 4 years, our intent is to build on the high level of practice already at the school. Our work will be to ensure every element of the THPS Teaching and Learning Model is executed at a high level in every classroom, every day. This includes continuing to develop the depth of understanding of student voice and agency and how to effectively implement it in every classroom.</p> <p><b>RATIONALE:</b></p> <p>As highlighted throughout the review process, the panel agreed that it is important for the school to continue to focus on the following areas for the next School Strategic Plan:</p>

	<p>Achieving our intent is important to our school because it will allow us to:</p> <ul style="list-style-type: none"> <li>- Gain a consistent and deep understanding of practices by all teachers and support staff that leads to every student being stretched in every lesson</li> <li>- Reduce the variability of teacher understanding and practice and have consistent teacher judgement</li> <li>- Improve the school's AToSS data for 'Stimulating Learning' and 'Student Voice and Agency' as it was lower than most other variables</li> <li>- Develop a deeper understanding of student voice and agency across the school</li> <li>- Increase the number of students achieving in the top two bands and above the expected year level</li> <li>- Achieve all of the school's relative growth targets in Reading, Writing and Number and Measurement</li> </ul> <p>These areas were highlighted throughout the review process, based on the fieldwork observations, feedback given by the focus groups and the analysed data.</p> <p>FOCUS:</p> <p>The school will prioritise improving the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy</li> <li>- Cognitive Engagement</li> <li>- Student Voice and Agency</li> </ul> <p>Over the next 4 years the school will work towards successfully implementing and monitoring the impact of the Key Improvement Strategies aimed at embedding the practices of our staff, to ultimately improve student outcomes. We will regularly monitor our targets to measure the achievement towards our goals and build our priority areas into our resource allocations, meeting schedule, the PDP process and community communication.</p>
--	--

# School Strategic Plan - 2020-2024

Taylors Hill Primary School (5508)

<b>Goal 1</b>	Extend the learning outcomes of every student every day
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• By 2024, 88 percent of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN band in reading</li> <li>• By 2024, 48 percent of students in Year 3 and 38 per cent of students in Year 5 achieve Top 2 Bands in NAPLAN reading</li> <li>• By 2024, 88 percent of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN band in writing</li> <li>• By 2024, 48 percent of students in Year 3 and Year 5 achieve Top 2 bands in NAPLAN writing</li> <li>• By 2024, 88 percent of students in Year 3 and 5 to be at or above the level appropriate NAPLAN band in number and measurement</li> <li>• By 2024, 35 percent of students in Year 3 and Year 5 achieve Top 2 bands in NAPLAN number and measurement</li> </ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"> <li>• By 2024, 92 percent of students to be at or above the expected year level standard P-6 in reading Victorian Curriculum - teacher judgement (VCTJ)</li> <li>• By 2024, 89 percent of students to be at or above the expected year level in P-6 writing VCTJ</li> <li>• By 2024, 93 percent of students to be at or above expected year level in VCTJ P-6 in number and 97 per cent to be at or above expected year level in measurement</li> </ul>
<b>Target 1.3</b>	By 2024, 85 percent of students achieving at or above the expected level P-6 in reading Fountas and Pinnell (F&P) benchmark .

<b>Target 1.4</b>	Consistent outcomes of data between F&P data, VCTJ teacher judgements and NAPLAN data in reading.
<b>Target 1.5</b>	<ul style="list-style-type: none"> <li>• By 2024, all Teaching and Learning modules of the Staff Opinion Survey(SOS) to be at or above 90 percent</li> <li>• By 2024, Effective Teaching Practice for Cognitive Engagement domain of the Attitudes to School Survey (AToSS) to be at or above 90 percent</li> <li>• By 2024, Student Cognitive Engagement domain of the Parent Opinion Survey (POS) to be at or above 80 percent</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Extend the capacity of staff to use formative assessment and evidence to find all students highest level of instruction in all areas of the curriculum
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Extend the capacity of staff to select and explicitly teach using appropriately challenging strategies.
<b>Goal 2</b>	Maximise the relative growth of student outcomes in Literacy and Numeracy
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN reading to 25 percent or below</li> <li>• By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN writing to 20 percent or below</li> <li>• By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN Numeracy to 15 percent or below</li> </ul>

<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• By 2024, 85 percent of students demonstrate a minimum of 12 months growth in VCTJ</li> <li>• By 2024, 87 percent of students demonstrate a minimum of 12 months growth in writing VCTJ</li> <li>• By 2024, 87 percent of students demonstrate a minimum of 12 months growth in number and measurement VCTJ</li> </ul>
<b>Target 2.3</b>	<ul style="list-style-type: none"> <li>• By 2024, 85 percent of students demonstrate a minimum of 12 months growth in reading F&amp;P benchmark data</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed the capacity of staff to collect and analyse a range of data to inform planning, instruction and evaluation of teaching and learning
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build the capacity of staff to use the high impact teaching strategies that achieve high relative learning growth for students
<b>Goal 3</b>	Embed student voice and agency in all aspects of the school
<b>Target 3.1</b>	By 2024, Learner Characteristics and Disposition domain of the AToSS positive responses to be at or above 88 percent
<b>Target 3.2</b>	By 2024, Social Engagement domain of the AToSS positive responses to be at or above 85 percent



<b>Target 3.3</b>	By 2024, student absenteeism across P – 6 to be below 22 percent
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Strengthen teacher knowledge and understanding of student voice and agency to empower students and build school pride
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Strengthen the capacity of staff to design and deliver a program that embeds student voice and agency in learning
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Build the capacity of staff to use the high impact teaching strategies that support student voice and agency