

# School Strategic Plan 2024-2028

Taylors Hill Primary School (5508)



Submitted for review by Danielle Stella (School Principal) on 12 September, 2024 at 01:32 PM

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# School Strategic Plan - 2024-2028

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<b>School vision</b>	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. 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.
<b>School values</b>	Our school values are:  <b>LEARNING</b> - Our students will ... 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  <b>HONESTY</b> - Our students will ... Always tell the truth and be trustworthy Treat others fairly and with respect Return things that are not our own Reflect on our own performance and be open to feedback  <b>INTEGRITY</b> - Our students will ... 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

**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**

	<p>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.</p>
<p><b>Context challenges</b></p>	<p>Taylor’s Hill Primary School (THPS) is in the area of East Melton and is part of the Melton Network of schools in the South Western Victoria Region. The school was constructed under a Public-Private Partnership (PPP) agreement and is a modern educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximise the learning outcomes for every student. We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies 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.</p> <p>THPS is a school where students are constantly exposed to explicit teaching, authentic learning and high expectations. Students are challenged, excited, curious, engaged and given the skills to take responsibility for their own learning. The staff appointed to the school have played a pivotal role in developing and implementing innovative curriculum practices and school policies. We are committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and ongoing review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure and caring environment. Academic success and personal development demand a high level of self-discipline and respect for learning which teachers encourage, nurture and expect.</p> <p>Meeting Schedules and Timetables were designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Teams. PLTs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations to continuously build their curriculum knowledge and practice. Learning Specialists and Assistant Principals are aligned to each PLT and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy and Engagement and Wellbeing. The effective learning environment at Taylor’s Hill Primary School was established through shared and documented school-based ‘non-negotiables’ for all classrooms, a clearly documented and consistent methodology for teaching and learning, as well as high quality learning resources across the school including access to the latest technology.</p> <p>Key Challenges:</p> <ul style="list-style-type: none"> <li>• The state of staff renewal at THPS means that we need to consistently revisit our instructional model, assessment practices and student growth expectations to ensure a guaranteed and viable curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Approximately half of the current teachers were teaching at THPS when we wrote our last Strategic Plan and only two members of the Leadership Team were present for all four years</li> <li>• Reliability of our data trackers</li> <li>• Through conversations and observations of students, we have noticed that student understanding of what student voice is and isn't can be a barrier to their responses on the Attitudes to School Survey, therefore they find it difficult to identify where and when there are opportunities for student voice at school.</li> <li>• The implementation of Attitudes to School Survey could be a barrier. We found that when asked to think about the last 12 months or last 3 months, students found it difficult to distinguish these events/thoughts from others that were longer than 12 months ago. We also can't be sure that students are understanding what all questions are asking.</li> <li>• Low number of responses to the Parent Survey</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>The school review panel recommended the following areas of focus be captured in the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Numeracy, with a focus on extension and challenge</li> <li>• Writing</li> <li>• Student voice, particularly feedback</li> <li>• Student attendance</li> <li>• Community engagement in learning, with a focus on communication of student learning goals to parents</li> </ul>

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<b>Goal 1</b>	Maximise the learning growth of every student.
<b>Target 1.1</b>	By 2028, maintain the percentage of students in Year 3 who achieve exceeding and strong NAPLAN proficiency levels: <ul style="list-style-type: none"><li>• Numeracy at 66% (2023)</li><li>• Reading at 78% (2023)</li><li>• Writing at 83% (2023)</li></ul>
<b>Target 1.2</b>	By 2028, increase/maintain the percentage of students in Year 5 who achieve exceeding and strong NAPLAN proficiency levels: <ul style="list-style-type: none"><li>• Numeracy from 67% (2023) to 69%</li><li>• Reading at 84% (2023)</li><li>• Writing from 78% (2023) to 80%</li></ul>
<b>Target 1.3</b>	By 2028, increase the percentage of students in Years P-6 achieving at or above expected growth against the Victorian Curriculum, according to teacher judgement, in: <ul style="list-style-type: none"><li>• Reading and viewing from 81% (2023) to 85%</li><li>• Writing from 69% (2023) to 75%</li><li>• * Mathematics from xx% (2025) to xx%</li></ul> *To be confirmed when baseline data is available

<b>Target 1.4</b>	<p>By 2028, increase/maintain the percentage of positive student responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge at 88% (2023)</li> <li>• Stimulated learning from 71% (2023) to 75%</li> <li>• Sense of confidence from 73% (2023) to 75%.</li> </ul>
<b>Target 1.5</b>	<p>By 2028, maintain the percentage of positive teacher responses to the following Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Knowledge of high impact teaching strategies 85% (2023)</li> <li>• Use high impact teaching strategies 92% (2023)</li> <li>• Use evidence to inform teaching practice 96% (2023)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen a whole-school approach to assessment and monitoring of learning growth.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to evaluate and plan for differentiated, responsive, student-centred learning that provides for all students, including extension and support.

<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Refine agreed processes for feedback, coaching and peer observations that challenge staff to regularly reflect and improve on their practice.</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Goal 2</b></p>	<p>Build the capability of students to be active agents in their learning.</p>
<p><b>Target 2.1</b></p>	<p>By 2028, increase the percentages of positive student responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 65% (2023) to 67%</li> <li>• Motivation and interest from 75% (2023) to 77%</li> <li>• Perseverance from 71% (2023) to 75%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2028, maintain the percentage of positive staff responses to the below School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice at 88% (2023)</li> <li>• Promote student ownership of learning goals at 92% (2023)</li> <li>• Support growth and learning of whole student at 88% (2023).</li> </ul>

<b>Target 2.3</b>	<p>By 2028, increase/maintain the percentages of positive parent responses to the following Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice at 77% (2023)</li> <li>• Student motivation and support at 95% (2023)</li> <li>• Stimulating learning environment from 73% (2023) to 76%</li> <li>• Effective teaching at 88% (2023).</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further strengthen and embed current processes and practices that build student agency in learning, with a focus on goal setting and feedback.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and capacity to use high impact teaching strategies within the school's instructional model, with a particular focus on understanding and embedding learning intentions and success criteria.
<b>Goal 3</b>	Strengthen the engagement and wellbeing of all students.
<b>Target 3.1</b>	By 2028, increase/maintain the percentages of positive student responses to the following Attitudes to School Survey factors:

	<ul style="list-style-type: none"> <li>• Sense of connectedness from 75% (2023) to 77%</li> <li>• Sense of inclusion at 89% (2023)</li> <li>• Managing bullying at 77% (2023)</li> <li>• Teacher concern at 73% (2023)</li> </ul>
<b>Target 3.2</b>	<p>By 2028, increase/maintain the percentages of positive parent responses to the following Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Non-experiencing bullying at 70% (2023)</li> <li>• Student connectedness at 87% (2023)</li> <li>• General satisfaction from 70% (2023) to 80%.</li> </ul>
<b>Target 3.3</b>	<p>By 2028, maintain the percentages of positive staff responses to the following School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement at 84% (2023)</li> <li>• Support growth and learning of the whole student at 88% (2023).</li> </ul>
<b>Target 3.4</b>	<p>By 2028, improve student attendance as per the below:</p> <ul style="list-style-type: none"> <li>• Decrease the average number of student absence days from 22 (2023) to 20 days</li> <li>• Decrease the percentage of students with 20 or more absent days from 44% (2023) to 40%.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b>  The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Refine whole school approaches to engagement, wellbeing and inclusion that support and respond to student needs.</p>

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Enhance community engagement and understanding of student learning.</p>
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	