

[Truganina South PS] Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Linda Danese	[name] [date][name].....	[date][name].....	[date]
School council:	[name] [date][name].....	[date][name].....	[date]
Delegate of the Secretary:	[name] [date][name].....	[date][name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Vision At Truganina South Primary School the child is at the centre and purpose of all that we do. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and Personalised Learning for all students. Teachers and students work collaboratively in Learning Communities, to create flexible teaching options to cater for the individual needs of all students. All teachers commit to having shared responsibility of the academic success and general well-being of all students within their Learning Community.</p> <p><i>“Every opportunity for every child, in every classroom, by every teacher, every day”.</i></p> <p>Mission It is the mission of Truganina South Primary School to provide our students with excellence in Teaching and Learning and to ensure that all students experience success. Through community connectedness, students develop a love of learning allowing them to become self motivated, curious and tolerant citizens.</p>	<p>At Truganina South our Values program underpins all interactions within the college community and focuses on five key Values under the acronym of REACH.</p> <p>These are</p> <ul style="list-style-type: none"> • Relationships • Excellence • Acceptance • Collaboration • Honesty. <p>These values were developed by the students in the early years of the school’s life. These values are integral in identifying who we are and how we treat each other.</p> <p>Our students also have three core mantra for learning and working together:</p> <ul style="list-style-type: none"> • We are safe. • We are respectful. • We are ready to learn. <p>Truganina South maintains high expectations with the desire to be a high performing school that is the centre of our richly diverse and inclusive community. It is an expectation that the school community be familiar with and act in accordance with the goals and priorities as set out in our School Strategic Plan.</p>	<p>Truganina South Primary School (TSPS) is a P-6 school located on the corner of Parkvista Drive and Federation Boulevard, Truganina. Built under the Public-Private Partnership (PPP) program, Truganina South Primary School is an excellent state of the art learning facility that brings together the best in contemporary educational design and promotes active student-centred learning through the creation of flexible, functional spaces. All teachers work in learning communities to create flexible teaching options in classrooms and to better cater for the individual needs of all students. The school upholds high expectations of all and provides an exciting and inclusive experience for staff, students and families.</p> <p>At TSPS, Truganina South Primary School the child is at the centre and purpose of all that we do. Provides The school an innovative, rich and rigorous curriculum which is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Our students are encouraged to explore their world through inquiry learning to become thinking, informed, resilient and self directed learners who are able to be the best they can be and contribute actively to their community. The key components of the teaching programs at TSPS are the effective teaching of literacy and numeracy.</p> <p>Our State of the art buildings and modern relocatables house ten communities, all named after gems. There are currently 10 such communities. Other spaces are utilised to support programs such as Performing Arts, Visual Arts, Science and Multi Media and our Gymnasium hosts not only a comprehensive PE program but is utilised by the wider school community for a range of sporting clubs and activities. Our programs are supported by contemporary resources and based on the latest research in teaching and learning.</p> <p>The school structure is organised around the stages of schooling. The Early Years caters for the learning and developmental needs of students in Prep to Grade 4 and is based on the principles of foundational learning. The students of Grade 5 and 6 are part of the Middle Years of schooling with close links forged with the local secondary schools. The Middle Years focuses on the needs of the emerging adolescent and independent learning. Grades are arranged as straight Prep classes and multi-age grades for years 1/2, 3/4 and 4/5/6. The school is committed to providing a range of learning experiences for every child. The current structure allows teachers to cater for a range of students, learning styles and individual needs, whilst encouraging peer interaction.</p> <p>The provision of 1-1 devices supports 21st Century Learning. Our students are supported to become competent and efficient users of IT. Professional Learning for staff in the area of Information Technology and eLearning is a priority.</p> <p>Our ambition is to strengthen our partnership with the YMCA and Arndell Park Community Centre to forge the development of the Community Hub that will fly under the banner of "Let's Connect". This community hub will provide a number of services and programs to support our multi culturally diverse community. We will also continue our links with the Shire of Wyndham, local kindergartens and schools within our network to strengthen our community connections.</p> <p>Truganina South Primary School strives to:</p> <ul style="list-style-type: none"> • Continuously improve the Learning and Teaching throughout the school. • Provide high quality Personalised Curriculum programs to develop the ‘whole’ child, promote self-confidence and provide a conduit for student connectedness to school. • Provide the best possible social, emotional and educational outcomes for every student. • Increase the literacy and numeracy levels of every student. • Form a strong connection with all students. • Strategically build the capacity of all staff. • Build the leadership capacity throughout the school. • Form strong partnership with the school community. • Form new partnerships with the wider community. • Provide a high level of student welfare support and positive behaviours 	<p>The three key areas of focus as identified through the Review Process and as part of FISO are as follows:</p> <p>Teaching and Learning : The school is structured as 3 mini schools, P-2, 3-4, 5-6. Each is led by a member of the principal class and has within it a leadership group that includes a leading teacher, coach and team leader. The leadership group prides itself on its collective Instructional Leadership capabilities and willingness to embrace new initiatives. Each mini school works collaboratively to ensure curriculum development, planning and delivery, wellbeing and engagement strategies, and 21st century learning that is both ICT rich and personalised is consistent and whole school in design. A combination of expert, accomplished and graduate teachers create a dynamic staff structure. Staff professional development and leadership capacity building are driving forces at TSPS. Strategic on site professional development, professional learning teams and learning forums accelerate the continuous improvement of learning and teaching. Our commitment to DET Education State initiatives is instrumental in our desire that all students achieve their personal best. The curriculum at Truganina South is developed using an inquiry approach, where students are encouraged to take an active role in investigating and responding to areas of personal interest. The Victorian Curriculum forms the basis for teacher planning and curriculum implementation, based on interwoven strands of Disciplinary Learning, Interdisciplinary Learning and Physical, Personal and Social Learning. Specialist programs offered include Health and Physical Education, Visual Arts, Multimedia, and Science.</p> <p>FOCUS: to build teacher capacity through the rich content knowledge of curriculum, through differentiated coaching and PL opportunities and through moderation processes to ensure accurate pinpointing of achievement and future student learning goals.</p> <p>Positive Climate for Learning: The school has a focus on environmental sustainability and students participate in an innovative intensive environmental education program. Our school is recognised as a leading example of ecological sustainability as part of the Resource Smart School initiative. Our “Frog Bog” provides an engaging stimulus for linking the teaching of environmental sustainability with practical application. The School's Student Leadership program at Truganina South provides students from all year levels with leadership training and skill development, and there are many opportunities to experience positions of responsibility. Our students relish the opportunity to make decisions, take on roles and tasks that have positive impact and gives them a sense of ownership when making decisions that influence the direction of that the school takes. The wellbeing of our students and staff is of the utmost importance to us. The high calibre Student Wellbeing team, which consists of a speech therapist, a School Wide Positive Behaviours team (made up of assistant principal and teachers), ESO- Integration aides and DET SSSO staff provides support and guidance for our students, staff and families.</p> <p>FOCUS: to develop independence in student learning through student voice and advocacy of, in and through their learning, instilling motivation, confidence and enthusiasm for the learning opportunities provided at TSPS.</p> <p>FOCUS: to address attendance trends and advocate the need for commitment in understanding the impact of regular attendance.</p> <p>Community Engagement in Learning: The relationship between the staff, students and parents is a fundamental strength at Truganina South Primary School. The school enjoys formidable Community involvement. Parent involvement and participation in a variety of school activities is a significant feature of our school life and is actively encouraged and greatly valued. At Truganina South we conduct Parent Information nights focusing upon how to best support our students with their learning at home. There is a common community interest to work towards the provision of quality education for students at Truganina South. We strongly believe that working in partnership with the school community is essential to successful educational outcomes.</p> <p>FOCUS: to develop a community hub in conjunction with our partners YMCA and Arndell Park Community Centre that sees school as a place of belonging and connection, bonded beyond the school gate.</p>

Four-year goals (for improving student achievement)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement)																					
<p>Teaching and Learning : To ensure every student maximises their learning growth and achievement, in literacy and numeracy in particular.</p> <p>a) Build teacher efficacy in pedagogical practices that ensures the learning needs of all students are catered for and met.</p> <ul style="list-style-type: none"> Build the skills and abilities of all colleagues from their point of need through quality, targeted and differentiated professional learning. Embed and ensure teachers adhere to agreed practices such as Instructional Model, planning and assessment schedules. Utilise agreed assessment strategies and data analysis to identify and teach to each student's point of need. Ensure that whole school Essential Learning documents for English and Mathematics are developed and guide the planning of all teaching and learning. Establish a culture of collaborative coaching and supportive feedback. 	<p><u>Building practice excellence.</u></p>	<p>Year 1:</p> <p>*All teachers will actively participate in Instructional walks/ rounds where an area of focus will be identified and peer observations can occur in safe and professional settings. Processes, protocols and templates to be defined, developed and utilised.</p> <p>*All colleagues will develop data literacy through the effective use of data walls, summative (NAPLAN, MOI, PAT, Fountas and Pinnell) and formative assessment practices through strategic professional learning and moderation conversations. Investigate and utilise such vehicles as SPA/ school based data (google docs) trackers so all staff can regularly monitor and identify targets/ strategies to improve student outcomes.</p> <p>* All colleagues will actively participate in Differentiated PL catering for needs based support and coaching. The Guaranteed and Viable curriculum as drawn from the Victorian Curriculum will be the basis for all professional learning with the AIP (and SSP) being paramount and central to the learning. Teachers PDPs will guide and reflect this learning.</p> <p>* All teachers will receive individualised or small group coaching through the Student Centred Coaching program as currently implemented. In this context, coaches and coachees will focus on student data to assist and improve curriculum content and teaching pedagogy to develop best practice and achieve improved student outcomes.</p> <p>*All graduates will undertake the Graduate Mentor Program. Eight days will be set aside to support these teachers new to the profession, engage in professional conversations, explore best practice, give and receive peer and mentor feedback and prepare for Full Registration with VIT.</p> <p>Year 2:</p> <p>*All teachers will continue to undertake Effective PLTs (data literate, differentiate curriculum, assessment practices, action plans) as defined by surveys, staff feedback, points of needs. Through this process, we will continue to determine new areas of need.</p> <p>*Leadership (and staff) will revisit Whole School Instructional Model.</p> <p>*All teachers to continue developing their practices through the Student Centred coaching Model, consolidating this work through our link with the Wyndham Network</p> <p>* All teachers will develop their knowledge of learning through the Inquiry process.</p> <p>Year 3:</p> <p>*Leadership will develop a whole school Professional Learning (PL) Plan where data determines how the PL will be structured (whole school/differentiated). This plan will incorporate:</p> <ul style="list-style-type: none"> Effective PLTs (data literate, differentiate curriculum, assessment practices, action plans, evidence based results and proficiency scales) Measure the impact of student centred coaching Ascertaining new areas of need for differentiated PL Refine Inquiry process <p>Year 4:</p> <p>*Leadership and teaching staff will review and evaluate the impact of each and every key improvement strategy through feedback, surveys, unpacking data sets, coaching cycles and PDP process.</p>	<p>Each year, 100% of provisionally registered graduate teachers to obtain full registration.</p> <p>Each year, 100% of staff to take part in SCC.</p> <p>Each year, 100% of teachers successfully complete their PDP process.</p> <p>Each year, 100% of staff take part in Instructional rounds.</p> <p>Each year, 100% of staff to take part in a minimum of 5 rounds of Differentiated PL each year.</p> <p>From the staff opinion survey:</p> <table border="1" data-bbox="2000 430 2792 632"> <thead> <tr> <th>Component</th> <th>2016 Outcome</th> <th>4 Year Goal</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">SCHOOL CLIMATE</td> </tr> <tr> <td>Collective Efficacy</td> <td>67.3%</td> <td>90%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>66.7%</td> <td>90%</td> </tr> <tr> <td colspan="3" style="text-align: center;">PROFESSIONAL LEARNING</td> </tr> <tr> <td>School Level Support</td> <td>72.6%</td> <td>90%</td> </tr> <tr> <td>Active Participation</td> <td>82.1%</td> <td>95%</td> </tr> </tbody> </table>	Component	2016 Outcome	4 Year Goal	SCHOOL CLIMATE			Collective Efficacy	67.3%	90%	Teacher Collaboration	66.7%	90%	PROFESSIONAL LEARNING			School Level Support	72.6%	90%	Active Participation	82.1%	95%
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<p>b) Support both the academic and social/emotional needs of all EAL students at TSPS.</p> <ul style="list-style-type: none"> Accurately identify and support students with EAL backgrounds utilising specific personnel and data to effectively make consistent determinations about attainments. Implement programs and strategies to support students in developing proficiency in English (across all areas of the curriculum) 	<p><u>Evidence-based high impact teaching.</u></p> <p><u>Curriculum planning and assessment.</u></p> <p><u>Evaluating impact on learning.</u></p>	<p>Year 1: All teachers to investigate and develop knowledge of the Victorian Curriculum as part of planning and coaching. All teachers to gain confidence in and track academic progress along EAL Developmental Continuum (data wall) for all students on the EAL Report. All teachers will develop efficacy in EAL best practices through differentiated, optional and designated whole staff Professional Learning and its translation into planning and teaching practice. *The school will explore, foster and develop partnerships with outside agencies (RESP) to create community connections in supporting our EAL students to achieve their personal best. *Leadership will seek the support of such agencies as WELS to assist students new to the country with minimal English to support intense intervention and assist students in acclimatising into mainstream schooling.</p> <p>Year 2: *Introduce transition programs (new arrivals and year 6 to year 7) *Introduce EAL support programs for all teachers to implement in planning and lesson delivery *Consolidate the tracking of academic progress *Continue to build teacher efficacy (TESMC program) *Consolidate the development of partnerships with outside agencies *Apply for appropriate grants and funding to support EAL programs</p> <p>Year 3: *Revisit and evaluate EAL policy at TSPS *Continue to facilitate transition programs (new arrivals and year 6 to year 7) *Continue to facilitate EAL support programs *Continue to track academic progress *Continue to build teacher efficacy (TESMC program) *Continue to develop partnerships with outside agencies *Continue applying for appropriate grants and funding to support EAL programs</p> <p>Year 4: *Review and evaluate the impact of each and every key improvement strategy through feedback, Student transition survey, other surveys, unpacking data sets, coaching cycles and PDP process.</p>																																																																							
<p>c) Ensure every child maximises their learning growth and achievement in the Literacy and Numeracy curriculum areas.</p> <ul style="list-style-type: none"> Build effective, collaborative communities of practice where a team of teachers collectively takes responsibility to meet the needs of all students within an community. Ensure that teachers know what the students know, how they know this, what interventions need to take place at either end of the risk spectrum (low and extension) and how to progress students to achieve their personal best. 	<p>Evidence-based high impact teaching.</p> <p>Curriculum planning and assessment.</p> <p>Evaluating impact on learning.</p>	<p>Year 1: * Using data relating to student performance to support all teachers as they actively undertake Student Centred Coaching *Introduce and re visit Co-teaching strategies across all communities to all staff and ensure that these 6 strategies are clearly identified and articulated in planning and delivery of all instruction. *Build all teachers' capacity to utilise data walls and a wide range of assessment strategies to accurately and effectively pinpoint entry points for all students. *To involve all students in transparent, feedback conversations about their learning, supported by the articulation and reference to learning intentions and success criteria throughout learning opportunities. *All staff to develop and embed a firm understanding of the whole school Essential Learnings that forms the basis of our Guaranteed and Viable curriculum (English, Mathematics) *For all staff to continue professional learning through the Back to Front Maths program and to translate learning into planning and everyday teaching and learning application. *All staff to develop an understanding of the 'Big 6' (oral language, phonemic awareness, phonics, fluency vocab knowledge and comprehension) to improve reading outcomes. *Literacy subcommittee to begin investigating evidence based writing programs such as Cengage to support the effective teaching of genres and structures.</p>	<p>100% of all students deemed capable to grow a minimum of one level in 12 months in Reading, Writing & Numeracy.</p> <p>Whole school Teacher Judgement Data</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Reading</th> <th>4 year goal</th> <th>2016 Writing</th> <th>4 year goal</th> <th>2016 Numeracy</th> <th>4 year goal</th> </tr> </thead> <tbody> <tr> <td>Below</td> <td>18%</td> <td>10%</td> <td>34%</td> <td>20%</td> <td>33%</td> <td>20%</td> </tr> <tr> <td>At</td> <td>30%</td> <td>35%</td> <td>36%</td> <td>45%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Above</td> <td>52%</td> <td>55%</td> <td>30%</td> <td>35%</td> <td>33%</td> <td>35%</td> </tr> </tbody> </table> <p>NAPLAN Relative Growth Yr 3-5</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Reading</th> <th>2017 Reading goal</th> <th>2018 Reading goal</th> <th>2019 Reading goal</th> <th>2020 Reading goal</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>26%</td> <td>23%</td> <td>20%</td> <td>17%</td> <td>15%</td> </tr> <tr> <td>Medium</td> <td>49%</td> <td>49%</td> <td>49%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> <td>28%</td> <td>31%</td> <td>33%</td> <td>35%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2016 Writing</th> <th>2017 Writing goal</th> <th>2018 Writing goal</th> <th>2019 Writing goal</th> <th>2020 Writing goal</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>24%</td> <td>21%</td> <td>19%</td> <td>17%</td> <td>15%</td> </tr> <tr> <td>Medium</td> <td>54%</td> <td>56%</td> <td>58%</td> <td>59%</td> <td>60%</td> </tr> </tbody> </table>		2016 Reading	4 year goal	2016 Writing	4 year goal	2016 Numeracy	4 year goal	Below	18%	10%	34%	20%	33%	20%	At	30%	35%	36%	45%	34%	45%	Above	52%	55%	30%	35%	33%	35%		2016 Reading	2017 Reading goal	2018 Reading goal	2019 Reading goal	2020 Reading goal	Low	26%	23%	20%	17%	15%	Medium	49%	49%	49%	50%	50%	High	25%	28%	31%	33%	35%		2016 Writing	2017 Writing goal	2018 Writing goal	2019 Writing goal	2020 Writing goal	Low	24%	21%	19%	17%	15%	Medium	54%	56%	58%	59%	60%
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<p>d) Create a stimulating, 21st century learning environment where students have a sense of advocacy and voice in their learning.</p> <ul style="list-style-type: none"> Encourage, engage and develop student capacity and confidence to independently lead their own learning. Foster a culture of feedback between students and peers and students and their teachers (vice versa). Embed personalised learning through visible learning practices (goal setting, feedback). Develop opportunities and inquiries that stimulate interest, curiosity, questioning and connection of learning to the real world Increase opportunities for higher level of student cognitive, engagement, challenge, self directed inquiry, reflection and deeper thinking. Embed the use of ICT (eg iPads, google environments, green screen technology, Robotics and Coding) to enhance, stimulate and engage al students in their learning. 	<p>Evidence-based high impact teaching.</p> <p>Curriculum planning and assessment.</p>	<p>Year 1: *Leadership team to introduce and explore the Inquiry model (reflecting on progress later on in the year) with community representatives. *Create a 2 year Inquiry cycle that shows 'through lines' *Increase student agency</p> <p>Year 2: *Continue to build upon teachers, parents and students knowledge of Inquiry model *Incorporate 2 year Inquiry cycle that shows 'through lines' *Integration of the Inquiry model into all curriculum areas *Developing partnerships with outside agencies (Jeni Wilson) *Provide regular and structured opportunities for student feedback about their opinions about teaching and learning *Develop teachers' understanding of student agency (later stages of year) *Purposeful & engaging incursions & excursions linked to Inquiry</p> <p>Year 3: *Continue the implementation of the Inquiry model *Continue the second year cycle of the Inquiry model *Continue the integration of the Inquiry model into all curriculum areas *Acting upon regular and structured opportunities for student feedback about their opinions about teaching and learning</p> <p>Year 4: *Review and evaluate the impact of each and every key improvement strategy through feedback, attitude to school/parent opinion surveys, unpacking data sets and attendance rates.</p>	<p>Attitudes To School Survey Results:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2016 Outcome (POSITIVE)</th> <th>4 Year Goal (POSITIVE)</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>25%</td> <td>45%</td> </tr> <tr> <td>School Connectedness</td> <td>37%</td> <td>55%</td> </tr> <tr> <td>Stimulating Learning</td> <td>30%</td> <td>75%</td> </tr> <tr> <td>Student Morale</td> <td>48%</td> <td>70%</td> </tr> <tr> <td>Student Motivation</td> <td>67%</td> <td>90%</td> </tr> <tr> <td>Teacher Empathy</td> <td>34%</td> <td>75%</td> </tr> </tbody> </table> <p>Create a survey (term #2) determining 'student voice/agency within the community setting. Focus on:</p> <ul style="list-style-type: none"> Co planning & decision making of goals & teaching/learning Visible learning – tracking learning targets to attain personal goals Student feedback to staff Students sharing ideas – have they been heard? <p>Parent Opinion Survey Results:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2016 Outcome Percentile</th> <th>4 Year Goal Percentile</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>17th</td> <td>50th</td> </tr> <tr> <td>Stimulating Learning</td> <td>22.5th</td> <td>70th</td> </tr> <tr> <td>Student Motivation</td> <td>69.6th</td> <td>70th</td> </tr> </tbody> </table>	Component	2016 Outcome (POSITIVE)	4 Year Goal (POSITIVE)	Classroom Behaviour	25%	45%	School Connectedness	37%	55%	Stimulating Learning	30%	75%	Student Morale	48%	70%	Student Motivation	67%	90%	Teacher Empathy	34%	75%	Component	2016 Outcome Percentile	4 Year Goal Percentile	School Improvement	17 th	50 th	Stimulating Learning	22.5 th	70 th	Student Motivation	69.6 th	70 th			
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<p>Positive Climate for Learning : To create a stimulating, 21st century learning environment where students are empowered to be intellectually engaged and self-aware, and have a sense of control over their learning. (see (d) In teaching and learning Section)</p> <ul style="list-style-type: none"> Provide regular and structured opportunities for feedback to and from students about their opinions of teaching and learning, and establish student action teams to seek student input into ways to improve, for example, stimulating learning, their motivation and teacher effectiveness: 	<p>Teaching and Learning</p> <p>Community Engagement in learning (parents as partners)</p>	<p>Year 1: Investigate student agency and what this looks like at TSPS (as per (d) in teaching and learning section above.</p> <p>When planning future Inquiry units, cohorts consider how to extend their program of study into the 'Taking Action' stage, to encourage students to engage with a variety of community stakeholders (e.g. writing letters, sending emails).</p> <p>Supporting student leaders in implementing methods to collect data about student interests and needs (e.g. suggestion box, regular surveys etc.)</p> <p>SWPBS team to develop a comment bank of goals that could be given to students in Terms 3 & 4 that relate to the behaviour matrix.</p> <p>Year 2: Implement initiatives uncovered through investigation of what student agency looks like at TSPS</p> <p>Support students and make connections with community stakeholders and community organisations e.g. bring them in for incursions, talks and question sessions to given students opportunities to build relationships with these organisations.</p> <p>Build the capacity of student voice leaders (SRC) - Support, develop and give agency to student leaders to act on and implement initiatives that have been requested by students across the school (providing a budget, allocating time and space to develop programs)</p> <p>Addition of wellbeing goals to compass reporting for all students. SWPBS to support staff in development of comment bank for goals linked with behaviour matrix, Social and Emotional capabilities and TSPS Scope and Sequence for SWPBS.</p> <p>Rewriting of school vision with whole-school staff input (developed in cohorts) to be finalised with leadership team.</p> <p>Year 3: Continue to develop and reflect upon the practice of:</p> <ul style="list-style-type: none"> Implementation of initiatives developing student agency Building capacity of student leaders and student voice leaders to implement new programs for students at TSPS Developing and use of student wellbeing goals as a part of the formal reporting process at TSPS Understanding and awareness of school vision and how this impacts staff and students at TSPS <p>Year 4: Reflect upon and review the practice of:</p> <ul style="list-style-type: none"> Implementation of initiatives developing student agency Building capacity of student leaders and student voice leaders to implement new programs for students at TSPS Developing and use of student wellbeing goals as a part of the formal reporting process at TSPS <p>Understanding and awareness of school vision and how this impacts staff and students at TSPS</p>	<p>Attitudes to School Survey Moving Students from neutral to negative or positive statements</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2016</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>30%</td> <td>75%</td> </tr> <tr> <td>Learning Confidence</td> <td>39%</td> <td>75%</td> </tr> <tr> <td>Student Motivation</td> <td>67%</td> <td>90%</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>32%</td> <td>75%</td> </tr> <tr> <td>Teacher Empathy</td> <td>34%</td> <td>75%</td> </tr> </tbody> </table> <p>Attendance Data</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Percentage of students with 20 or more days absence</td> <td>Reduced from 30%-10%</td> </tr> <tr> <td>Average Days of Absences</td> <td>Reduced from 19-5 days</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>70%</td> </tr> <tr> <td>Behaviour Management</td> <td>70%</td> </tr> <tr> <td>Classroom Behaviour</td> <td>70%</td> </tr> <tr> <td>Student Motivation</td> <td>70%</td> </tr> </tbody> </table>	Component	2016	2021	Stimulating Learning	30%	75%	Learning Confidence	39%	75%	Student Motivation	67%	90%	Teacher Effectiveness	32%	75%	Teacher Empathy	34%	75%	Component	2021	Percentage of students with 20 or more days absence	Reduced from 30%-10%	Average Days of Absences	Reduced from 19-5 days	Component	2021	Stimulating Learning	70%	Behaviour Management	70%	Classroom Behaviour	70%	Student Motivation	70%
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<p>Community Engagement in Learning : To establish meaningful partnerships with parents and their active engagement in their children's learning and the life of the school community.</p> <ul style="list-style-type: none"> Strengthen two-way communication with parents through COMPASS, development of the community HUB as a parent resource, enhanced parent representation on School Council, the development of an agreed Parent Engagement Policy and regular educational forums and feedback opportunities. Structure increased opportunities for students to share their learning goals with their parents and showcase their achievements with their families. 	<p>Positive Climate for Learning</p>	<p>Year 1: Community HUB – Setting up a sustainable Community Hub that meets the needs of the wider community.</p> <p>Community Connection – Linking student learning with community groups and providing opportunities to influence community.</p> <p>Cultural/Diversity Groups – Make links and connections with a range of diverse groups to cater for all parent and student needs.</p> <p>Parent/Carer Agreement – Implementing a Parent/Carer Agreement form that outlines our schools expectation of parents/carers interactions within our community.</p> <p>Reporting-what the parent/ carer can do at home</p> <p>3:00-3:10pm Parent/teacher conversations-whole child/build rapport Regular take home tasks (General Literacy and Numeracy)</p> <p>Year 2:</p> <p>Parents as experts – identifying parent skills and abilities and making connections to student learning and engaging parents as a resource.</p> <p>Targeted Community Connections – Use of external agencies to assist with disengaged students and families e.g. Resilience Project, REACH and Cultural Groups.</p> <p>Year Level Community Parent Information Night – Creating an interactive parent experience that provides information to support parent understanding of structures and practices of their child's year level. E.g. Mini school structure, what student learning will look like, opportunities for parent feedback. P/T interviews-frequency and not always student driven</p> <p>Students creating educational/celebratory/information videos for their parents Students celebrating achievements-Trug TV/successes/FB access to all communities (Teacher led) Open classrooms-teaching, goals being taught, FB LIVE Parent adding successes (Seesaw) Regular take home tasks (Specific to student needs)</p> <p>Social Worker/Councillor – Investing in a social worker/councillor that provides opportunities for parents to utilise and seek advice and support.</p> <p>School Council – Expand school council parent numbers and develop Ed Sub Committee and Parents and Friends group.</p> <p>Year 3 & 4: Students celebrating achievements-Trug TV/successes/FB access to all communities (Student led) Open classrooms-teaching, goals being taught, FB LIVE Parent adding successes (Seesaw) Regular take home tasks (All curriculum areas)</p> <p>Formalise Processes – Monitor, reflect and evaluate the effectiveness of programs such as: COMPASS, Facebook, SEESAW, Community HUB and School Council etc.</p> <p>Review, and evaluation: Feedback: Parent, student, teacher *surveys, *forums, *data collation-(Compass use, FB use, number of parents adding to Seesaw, number of parents involved –in all areas from 2017-2021</p>	<p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Parent Input</td> <td>70%</td> </tr> <tr> <td>Reporting</td> <td>70%</td> </tr> <tr> <td>Learning Focus</td> <td>70%</td> </tr> <tr> <td>General Satisfaction</td> <td>70%</td> </tr> </tbody> </table> <p>Staff Opinion Survey</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Parent and Community Involvement</td> <td>Equal the primary school mean or better</td> </tr> <tr> <td>Trust in students and parents</td> <td>Equal the primary school mean or better</td> </tr> </tbody> </table> <p>School Connectedness : from 37% positive and 63% neutral to 80% positive and 20% neutral.</p>	Component	2020	Parent Input	70%	Reporting	70%	Learning Focus	70%	General Satisfaction	70%	Component	2020	Parent and Community Involvement	Equal the primary school mean or better	Trust in students and parents	Equal the primary school mean or better
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