

School Strategic Plan 2020-2024

Tanjil South Primary School (2840)



Submitted for review by Kenneth Horton (School Principal) on 13 October, 2021 at 05:29 PM
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 14 October, 2021 at 11:24 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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| School vision | <p>Tanjil South Primary School believes that every child, irrespective of disability, race, or family background, can progress along the learning continuum in an environment of dignity and respect. It is the role of the school and its community to build on a child's strengths and talents to ensure that each child progresses at the highest rate. The school aims to develop students who are able to contribute to and participate in all aspects of community life in a positive way. Students will develop a wide range of skills to enable them to be successful citizens of the 21st Century.</p> <p>The school's mission is to create reflective and independent learners for life through a learning community that provides a challenging and secure environment responsive to individual learning needs. We believe that effective learning occurs through outstanding and innovative teaching and tasks that actively engage students. We also encourage students to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.</p> <p>Pedagogical principles identified to support achievement of our vision are:</p> <ul style="list-style-type: none">- The child is at the center of all learning- High expectations are held for and by the learning community and all members within it.- Engagement will be facilitated through promoting thinking, active inquiry and relevant learning.- Diverse learning needs will be catered for and supported through use of a wide range of teaching strategies and learning technologies- Relationships are the key foundation to developing effective engagement with all members of the community. Interpersonal relationships and collaboration will be fostered within the school community. |
| School values | <p>Tanjil South Primary School Community values respect, acceptance, teamwork, commitment, support, communication and integrity -</p> <ul style="list-style-type: none">- Respect for one another's achievements, views, dignity, privacy and property- Accepting that everyone is different having their own special and unique qualities but also that everyone should be treated as an equal- Commitment towards working together as a team to achieve the best possible outcomes in a safe and stimulating learning environment- Support of students, staff, families and each other in good times and bad- Integrity of the individual in striving for realistic goals- Build trust between the school, families and the wider community through open and honest communication |

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| | <p>These School Community values are the drivers for the visible, explicitly taught and celebrated values of C.A.R.E.</p> <ul style="list-style-type: none"> - Cooperation - Combining energies in helping others to work towards a common goal - Achievement - Using effort to attain short or long term personal learning goals - Respect - Caring enough to consider how our own words and actions impact others - Empathy – Understanding and responding to the words and needs in of others in a positive way <p>These four key values condense and incorporate the seven community values and are actively used in all aspects of student learning.</p> |
| Context challenges | <p>Our school culture has been formed on its small size and ability to meet the needs of the students. The parents have chosen the school for this reason and students mostly thrive socially in its environment. This does pose some challenges relating to the small cohort numbers particularly for those of our senior students. Our school is able to provide more individual support to each student and generally any issues that arise are solved with the support of teachers. In transitioning to secondary school, without the individual support provided and lack of wider social connections, at Tanjil South PS, some of our students can be overwhelmed and struggle to feel they fit in. 2020 and 2021 have been difficult years in supporting the transition to secondary settings and although a modified program has been put in place, it doesn't address the specific needs of our students. Future work around building stronger connections to cluster schools and more deliberate and targeted opportunities need to be developed to foster relationships with students outside of our school, with the intention that our students will already have some connections with other students when they transition to secondary school.</p> <p>Tanjil South PS currently has no families that live locally. The school is not easily serviceable for public transport. There have been times when this has impacted on the ability of students to attend school. Given our small size it is difficult to plan for excursions due to the cost of transport. Activities such as the athletics day and our swimming program relies on parent support in being able to transport them to and from the pool. Although arrangements that have been put in place for each event were sufficient, development of methods in managing transport issues at our school need to be undertaken.</p> |
| Intent, rationale and focus | <p>The priority for achieving the Strategic Plan targets has been to create a collaborative environment that promotes consistent teaching practices, improves flexibility and management of resources and to ensure that the school has a robust and expandable Instructional Model. The school curricula and teaching practices will remain in a process of continuous improvement over the four years with an emphasis on the development of clear teaching approaches and teacher practice. Work is already underway on an action research project through a Bastow Leadership program to measure and develop student motivation in writing. A model for literacy instruction is in development and will include development of individual learning plans for all students.</p> <p>There will be a focus on developing a culture of learning to learn. Students will be given dedicated opportunities to explore and use language and activities to engage and define their role as a learner. Student agency will be supported with experiences that will connect their literacy and numeracy learning to practical skills through problem solving, research and collaboration. This will be structured and connected around the new school vision and point of difference.</p> <p>Tanjil South is one of many schools that service the greater Moe area. Although the school can operate by maintaining its current approach of catering for students that would find larger schools more challenging, there are several other schools in the area who from a potential family's perspective, can provide a similar environment and education. Our school community will need to further</p> |

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| | <p>refine the school vision to differentiate it from the other schools.</p> <p>The school has the potential capacity of around 60 students, however with no local families attending the school, eventually our current families will cycle through our school, and it will be at risk of closure. By defining our point of difference and enhancing it, the school will have something unique to promote and interest new families. There will be an investment of time and resources in producing a clear vision and plan that will drive and further contribute to the work being undertaken in improving the teaching and learning within our school.</p> <p>All of these priorities are to be developed using an evidence-based approach. The previous school review has outlined the evidence for change and the actions to address these priorities will need to be carefully developed and regularly assessed for their effectiveness.</p> |
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| Goal 1 | To improve student learning outcomes with a particular focus on writing |
| Target 1.1 | <p>The three-year rolling average percentage of Year 5 students assessed as meeting, or above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> • Reading from 92% in 2021 to 95% by 2024 • Writing from 60% in 2019 to 80% by 2024 • Numeracy from 85% in 2019 to 90% by 2024 |
| Target 1.2 | By 2024, every Year 1-6 student assessed against the Victorian Curriculum (VC) Levels F-10 will make at least one VC Level of learning progress in each school year, increased from 85% in 2020. |
| Target 1.3 | <p>By 2024, increase the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above age expected level:</p> <ul style="list-style-type: none"> • in writing from 62% to above 77% • in reading from 77% to 83% |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Continue to build a guaranteed and viable curriculum to enhance student learning for reading, writing, and speaking and listening (oral language focused curriculum). |

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| Key Improvement Strategy 1.b Curriculum planning and assessment | Develop an agreed and evidence based whole school approach to planning, assessment, and collaboration in literacy. |
| Key Improvement Strategy 1.c Building practice excellence | Develop an agreed and consistently implemented approach to the Instructional Model |
| Goal 2 | To improve engagement in learning for all students. |
| Target 2.1 | Every student has an Individual Learning Plan (ILP) from 7% in 2020 to 100% in 2024 with 85% of students attaining their ILP goals by 2024. |
| Target 2.2 | Maintain and improve student positive responses to student attitude to learning in the following areas: Motivation and interest – from 75% 2020 to 90% 2024 Self-regulation and goal setting – maintain at 90% over review period Student voice and agency - from 75% 2020 to 90% 2024 Stimulated learning - maintain at 90% over review period |
| Target 2.3 | Reduce average absence and improve attendance to below 15 days absent per year by 2024 from 68% of students to 85% of students. |
| Key Improvement Strategy 2.a Vision, values and culture | Develop a united vision for the school that creates a unique learning environment |

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| <p>Key Improvement Strategy 2.b Empowering students and building school pride</p> | <p>Incorporate authentic hands-on learning experiences into teaching practices that encourage investigation, curiosity and broader understanding of the world.</p> |
| <p>Key Improvement Strategy 2.c Intellectual engagement and self-awareness</p> | <p>Implement methods of developing formalized and visible student learning goals for all students to contribute to and understand their own learning progression</p> |