



Tyers PS 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: Peter Harrison 06/12/16[name] [date][name] [date]
School council: Seona Mitchell 06/12/16[name] [date][name] [date]
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School vision	School values	Context and challenge	Intent, rationale and focus
<p>Vision</p> <p>Tyers Primary School is a community focused school that strives for excellence. Our aim is to empower students to acquire, demonstrate, articulate and value the self-motivation, skills and knowledge that will support them, as life-long learners, to participate in and contribute to live a fulfilling life as a productive member of the global society.</p> <p>Mission</p> <p>Is to enable all learners' access to learning through the provision of;</p> <ul style="list-style-type: none"> differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the Australian curriculum. highly effective teachers and school leadership, focussed on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, coaching and mentoring and collaboration. a quality inclusive learning environment that is responsive to student voice. enriching, engaging resources. opportunities for community and parents to openly participate in learning and decision making partnerships. 	<p>Values</p> <ul style="list-style-type: none"> Respect – Service to all regardless of creed, ethnic or social background, health, gender or political opinions. Compassion – Welcoming and serving all with understanding and without judgement. Integrity – promoting, maintaining and adhering to our mission, vision and values. Empathy – Establishing relationships based on respect, trust, friendship and perception. Advocacy – Working to create a better society by supporting those at need and challenging the causes of human injustice. Courage – Encouraging physical, emotional and intellectual growth, welcoming innovation and giving hope for the future. 	<ul style="list-style-type: none"> The Peer Review undertaken in 2016 noted there was a wide range of abilities of student performance with a number of students performing below the expected levels. It was acknowledged that the schools focus on Reading had developed a whole school reading approach, with documented literacy curriculum and teaching approach. The school also has a defined instructional practice model '<i>PATHways to INSTRUCTION</i>' to inform teacher planning. The absence of a whole school approach to analysis and use of data did not allow teachers to effectively track student achievement and differentiate learning. The panel has identified that the schools recent efforts to identify its vision, mission and values provides the framework to embed a positive school culture in and beyond the school. The school's procedures and practices for physical safety, bullying and behaviour management had clear concise policies ensuring a safe and supportive learning environment, promoting social and emotional wellbeing. Tyers Primary School connected with outside agencies to support student attendance and families in need. 	<ul style="list-style-type: none"> Tyers Primary School seeks to provide differentiated learning for all students to ensure learning is at the point of need and provides learning growth across all areas. This should lead to more students achieving at or above the expected levels. A critical element in achieving these gains would be the development of a whole school approach to assessment and data analysis. A whole school approach to Numeracy teaching, is yet to be developed Building the leadership capacity of staff/educational support staff around teaching and learning will lead to improved student learning outcomes for all. High levels of student engagement exist however this could be further extended to include active involvement of students in school decision making and to support them as life-long learners and global citizens. Further develop the transition program from Years 6–7, as well as internal transitional pathways from Years P-6. Work with the local kindergarten to align common instructional practice.

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)
<ul style="list-style-type: none"> An increase in the percentage of students achieving at or better than the expected level in all aspects of Literacy and Numeracy. An alignment of teacher judgments of student achievement to validated assessment measures including NAPLAN and normed tests. An increase in the percentage of students showing more than a year's growth in achievement across all levels as measured across like schools. To develop consistency in delivery of Literacy—Reading and Writing, oral language (Speaking and Listening) and Numeracy. 	<p><i>Excellence in teaching and learning</i> Curriculum Planning and Assessment</p>	<ul style="list-style-type: none"> To continue the implementation and refinement of the whole school approach to assessment and analysis of collected data, including; <ul style="list-style-type: none"> continued participation in the Insight Assessment Program Trial. to identify areas of concern for cohorts of students and individuals. Build teacher capacity to differentiate the curriculum through personalised learning. Investigate appropriate assessment measures for Speaking and Listening. Staff input student assessment data into the Clear Track Student Performance Tracking Software Program within one school week of completion of assessment activity. 	<ul style="list-style-type: none"> End of year teacher judgments against the Victorian Curriculum indicate all students deemed capable achieving at or above the expected levels in reading, writing and mathematics and show a minimum of twelve months learning growth in each of these areas. School data for the Victorian Curriculum indicates that all students deemed capable demonstrate high proportional growth in both reading and number by 2020. By 2020 mean matched cohort NAPLAN data for Year 5 students will exceed the state mean.



<ul style="list-style-type: none"> • To build a vibrant, professional learning community with a strong focus on improved student outcomes through purposeful conversations around student learning and building collective capacity around use of data and evidence based practice. • To develop consistency in assessment of Literacy—Reading and Writing, oral language (Speaking and Listening) and Numeracy. 	<p><i>Excellence in teaching and learning</i> Building practice excellence</p>	<ul style="list-style-type: none"> • To embed the school’s instructional practice model ‘<i>PATHways to INSTRUCTION</i>’ into all teaching and learning programs, ensuring a consistent and holistic approach to curriculum planning and implementation across the school. • Build on and develop further Professional Learning Teams(PLT’s) practices to build teacher’s capacity to effectively utilise school wide data sets and to inform teaching and learning programs. • Establish a whole school approach to Numeracy through the creation of a Numeracy Action Plan to ensure consistency in delivery and assessment of Numeracy. • Actively participate in a FISO Community of Practice with other LV Network schools around a shared focus on Numeracy to build collective capacity • Further develop a coaching and mentoring approach including peer observation and reflection to build teacher capacity to deliver contemporary teaching and learning programs and align practice as a whole school approach. • Provide professional development and training for all staff on current and developing teaching practices and technology for example in coding, growth mindsets and neuroscience. • Provide students with opportunities to access progressive information technology so as to improve capabilities, skills and ability to adapt to ever-changing tools of the future. • Staff will develop and enhance their use of ICT to support student learning as evidenced by; <ul style="list-style-type: none"> - Work Programs incorporate specific learning activities utilising ICT. - Staff are linking student laptops with classroom smart screens for teaching and learning programs. - Staff are using a wider variety of software applications and programs in teaching and learning programs. - Staff are competent in understanding and teaching of coding languages as evidenced through peer observations. 	<ul style="list-style-type: none"> • School data for NAPLAN indicates 80% of students deemed capable are placed in the top two bands and no students in the bottom two bands, this target to take into account the size of specific cohorts over the period of the SSP. • Staff will support their peers teaching practice through ongoing teacher observation and through an effective Professional Learning Team approach, as evidence by Staff survey indicators; Staff Trust in Colleagues, Teacher Collaboration, Collective Responsibility and Collective efficacy to be equal to or exceed the state mean each year of the strategic plan period. • ICT infrastructure will be improved as identified through the Tyers PS ICT Progression Implementation and Support Plan, 2015. • All staff will complete the ePotential survey by March, annually. • Results of the ePotential survey will be collated and synthesised and shared with all staff to identify strengths and areas of need.
<ul style="list-style-type: none"> • To provide students more say and involvement in teaching and learning programs and the decisions that impact on their learning. • Students will continue to show high levels of safety and connectedness with school and a willingness to take risks with their learning. • Maximise opportunities for students to participate in and take responsibility for, developing their own learning goals and the decisions that impact on their learning. 	<p><i>Positive Climate for Learning</i> Intellectual engagement and self-awareness</p>	<ul style="list-style-type: none"> • Develop personal learning skills, attitudes and knowledge as referenced in the Victorian Curriculum. • Develop students who are socially resilient and confident in their interaction with others. • Establish opportunities for student voice in relation to their learning and school decision making, including metacognitive strategies in the use of student rubrics, goal setting and collaborative learning. • The school consider innovative approaches to learning to incorporate digital technologies and enterprise skills for a 21st Century classroom learning environment. • Student leaders participate in student leadership day(s). 	<ul style="list-style-type: none"> • A score of 4.50 or better be achieved on a Wellbeing Index constructed by the school (calculated by determining the average of the schools scores across the nine Teaching and Learning and Relationships variables of the Student Attitudes to School Survey). • The staff survey variable of Student Motivation be equal to or exceed the state mean each year of the strategic plan period. • Student survey results for 2020 indicate equal to or above state mean for the variables of Student Morale and Peer Connectedness.
<ul style="list-style-type: none"> • Engaging the wider school community in the school culture and its approach to student learning. • To build community relationships with the local and extended community so as to utilise their expertise and skills to support teaching and learning programs within the school. 	<p><i>Community engagement in learning</i> Parents and carers as partners</p>	<ul style="list-style-type: none"> • To improve student and parent connectedness with school and strengthen the home-school partnerships. • To improve student attendance rates across all levels with a reduction in the average number of days absent. • To develop targeted practices to improve attendance for students identified at risk. • To develop opportunities for parent involvement and enhance a common vision towards their child’s learning 	<ul style="list-style-type: none"> • The Parent survey variables of general satisfaction and transition to equal or exceed the state mean each year of the strategic plan period. • The average number of days of student absence per year is equivalent or less than the state mean each year of the strategic plan period.

