

Trentham District Primary School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Liz Carmody ..... [date]	..... [name] ..... [date]	..... [name] ..... [date]
School Council: Madelene Sutton ..... [name] [date]	..... [name] ..... [date]	..... [name] ..... [date]
Delegate of the Secretary: Phonse Crawford ..... [date]	..... [name] ..... [date]	..... [name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>It is the mission of Trentham District Primary School to value, teach, and empower each student in a culture of educational excellence.</p> <p>Graduate Profile</p> <p>The best they can be: Resilient, happy and healthy Problem Solvers &amp; lateral thinkers Emotionally Intelligent Literate, Numerate and confident members of the global community Global, curious, life long learners</p>	<p><i>School Values</i></p> <p>Resilience Honesty Respect Caring Inclusion</p>	<p><i>What is your school's current context?</i></p> <p>The school experiences a state of flux in enrolments, which will continue to impact on staffing over the next strategic plan timeframe. This hindered the school fully accomplishing the SSP student achievement goal to improve individual student learning outcomes in English and Mathematics from prep to six as changes to staffing resulted in an ongoing refocus on the whole school approaches on various occasions to revisit and consolidate teacher knowledge.</p> <p>The comparatively small student cohort numbers also substantially influenced patterns in the various student achievement performance indicators. For example, the 2016 Year 5 cohort of four students meant that one student contributed to one-quarter or twenty-five per cent of the NAPLAN indicator outcomes.</p>	<p><i>Focus:</i></p> <p>To develop and embed an agreed whole school differentiated Victorian Curriculum-aligned instructional model, along with agreed models of English and Mathematics practice.</p> <p>To build a collaborative whole school teacher team or professional learning community that meets to share and interrogate student assessment data, plan and implement appropriate teaching interventions based on the data, and measure the effectiveness of those interventions.</p> <p>To create a distributed leadership structure that reflects an explicit focus on collaborative improvement of instructional practice and student learning.</p> <p>To provide further opportunities to involve students as partners in decision-making activities that promote successful outcomes from their schooling.</p>

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)
Improve Student Outcomes in numeracy and literacy.	<b>Building Practice Excellence</b>	<p>Develop Professional Learning Culture</p> <p>Build teacher capacity in the instruction of literacy and numeracy through a strategically planned and cohesive professional learning program</p> <p>Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students</p>	<p><b>NAPLAN</b></p> <p>Increase the percentage of students achieving in the top two bands in Year 3 and 5 NAPLAN Reading.</p> <p>Increase the percentage of students achieving in the top two bands in Year 3 and 5 NAPLAN Numeracy.</p> <p><b>Teacher Professional Judgements</b></p> <p>By the end of 2021, an increase the percentage of students achieving an A or B in teacher judgements in the Victorian Curriculum.</p> <p><b>Teacher Survey Data</b></p> <p>100% of staff completing the Staff Opinion Survey</p> <p>Positive Endorsement of Collective efficacy to be above 80%</p> <p>Positive of academic emphasis to be at or above 90%</p> <p><b>Attitudes to School</b></p> <p>Stimulated learning and teacher effectiveness ATSS at or above state benchmark</p>
Build a positive climate for learning so that students are confident, healthy and resilient.	<b>Empowering Student and building school pride.</b>	<p>In line with the Kidmatter Framework align Student Leadership and social competency scope and sequence into the whole school curriculum.</p> <p>Resilience Projects</p> <p>Reviewed Student Leadership Policy and Processes introduced.</p> <p>Student Reflection model Du Four Leadership program</p> <p>ATSS Survey - student feedback and ref</p>	<p><b>Attitudes to School Survey</b></p> <p>To increase the <i>connectedness to school</i> and <i>stimulated learning</i> in the ATSS to be at or above the median for schools</p> <p>To increase the <i>Learning Confidence</i> and <i>Student Voice and Agency</i> results in the ATSS to be equivalent to the state mean</p> <p><b>Parent Opinion Survey</b></p> <p>To increase the <i>connectedness to school</i> and <i>stimulated learning</i> in the ATSS to be at or above the median for schools</p> <p>To increase the <i>Learning Confidence</i> and <i>Student Voice and Agency</i> results in the ATSS to be equivalent to the state mean.</p> <p>To increase <i>student motivation</i> and <i>Stimulated Learning</i> environment in the Parent Opinion Survey to be above or equivalent to the state mean.</p>