

School Strategic Plan  
Tambo Upper Primary School Number 2216  
2016-2019



# Targeting Unique Personal Strengths

## Endorsements

Endorsement by School Principal	Signed: Name: Date:
Endorsement by School Council	Signed: Name: Date:  <i>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</i>
Endorsement by the delegate of the Secretary	Signed: Name: Date:

## School Profile

<b>Purpose</b>	<p>Tambo Upper Primary School strives to ensure that every child will be challenged and supported to develop their talents and skills so that they can reach their full potential.</p>
<b>Values</b>	<p>Be Respectful          Be Responsible          Be Safe          Be a Learner          Be a Friend</p>
<b>Environmental Context</b>	<p>Tambo Upper Primary School is situated in an idyllic rural setting along the banks of the Tambo River. The school offers an inclusive education that has a strong focus on Literacy and Numeracy. The school challenges and supports all students to reach their full potential as learners. The school values program (5B's) – 'Be a Learner, Be Respectful, Be Responsible, Be Safe and Be a Friend' promotes a holistic approach to student well-being and engagement.</p> <p>The staff at Tambo Upper Primary School are vibrant and enthusiastic and are committed to ensuring that every child is catered for. They also provide an engaging and challenging curriculum that enables all students to feel valued and safe. All students at Tambo Upper Primary School have Personal Learning Goals within the Literacy and Numeracy domains to ensure that students also take responsibility for their own learning. The school has been able to maintain small class sizes through a period of increasing student enrolments which is evidence of the school's commitment to maintaining optimum learning environments.</p> <p>Tambo Upper Primary School values the importance of the learning partnership between the school, students, parents and the local community. The school also offers Music, Art, Library, Physical Education and German to also provide opportunities for students to develop their skills and capabilities in all areas of the curriculum.</p> <p>Tambo Upper Primary School is a very unique place where the country and rural surroundings provide an environment where connections between learning and life are easily made.</p> <p>The school is aligned with Swan Reach Primary School, Bruthen Primary School, Metung Primary School, Nungurner Primary School and Buchan Primary School to ensure that students are provided with opportunities to participate in</p>

	<p>camps, excursions and sporting activities. Staff at Tambo Upper Primary School also work closely with these schools and other neighbouring schools to enable quality professional development and networking opportunities.</p> <p>The school prides itself on providing a safe and welcoming environment that challenges all students to reach their full potential.</p>
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## Strategic Direction

<b>Achievement</b> Achievement refers to both the absolute levels or learning attainment and growth in student learning that schools strive to support		<b>Key Improvement Strategies</b>
<b>Goals</b>	To improve Literacy and Numeracy outcomes for all students	A school wide consistency of practice in all instructional models for teaching and learning progress with a focus on high expectations of all learners.
<b>Targets</b>	<p>By the end of 2019, 100% of students are achieving at least 12 months progression within AusVELS</p> <p>By the end of 2019, 'Relative Growth' between Year 3 and Year 5 in all areas (Med – High: 75%) in NAPLAN is achieved</p> <p>By the end of 2019, 60% of students are achieving an 'A' or 'B' at all levels and all domains of Literacy and Numeracy as evidenced by teacher judgments.</p> <p>By the end of 2019, all planning documents reflect the use of multiple sources of data to plan for and support student learning.</p> <p>By the end of 2019, all planning documents show clear links to individual learning intentions with high learning expectations.</p>	<p>Further and ongoing implementation of the selected learning programs to further improve Literacy results.</p> <p>The school to continue its work with its preferred writing model and use this as a template for managing improvement in other areas.</p> <p>A consistent approach to the teaching of spelling and reading.</p> <p>Develop whole school expectations for learning achievement at all stages of learning for Literacy and Numeracy,</p> <p>Develop 'I can' statements for Literacy and Numeracy skills for each stage of learning.</p> <p>Provision of strategies for Goal setting and feedback to students.</p> <p>Develop a 'Teacher Feedback' Model</p>

		<p>Build capacity of staff through professional development, mentoring and coaching to use and analyse data as a tool to define and implement point of need teaching.</p> <p>Develop a whole school The learning focus for all students to be clearly set at the next point of learning for the student.</p>
<b>Theory of Action</b>	<p>Consistency of practice and shared language of learning is critical to improving learning outcomes.</p> <p>Students who understand their own learning journey, their current progress and next steps in the learning cycle are better learners.</p> <p>If staff become expert in data analysis and the use of data to set learning goals then high levels of student outcome will result.</p> <p>If we improve the capacity of staff to analyse learning data and provide effective feedback to the learner then student learning will improve.</p> <p>If student voice is encouraged by a pedagogical framework of inquiry based learning then learner confidence will build.</p>	
	<b>Actions</b>	<b>Success Criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Develop a Literacy Framework to be used across P-6</li> <li>• Develop 'I Can' statements within Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• The use of the Daily 5 approach is consistent in all classrooms as evidenced by staff planning documents.</li> <li>• Inclusion of Daily 5 within staff PDP as a set goal.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of preferred model for Literacy – Daily 5 – CAFÉ/VCOP and Big Write</li> <li>• Develop a whole School Curriculum, Assessment and Reporting Framework</li> <li>• Implementation of Spelling Program – ‘Words their Way’</li> <li>• Formalisation of student goal setting processes</li> <li>• Data analysis is undertaken across all year levels to inform teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms support the Literacy approach through diversified learning environments and visuals.</li> <li>• Documented Literacy Framework P-6</li> <li>• Documented list of ‘I can’ statements in Numeracy and Literacy from P-6.</li> <li>• Documented ‘School Curriculum, Assessment and Reporting Framework’</li> <li>• Data analysis is informing teacher practice and planning as evidenced by staff planning documents</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Develop a ‘Teacher Feedback Model’ (Teacher – Student) and (Teacher – Teacher)</li> <li>• Implement Learning Intentions and Success Criteria within Numeracy Sessions</li> <li>• Continue model for Literacy – Daily 5 - CAFÉ/VCOP and Big Write</li> <li>• Develop process for individualised teaching and learning (Learning Journey’s)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria are used by staff within Numeracy</li> <li>• Documented Peer Observation protocols</li> <li>• Implemented Peer Observations across the school at all year levels</li> <li>• Documented ‘Teacher Feedback Model’ (Teacher – Student) and (Teacher – Teacher)</li> <li>• Consistency of practice observed in program implementation and point of need teaching based on individualised processes (Learning Journey’s)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Embedding of Literacy Model – CAFÉ/VCOP and Big Write</li> <li>• Comprehensive system of individualised teaching and learning</li> <li>• Development of a consistent Numeracy approach across the school</li> <li>• Embedded practice of ‘Teacher Feedback Model’ (Teacher – Student) and (Teacher – Teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent practice across the school with the Literacy Model</li> <li>• Clear links between individual needs and planning documents (Learning Journey’s)</li> <li>• ‘Teacher Feedback Model’ documents (Teacher – Student) and (Teacher – Teacher)</li> <li>• Documented Numeracy approach across all year levels.</li> </ul>

<b>Year 4</b>	<ul style="list-style-type: none"> <li>Undertake comprehensive review and plan actions to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Documented review and actions to achieve goals</li> </ul>
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<b>Engagement</b> Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.		<b>Key Improvement Strategies</b>
<b>Goals</b>	To develop self-motivated, responsible and curious learners at all levels	<ul style="list-style-type: none"> <li>Develop a structure of 'Personal Learning Goal' setting at all year levels</li> <li>Implement an Inquiry approach to the teaching of Science and The Humanities across the school (P-6)</li> <li>Develop and implement 'Tambo Upper Learning Journey's' for all students</li> <li>Student Voice to become an integral component of all learning programs</li> <li>Student Voice developed through an active JSC with class representatives attending regular meetings and sharing ideas about school activities and potential improvements</li> <li>All Year 6 students have a leadership role assisting in the operation of the school in both special events and ongoing programs (Assembly)</li> </ul>
<b>Targets</b>	Attitudes to School Survey <b>By the end of 2019:</b> Student Motivation – 5.0 Learning Confidence – 5.0	
	<b>Actions</b>	<b>Success Criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Develop agreed protocols and practices for Personal Goal Setting and Monitoring across the school</li> </ul>	<ul style="list-style-type: none"> <li>Students have Personal Learning Goals within Literacy and Numeracy across all year levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a consultative platform for teachers and students to develop Personal Learning Goals</li> <li>• Implement an Inquiry approach to the teaching and learning of Science and The Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of consultation between teacher and student in regards to Personal Learning Goal development</li> <li>• All staff are utilising MAPPEN to deliver The Humanities through an Inquiry approach</li> <li>• Students are challenged and teachers are responsive to the various modes of learning</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Develop and implement 'Tambo Upper Learning Journey's' for all students</li> <li>• Construct a Junior School Council (JSC)</li> <li>• Leadership roles and responsibilities established for all Grade 6 students</li> <li>• Development of Student Voice in learning processes</li> <li>• Embed an Inquiry approach to the teaching and learning of Science and The Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• All students, teachers and parents are using the Learning Journey's as a means to develop a sense of ownership for their learning.</li> <li>• Junior School Council is active and have met regularly. The JSC is representative of all year levels.</li> <li>• Grade 6 students conduct assembly on a weekly basis and are involved in the organisation and operation of events (Blues Café)</li> <li>• All staff are utilising Primary Connections to deliver Science through an Inquiry approach</li> <li>• Planning documents detail student input and direction</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Further development of JSC and student involvement in events and programs</li> <li>• JSC members to attend School Council Meetings on a regular basis</li> <li>• Embedding of Student Voice in learning processes</li> <li>• Embedding of 'Tambo Upper Learning Journey's' for all students as a means of feedback, monitoring and teacher planning</li> </ul>	<ul style="list-style-type: none"> <li>• JSC members have attended School Council and delivered a report</li> <li>• Planning documents detail student input and direction</li> <li>• Learning Journey's are reviewed on a regular basis as a whole staff and are used to inform teacher direction</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>Undertake comprehensive review and plan actions to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Documented review and actions to achieve goals</li> </ul>
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<b>Wellbeing</b> Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning environment.		<b>Key Improvement Strategies</b>
<b>Goals</b>	To enable students to have the capacity and confidence to successfully interact with peers and the community.	<ul style="list-style-type: none"> <li>Communication with the school community around school programs and practices to be further enhanced</li> <li>Offering opportunities for parents to be involved in their child's education through promotion of class and school events</li> <li>Staff will participate in ongoing, targeted professional learning opportunities</li> <li>A whole school approach to support programs and management of wellbeing and behaviour</li> <li>Individual student needs are identified and support is delivered through consultation with relevant people</li> <li>Implement the 'E-Smart' program to address cyber-bullying</li> <li>Implement the Achievement Program to support students and staff</li> </ul>
<b>Targets</b>	Attitudes to School Survey <b>By the end of 2019:</b> Connectedness to Peers – 4.85  Attitudes to School Survey <b>By the end of 2019:</b> Student Morale – Above State and Region Level	
<b>Actions</b>		<b>Success Criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Develop practices and processes to progress through the Achievement Program</li> </ul>	<ul style="list-style-type: none"> <li>Complete the 'Create' stage of the Achievement Program</li> <li>Obtain accreditation in the E-Smart Program</li> <li>Documented 'Engagement and Inclusion Policy'</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop practices and processes to progress through the E-Smart Program</li> <li>• Develop the Engagement and Inclusion Policy within the school to support all students</li> <li>• Identify students with emotional, social, academic and physical needs on a regular basis and provide programs and support</li> <li>• Implement the 'High 5' strategy to build student capacity and resilience</li> <li>• Maintain website and newsletter communication to parents</li> <li>• Professional Development with a focus on meeting individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Students needs are being addressed through consultative processes</li> <li>• Programs are carried out at school to support student needs</li> <li>• The 'High 5' strategy is evident around the school and within communication to the school community</li> <li>• Staff have attended Professional Development that is targeted to specific student needs</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Lunchtime Programs offered throughout the year</li> <li>• Continue to Identify students with emotional, social, academic and physical needs on a regular basis and provide programs and support</li> <li>• Professional Development with a focus on meeting individual needs</li> <li>• Consistent communication with parents in regards to opportunities within the school to assist</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Student Attitude to School Survey results</li> <li>• Complete the 'Embed' stage of the Achievement Program</li> <li>• Various activities are available for students at lunchtimes throughout the year</li> <li>• Students needs are being addressed through consultative processes</li> <li>• Programs are carried out at school to support student needs</li> <li>• Staff have attended Professional Development that is targeted to specific student needs</li> <li>• Parents are more involved in their child's learning</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Continue to Identify students with emotional, social, academic and</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Student Attitude to School Survey results</li> </ul>

	<p>physical needs on a regular basis and provide programs and support</p> <ul style="list-style-type: none"> <li>• Professional Development with a focus on meeting individual needs</li> <li>• Consistent communication with parents in regards to opportunities within the school to assist</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain accreditation in the Achievement Program</li> <li>• Various activities are available for students at lunchtimes throughout the year</li> <li>• Students needs are being addressed through consultative processes</li> <li>• Programs are carried out at school to support student needs</li> <li>• Staff have attended Professional Development that is targeted to specific student needs</li> <li>• Parents are consistently involved in their child's learning and form an important component within the school's program</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Undertake comprehensive review and plan actions to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>• Documented review and actions to achieve goals</li> </ul>

<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of the school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structure, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p><b>Key Improvement Strategies</b></p>
<p><b>Goals</b></p>	<p>To ensure resources are aligned with the school strategic direction</p>	<ul style="list-style-type: none"> <li>• Funds allocated to meet strategies identified in the strategic plan</li> <li>• Through effective financial management, the school continue to improve its facilities to enhance student learning</li> <li>• Explore the need for learning space options to support additional enrolments and pedagogical approaches</li> <li>• Upgrade ICT resources within the school to cater to the increasing enrolments</li> <li>• Implement learning programs across the school that support Inquiry based teaching practices</li> <li>• Provide students with opportunities to undertake various dimensions with The Arts</li> <li>• Target resourcing of professional development to build teacher capacity</li> <li>• Ensure that all staff are engaged in the implementation of the Strategic Plan</li> </ul>
<p><b>Targets</b></p>	<p>Development of current and new stimulating and safe teaching spaces.</p> <p>Targeted Professional Development for all staff to support goals and strategies of the School Strategic Plan.</p> <p>Attitudes to School Survey  <b>By the end of 2019:</b>  Stimulating Environments: 5.0</p>	
	<p><b>Actions</b></p>	<p><b>Success Criteria</b></p>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Investigate various learning spaces to support the Literacy approach</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom environments support the Daily 5 approach</li> <li>• Students are learning through various mobile devices</li> </ul>

	<ul style="list-style-type: none"> <li>• Upgrade ICT resources within the school to cater to the increasing enrolments</li> <li>• Allocation of professional development budget for individual and whole school development to enable work in Achievement, Wellbeing and Engagement areas to support the Strategic Plan</li> <li>• Allocate a financial commitment to support all programs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff PDP's are reflective of the school's strategic goals</li> <li>• Staff have attended Professional Development in accordance with School Strategic Plan</li> <li>• All school programs are supported financially with contemporary resources</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Allocation of professional development budget for individual and whole school development to enable work in Achievement, Wellbeing and Engagement areas to support the Strategic Plan</li> <li>• Provide students with opportunities to undertake various dimensions with The Arts (Visual Arts)</li> <li>• Allocate a financial commitment to support all programs</li> <li>• Maintain ICT resources across the school</li> </ul>	<ul style="list-style-type: none"> <li>• The school is providing Visual Arts across all year levels</li> <li>• All school programs are supported financially with contemporary resources</li> <li>• Staff have attended Professional Development to support the attainment of School Strategic Plan Goals</li> <li>• Staff PDP's are reflective of the school's strategic goals</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Allocation of professional development budget for individual and whole school development to enable work in Achievement, Wellbeing and Engagement areas to support the Strategic Plan</li> <li>• Provide students with opportunities to undertake various dimensions with The Arts (Performing Arts)</li> </ul>	<ul style="list-style-type: none"> <li>• All school programs are supported financially with contemporary resources</li> <li>• Staff have attended Professional Development to support the attainment of School Strategic Plan Goals</li> <li>• Staff PDP's are reflective of the school's strategic goals</li> </ul>

**Year 4**

- Undertake comprehensive review and plan actions to achieve goals

- Documented review and actions to achieve goals