

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Bev Thompson March 2016[name]..... [date][name]..... [date]
School council: David Fitzgerald March 2016[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>MISSION STATEMENT Thomas Chirnside Primary School is a supportive, engaging and inclusive environment that encourages excellence and a love of learning. All children will be respected, valued and guided along a path of life-long learning and active participation in future society.</p> <p>VISION STATEMENT Thomas Chirnside Primary School will be recognised and acknowledged for its: § Commitment to excellence; § Diverse and relevant curriculum; § Recognition of the individuality of a child's learning abilities and a proactive response in catering for these needs; and § Dedicated staff who commit to professional growth and quality within all aspects of our educational setting.</p>	<p>RESPECT Showing respect is about thinking about how you would like to be treated and treating others in that manner. It is about appreciating other people's qualities. At Thomas Chirnside Primary School we display Respect with the following attitudes: Consideration Courtesy Tolerance Caring</p> <p>EXCELLENCE Excellence means that you are always striving to do your very best and that you are the best at what you do. At Thomas Chirnside Primary School we display Excellence with the following attitudes: Striving to do your best Always wanting to improve Persistence Patience Being positive about all that we do</p> <p>HONESTY Honesty is about being truthful and fair. At Thomas Chirnside Primary School we display Honesty with the following attitudes: Trustworthiness Truthfulness</p> <p>FRIENDLINESS Being friendly is showing that you care about other people and it is about making others feel welcome. At Thomas Chirnside Primary School we display Friendliness with the following attitudes: Consideration Understanding Helpfulness Care Respect Tolerance</p>	<p>Thomas Chirnside Primary School is located in the rapidly developing City of Wyndham and is a part of the South West Victoria Region. The school has been providing a quality education for students for the past 22 years.</p> <p>More than fifty per cent of students travel from outside the local neighbourhood area to attend the school. The 2014 Student Family Occupation measure was at 0.52 compared with the state median of 0.51. Data presented by ACARA on the My School Website indicates an index of Community Socio-Economic Advantage of 991 compared to the average value of 1000.</p> <p>Distribution of students by Socio-Economic Advantage</p> <table border="1"> <thead> <tr> <th></th> <th>Bottom quarter</th> <th>Middle quarters</th> <th>Top Quarter</th> </tr> </thead> <tbody> <tr> <td>School Distribution</td> <td>31%</td> <td>37%</td> <td>22%</td> </tr> <tr> <td>Australian Distribution</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table> <p>Approximately, 20% of students are from Language Backgrounds Other than English. A small percentage of students identify as being of aboriginal or islander descent.</p> <p>Enrolment has remained relatively stable over the period of the School Strategic Plan. Nearby housing developments are expected to increase enrolment numbers in the near future. In 2015 teaching staff total 32.1 EFT and support staff total 4.5 EFT.</p> <p>We have seen an increase in transience in recent years with students often transferring overseas or interstate. Increased numbers of families from refugee backgrounds have joined our school community. The school has employed a multicultural education aide to support these families.</p>		Bottom quarter	Middle quarters	Top Quarter	School Distribution	31%	37%	22%	Australian Distribution	25%	25%	25%	<p>Thomas Chirnside Primary School's strategic intent is to improve student learning outcomes for future learning and work in the 21st Century. The school reform initiative includes development of: Safe and collaborative climate; Effective teaching in every classroom; Guaranteed and viable curriculum; Standards referenced reporting; and, Competency based education.</p> <p>There is clear evidence across learning outcomes and opinion data to indicate that the strategic direction undertaken by the school is making a difference to student learning. Continuing to work on school improvement using these reforms will enhance and extend outcomes and further develop a purposeful learning community. Continuing to develop factors related to engagement and wellbeing and ensuring students, staff and parents feel that the school is a safe and caring environment maximises collaboration for the enhancement of learning. Continuing to develop and maintain effective instruction in every classroom through the Professional Learning Community processes including research based instructional strategies outlined in Marzano's Art and Science of Teaching improves the quality of learning for every student. Ensuring a guaranteed and viable curriculum focused on enhancing student learning is in place across the school and that instruction includes explicit teaching of subject specific vocabulary further focuses on learning improvement. Explicitly teaching 21st Century skills through cognitive and conative learning will enhance the ability of students to effectively process information and complete tasks.</p> <p>The school has achieved successful implementation of the following research-based school reform measures:</p> <ul style="list-style-type: none"> • DuFour's Professional Learning Communities • Marzano's High Reliability Schools <p>During the recent Peer Review the panel agreed that the school can be proud of many improvements and achievements in teaching and learning over the period of the last review. It also agreed that the next level of work is consistency of high quality practice in every classroom; building student ownership of their learning; and, building a growth mindset and social emotional intelligence capabilities. The following initiatives will focus improvement:</p> <ol style="list-style-type: none"> 1. Building practice excellence - Teachers, principals and schools working together <ul style="list-style-type: none"> • Professional Learning Communities • Effective teaching in every classroom 2. Curriculum, planning and assessment - Embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs <ul style="list-style-type: none"> • Guaranteed and viable curriculum enhancing student learning • Right Time Intervention 3. Setting expectations and promoting inclusion – working across the community to implement support, inclusion and engagement <ul style="list-style-type: none"> • Safe and collaborative climate • Standards based reporting • Competency based education
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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)
<p>To improve the relative learning growth in literacy and numeracy.</p> <p>Every student will achieve 1.2 years of growth across one year of learning in both literacy and numeracy.</p>	<p><u>Priority</u> Excellence in teaching and learning <u>Initiative</u> Building practice excellence</p>	<ol style="list-style-type: none"> <u>Build research-based professional learning communities</u> <ul style="list-style-type: none"> Ensure the use of data and evidence to inform practice Ensure school-wide expectations, protocols and practice <u>Effective teaching in every classroom.</u> <ul style="list-style-type: none"> Research-based instructional practice, (Marzano's Art and Science of teaching) Build a coaching culture – for all including staff and students Include 1:1 coaching <u>Build the guaranteed and viable curriculum.</u> <ul style="list-style-type: none"> Focus on thinking skills framework (Marzano) Include subject specific vocabulary 21st century learning skills and dispositions 	<ul style="list-style-type: none"> ➤ 100% of students will achieve 1.2 levels of growth on the Victorian Curriculum in both literacy and numeracy annually ➤ Increasing the percentage of students achieving above the expected level in all assessments. ➤ 25 % or more of students will achieve high growth and no more than 25 % will achieve low growth on NAPLAN relative growth measurements. ➤ Maintain levels of approval on school staff survey modules - teaching and learning measures at 80% or above state means, school climate measures at 80% or above state means
<p>To increase student ownership of their learning.</p> <p>Every student will have input into setting individual learning goals and be capable of collecting evidence of their achievement against proficiency scales measures for engagement.</p>	<p><u>Priority</u> Positive climate for learning <u>Initiative</u> Setting expectations and promoting inclusion Empowering students and building school pride</p>	<ol style="list-style-type: none"> <u>Intervention for all students (RTI)</u> <ul style="list-style-type: none"> Ensure challenging goals and effective feedback for all Provide research-based classroom instructional strategies powerful enough to enable 80–90 percent of students to be successful without further intervention. Provides small group interventions - moderate intensity for 5%-10% Provides intense interventions 1% - 5% Include additional time and support for students not achieving standards Provide additional extension and enrichment for those at or above standard. Include 'front-loading' models of support for EAL students Level literacy intervention (LLI) into classrooms. <u>Build the home/school relationship.</u> <ul style="list-style-type: none"> Focus on learning – build parent knowledge and approach to learning Standards based reporting (proficiency scales) 	<ul style="list-style-type: none"> ➤ Attitudes to school survey data to be at state mean scores for the teaching and learning variables. ➤ Improvement against current benchmarks in student perception of their engagement as measured by a school-based survey. ➤ Increased percentage of students achieving above expected levels in literacy, numeracy and personal learning dimensions. ➤ Maintain levels of approval on school staff survey modules - teaching and learning measures at 80% or above state means, school climate measures at 80% or above state means ➤ Student attendance levels that exceed the state averages. Student absences will be less than 12 days per year.
<p>To build the resilience of every student.</p> <p>Every student will be able to discuss success criteria and leaning goals for proficiency at expected levels of resilience measures.</p>	<p><u>Priority</u> Positive climate for learning <u>Initiative</u> Empowering students and building school pride Health and wellbeing</p>	<ol style="list-style-type: none"> <u>Build the social emotional intelligence capabilities of students.</u> <ul style="list-style-type: none"> Build resilience Students develop a growth mind-set Investigate instructional practices Include conflict resolution Use 1:1 coaching conversations Students can articulate learning goals for conative skills 	<ul style="list-style-type: none"> ➤ Attitudes to school survey scores to be at state mean scores for the wellbeing and student relationship variables. ➤ School based surveys on EQ/ resilience measures ➤ Parent opinion survey scores at state mean scores for approachability, parent input, student safety, connectedness to peers, social skills, and transition.





Framework for Improving Student Outcomes

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