School Strategic Plan for
Toorak Primary School
Southern Metropolitan Region
2015-2019

| Endorsement by School Principal | Signed: Julie T. Manallack  
Name: Julie T. Manallack  
Date: 6/2/15 |
|--------------------------------|---------------------------------|

| Endorsement by School Council | Signed: Adrian Smith  
Name: Adrian Smith  
Date: 4/2/2015 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</td>
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</tbody>
</table>

| Endorsement by Regional Network Leader | Signed: Julie Allan  
Name: Julie Allan  
Date: 3/12/15 |
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1

1
# School Profile

## Purpose
Toorak Primary School aims to provide a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation.

Toorak Primary School continually improves procedures and practices so that every child has the opportunity to succeed.

## Values
A holistic approach to learning is adopted where the academic, physical, social emotional and psychological needs of all children are taken into account underpinned by the values of Tolerance, Persistence and success.

At Toorak Primary School we implement “Restorative Practice” Program and assertive discipline to accentuate our school’s core values.

## Environmental Context
Toorak Primary School which was opened in 1890 is located in attractive, well maintained grounds in a quiet residential area in the city of Stonnington, adjacent to the Brookville Gardens. The school has developed a strong relationship with Brookville Kindergarten on the other side of the gardens.

The current population is 412 with 420 enrolments for 2015. The demographic is culturally diverse; 20% of students have English as an Additional Language (EAL) and the school’s SFO is 0.2. The school has embraced its diversity and this is reflected in its programs. While the official LOTE is French, students of German parentage have bi-lingual classes during the week and Mandarin, Swedish and Greek after offered out of school hours. Other specialist classes include Physical Education, Music, Performing Arts, Library and Digital Literacy. Extra curricula activities include a range of sports, such as tennis, soccer and basketball as well as chess, sailing and snow sports. The facilities at the school are excellent. The older buildings have been refurbished, a new wing has been added as part of the BER and most recently an architecturally designed double story building has been completed which has been designed to facilitate fluid student groupings and team teaching. In addition to a gym and a well-equipped library, the school now has a very well equipped multi media centre. A one to one netbook program was introduced in Years 3-6 and the school has now added a bank of iPads and mini touch pads, particularly for use in the junior years.

The staff profile is well balanced in terms of gender and teaching experience.
<table>
<thead>
<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
</table>
| **Achievement**  | To further develop our professional community where the learning needs of all students and staff are met across all areas of the curriculum | By the end of the Strategic Plan:  
  - At least 75% of students achieving above the expected level  
  - Every student to progress at least one year across all areas of the curriculum  
  - All EAL students to be accurately assessed and demonstrate growth using the EAL continuum | **Strategies to consider:**  
  - Professional learning in writing, particularly in moderation in writing  
  - EAL training for staff  
  - Accurate identification of EAL students  
  - Continue to develop consistency in pedagogical approaches in both Literacy and Numeracy  
  - Develop a common language of learning which is used by teachers and students. |
| **Engagement**   | To improve students' learning confidence | An upward trend in all variables of the student attitudes to school data and parent opinion surveys | **Strategies to consider:**  
  - Continue to use focus groups to obtain student feedback on their learning and engagement in learning  
  - Co-construct classroom expectations and feedback using common language  
  - Continue to develop through school transitions and effective communications  
  - Continue to build student self-efficacy |
| Wellbeing | To continue to develop and provide opportunities for students to become resilient | An upward trend in all variables of the student attitudes to school data and parent opinion surveys | Strategies to consider:  
- The Reflection Room extended to include classroom behavior  
- Exploration of different social and emotional programs with the intention of making a decision to have a whole school approach  
- Bring the school values into the common language  
- Explore programs such as ‘Better Parents, Better Questions’ for parent education |
| Productivity | To strategically allocate resources to grow the learning community | | Strategies to consider:-  
- Build leadership capacity, especially of new leaders |
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<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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| **Achievement**                                    | Year 1                                                                  | ・ Teachers using at least 3 forms of assessment to measure achievement and growth of student learning  
| ・ Professional learning in writing, particularly in moderation in writing | ・Moderation to be extended to at least twice per term both within and across levels | ・Consistent approaches to moderation developed across the school                        |
| ・ EAL training for staff                           | ・Evaluate assessment practices to include a range of summative, formative and diagnostic tools. | ・Teachers involved in coaching and professional learning for effective EAL pedagogy Years ??? |
| ・ Accurate identification of EAL students          | ・Review the assessment schedule to include a range of assessments.      | ・Correct identification of EAL students on the curriculum                                |
| ・ Continue to develop consistency in pedagogical approaches in both Literacy and Numeracy | ・Engaging the services of an EAL specialist to support in the early identification of language ability | ・Introduction of a common language for teachers and students about learning                |
| ・ Develop a common language of learning which is used by teachers and students. | ・Develop the skills of teachers to interrogate and triangulate the data with the objective of teaching to the point of need | ・Common processes and protocols included in PLTs with a focus on                          |
|                                                    | ・SPA Program to be more readily available to all staff                 |                                                                                        |
|                                                    | ・Agenda for level meetings to be established across the school to include data interpretation as a priority |                                                                                        |
### Year 1
- Capture of student voice refined and targeted
- Developing a common language of learning to enhance engagement in learning and empowering students
- Developing a model for student goal setting around learning that is co-constructed
- Development of a shared language with parents and collection of parent satisfaction
- Collection, collation and analysis of student voice Terms 1 and 3 to inform school wide planning
- Establish a core student leadership group to facilitate parent meetings, newsletter messages
- Development of school wide characteristics of learners at TPS
- Improved student opinion survey results across all variables
- Feedback gathered from parents with regards to level of engagement of themselves and children in learning at

### Year 2
- Based on the data and evidence of year 1, year 2 will seek to build on and strengthen the key areas of:
  - Data literacy
  - Effective assessment analysis
  - Measurement of impact and targeted interventions
  - Middle level leadership continued development
  - Building assessment capable learners

### Year 3
- Reflect and evaluate success of actions and modify as required in response to the school’s needs and that of its students

### Year 4
- Year of reflection and forward planning

### Engagement
- Continue to use focus groups to obtain student feedback on their learning and engagement in learning
- Co-construct classroom expectations and feedback using common language
- Continue to develop through school transitions and effective communications
- Continue to build student self-efficacy
**Explore social and emotional learning strategies**
- Develop the language of learners
- Create alternative surveys to identify student engagement
- Seek feedback from parents in terms of their engagement in their students learning
- Refining transitions for students entering school during the year and for Year 5’s preparing for secondary school

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Based on year one data, progress and feedback, year 2 will seek to build on:</th>
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<tbody>
<tr>
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<td>• Student learning resilience</td>
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<td>• Embedding the characteristics of learners at TPS</td>
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<td>• Increased student voice processes</td>
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| Year 3 | Reflect and evaluate success of actions and modify as required in response to the school's needs and that of its students |

| Year 4 | Year of reflection and planning |

**Wellbeing**
- The Reflection Room extended to include classroom behavior
- Exploration of different social and emotional programs with the intention of making a decision to have a whole school approach
- Bring the school values into the common language
- Explore programs such as ‘Better Parents, Better Questions’ for parent education

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<td>• An agreed process and structure of the school wide approach to well-being and engagement</td>
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<td>• Building strong community and school links around learning and a common language</td>
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<td>• Re-assess the role of the ‘Reflection Room’</td>
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| Year 3 | Reflect and evaluate success of actions and modify as required in response to the school's needs and that of its students |

| Year 4 | Year of reflection and planning |

**TPS**
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<tr>
<th>Year</th>
<th>Action Plan</th>
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<td>Year of reflection and planning</td>
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<td><strong>Productivity</strong></td>
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| Year 1 | Establishing a team collaborative culture (work of DuFour and Eaker)  
- A focus on coaching of middle leaders  
- Establish a revised and documented induction process for new staff  
- Allocation of resources strategically including financial and human  
- Identifying key areas for improvement based on data |
| Year 2 | Ensure distributive leadership model is supported  
- Review the length of leadership appointments to cover the length of the strategic plan  
- Action Plans developed for all Professional Learning Teams  
- Elect a Deputy for each leadership role  
- Roles and responsibilities reviewed and refined/clarified for leadership roles.  
- Sustainability and Environment reviewed and supported to further develop a whole school approach involving the community |
| | Establishing clear processes and structures of communication  
- Documented induction booklet for new staff  
- Staff and student input in to new induction booklet  
- Use of in-school expertise as well as external persons in relation to EAL and leadership coaching  
- Establishing effective teams across the school  
- Using data to inform decisions about student learning, resources and professional learning |
| | Documented leadership structure  
- Appointed leaders and deputy leaders  
- Documented roles and responsibilities for all leadership roles.  
- Action Plans documented and submitted  
- All levels timetabled to use the kitchen garden within the curriculum |
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