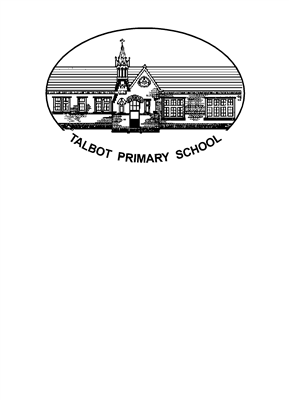
**School Strategic Plan 2020-2024**

Talbot Primary School (0954)



Submitted for review by Krista Barnes (School Principal) on 25 July, 2021 at 08:36 PM  
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 29 July, 2021 at 12:01 PM  
Endorsed by Amanda Conn (School Council President) on 08 August, 2021 at 09:49 PM

**School Strategic Plan - 2020-2024**

Talbot Primary School (0954)

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| School vision | Talbot Primary School is a happy and safe learning environment where students are inspired to achieve their best academically, while making a positive contribution to their community. At Talbot Primary School, students are encouraged to be independent learners who are confident in themselves and their learning and are able to embrace challenges. Students are supported to be resilient, open minded, kind, caring and respectful of others and responsible for their actions  FROM OUR STUDENTS Talbot Primary School Students are helpful, persistent and responsible. We try our best to be a good friend, to be a good sport, to support each other and to put maximum effort into our learning.  Our values are an important part of our unique school. We live by our school values. |
| School values | Talbot Primary School’s values are Honesty, Persistence, Respect, Responsibility and Teamwork Honesty • I will always tell the truth • I will own up to my mistakes and use them as learning experiences. Persistence • I will keep trying • Work to the best of my abilities • Ask for assistance • Give new activities a go • Learn from my mistakes Respect • To treat people and property with care • Be considerate • Use manners • Be tolerant of differences in others Responsibility • Try to meet school expectations and own my behaviour • Be organised  • Follow instructions • Accept outcomes of my choices Teamwork • Get along with others during work and play • Encourage others • Compromise • Cooperation |
| Context challenges | Talbot Primary School depends largely on the enrolment of local children and from 2020 projected enrolments will continue to decrease over the next four years. We are fortunate to have a local bus run that supports not only the Talbot local families, but includes several surrounding smaller communities, which has significantly increased the number of students who attend Talbot PS. In 2021, Talbot PS student numbers decreased significantly, affecting the staffing profile of the school. As a result of this, the school reduced the number of classrooms from three in 2020 to two in 2021. The future enrolments will continue to decline over the life of the strategic plan, which could possibly reduce the staffing profile of the school in the future. The Talbot Kindergarten ceased operating in 2019 and has remained in this state during 2021. After a comprehensive marketing campaign supported by the Goldfields Shire, school, families and Talbot community, we are very pleased that the Talbot Kindergarten will re-open in 2022 with eight enrolments in both the 3 and 4 year old programs. The Talbot community will struggle to have housing growth in the future years due to the ongoing lack of an improved sewerage system being available for future housing development and sub-division of rural land.  Talbot PS student population family profile reflects diversity in backgrounds. Talbot PS has a positive reputation that focuses strongly on inclusivity, respects diversity of our students and families and is supportive to students with special needs. The size of the school and the programs the school provides is attractive to many families living in rural areas such as Talbot and surrounding country communities. |
| Intent, rationale and focus | In 2021, Talbot PS identified the need to improve teacher practice in delivering differentiation for student learning by using data analysis to deliver 'point of need teaching' in Literacy and Numeracy to improve outcomes for all students. Teachers will implement a whole school Instructional Model in each classroom for the Reading, Writing and Numeracy blocks, which will include High Impact Teaching Strategies (HITS) to improve student outcomes.  Talbot PS will promote and implement 'Student Agency' across the school to support students playing a significant role in the development and progress of their own learning goals. To achieve this, TPS will develop the skills and knowledge for students to identify their own learning goals as well as planning how to achieve their goals. Classroom teachers will provide one to one conferencing and small targeted group work as part of the implementation of Instructional Model (I.M.) used in Reading, Writing and Numeracy blocks to support students in monitoring, achieving and setting learning goals. We believe these strategies will improve student engagement in their own learning, which should result in overall improvement in student outcomes.  Talbot PS aims to develop a culture of open and honest feedback between students, staff, school leadership and families. We aim to continually focus on improving school and family relationships and encourage parents and carers as partners in their child's learning. The development of strong relationships with students and families should also strengthen the engagement and attendance of students across the school. Our focus on developing and strengthening relationships will extend to the local and wider community to ensure future growth of the community and in turn the school. |

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| Goal 1 | Maximise learning growth for all students |
| Target 1.1 | NAPLAN – Top two bands  By 2024, the percentage of students at Year 3 achieving in the top two NAPLAN bands will increase from:   * Numeracy 30% in 2019 to 40% * Writing 13% in 2019 to 25 % |
| Target 1.2 | NAPLAN – Top two bands  By 2024, the percentage of students at Year 5 achieving in the top two NAPLAN bands will increase from:   * Numeracy 9% in 2019 to 28% * Reading 20% in 2019 to 28% * Writing 0% in 2019 to 28% |
| Target 1.3 | NAPLAN – Benchmark Growth  By 2024, the percentage of Year 5 assessed as meeting or above benchmark growth on NAPLAN to be:   * Numeracy from 0% in 2019 to 60% * Reading from 10% in 2019 to 60% * Writing from 0% in 2019 to 60% |
| Target 1.4 | Teacher Judgement  By 2024 the combined percentage of students at or above the age expected levels of achievement measured against Teacher judgments increase from:   * Number and Algebra from 79% in 2020 to 85% * Reading from 76% in 2020 to 80% * Writing from 69% in 2020 to 72% |
| Key Improvement Strategy 1.a Building practice excellence | Build the capacity of every teacher to consistently implement the agreed whole school instructional model |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in literacy and numeracy. |
| Goal 2 | Improve student voice and agency |
| Target 2.1 | Parent Opinion Survey  By 2024, the percentage of parents reporting positive endorsement will increase for the following factors:   * In the Student Cognitive engagement domain   + Effective teaching from 75% in 2020 to 85%   + Stimulating learning environment from 79% in 2020 to 85% * In the Social Development domain   + Agency and voice from 75% in 2020 to 85% |
| Target 2.2 | Attitudes to School Survey  By 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors:   * In the Learner Characteristics and Disposition domain   + Learning confidence from 91% in 2020 to 94%   + Motivation and interest from 84% in 2020 to 90% * In the Social Engagement domain   + Student voice and agency from 85% in 2020 to 90% * In the effective teaching practice for cognitive behaviour   + Differentiated learning from 90% in 2020 to 94%   + Stimulated learning from 93% in 2020 to 95% * In the teacher-student relations domain   + Teacher concern from 92% in 2020 to 95% |
| Target 2.3 | School Staff Survey  By 2024, the percentage of positive endorsement will increase for the following factors:   * School Climate module   + Academic emphasis from 65% in 2020 to 75%   + Collective efficacy 71% in 2020 to 80% |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build a common understanding of ways to create agency for students in their learning ESBSP/SEPI/IES/GC |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | Embed an approach to the use of data and evidence that enables students to track progress and engage in informed goal setting ESBSP/SEPI/IES/GC |
| Goal 3 | Strengthen student engagement and wellbeing in learning |
| Target 3.1 | Attitudes to School Survey  By 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors:   * In the Learner Characteristics and Disposition domain   + Attitudes to attendance from 93% in 2020 to 95% * In the social engagement domain   + sense of connectedness from 84% in 2020 to 88% |
| Target 3.2 | Parent Opinion Survey  By 2024, the percentage of parents reporting positive endorsement will increase for the following factors:   * In the parent community engagement domain   + Parent participation and involvement from 79% in 2020 to 85%   + Teacher communication from 75% in 2020 to 80% |
| Target 3.3 | School staff Survey  By 2024, the percentage of staff reporting positive endorsement will increase for the following factors:   * School Climate module   + Parent and community involvement from 56% in 2020 to 70%   + Trust in students and parents from 58% in 2020 to 70% |
| Target 3.4 | Average days absent per EFT student [from Foundation to Year 6] to be below the 2020 average days absent [11.68 days] for each year of the School Strategic Plan. |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop and implement strategies to improve attendance. |
| Key Improvement Strategy 3.b Building practice excellence | Plan document and implement coordinated strategies that engage all stakeholders as partners in learning. (BC/NSSA/PCP) |