Theodore Primary School 2015-2018 School Plan

Tuggeranong Network

Endorsement by School Principal

Name: Matthew Holdway

Signed [Signature] Date: 12/12/2014

Endorsement by School Board Chair

Name: Alison Hosking

Signed [Signature] Date: 12/12/2014

Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed [Signature] Date: 17/12/15

School Context

Theodore Primary School is a preschool to year 6 school located in the Tuggeranong Valley in the south of Canberra. Current projections indicate that the school is experiencing growth in enrolment numbers. The Index of Community Socio-Educational Advantage (ICSEA) has ranged from 980 to 1000 over the last five years. The school's population includes 10% students from Aboriginal and Torres Strait Islander (ATSI) background, 11% of students who speak English as an additional language or dialect (EALD) and 12% of students who are identified as having special needs.

The priorities for the 2015-2018 school plan have been determined using the recommendations from the 2014 External Validation report, the National School Improvement Tool School Review report, system perception data and student outcome data. Theodore Primary School's community and staff engaged in consultation through the National School Improvement tool. Theodore Primary School's Board endorsed the recommendations made in the 2014 External Validation report and the National School Improvement Tool School Review report. The school improvement plan will be reviewed regularly through the development and differentiation of strategies in the annual operational plans.
Strategic Priority 1: Improve student learning outcomes

 Desired Outcomes

- Improved student learning outcomes in English and Mathematics
- Comprehensive delivery of the Australian Curriculum and Early Years Learning Framework
- Increased teacher capacity to deliver quality teaching and learning programs that meet the academic and social needs of all students
- Comprehensive use of data to inform classroom teaching and learning and whole school priorities
- Engagement of parents and carers in the teaching and learning of their child
- All staff members are able to articulate shared vision of whole school pedagogical approaches

 Performance Measures

- Proportion of in school matched students achieving proficiency in PAT comprehension and mathematics from years 1-6
- Proportion of in school matched students achieving proficiency in PAT Science from years 3-6
- Proportion of in school matched students achieving proficiency in DIBELS from years K-6
- NAPLAN mean scores for Reading, Writing and Numeracy
- Proportion of within school matched year 5 students achieving expected growth in NAPLAN Reading, Writing and Numeracy

 Key Improvement Strategies

- Whole school approach to the delivery of the Australian Curriculum and Early Years Learning Framework
- Build teacher capacity to assess and report student achievement aligned with the Australian Curriculum’s Achievement Standards
- Build teacher capacity to deliver quality teaching and learning programs
- Provide professional development and opportunities for parents to engage with their child’s learning
- Collect, analyse and use data to inform classroom teaching and whole school priorities

 Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, Connecting with Families and the Community, Business innovation and Improvement

National Quality Standard Area covered by this priority

Quality Area 1: Education program and practice
Quality Area 6: Collaborative partnerships with families and communities
Quality Area 7: Leadership and Service management

Strategic Priority 2: Establish a safe and caring environment that promotes learning

 Desired Outcomes

- Increase in socially acceptable behaviour by students from P-6
- Whole school processes and procedures to social skilling
- Students and Parents feel that TPS is a safe and caring environment

 Performance Measures

- Proportion of students satisfaction related to feeling safe at school/management of student behaviour (Satisfaction Survey)
• Proportion of parents satisfaction related to their child feeling safe at school/management of student behaviour (Satisfaction Survey)
• Proportion of students receiving behaviour slips for socially unacceptable behaviours
• Proportion of students who perceive they are supported and safe at school (Culture Survey)
• Proportion of students who feel victimised (Culture Survey)

**Key Improvement Strategies**
• Embed a whole school P-6 social skilling curriculum
• Build teachers capacity to engage students in learning through differentiation of curriculum
• Embed whole school Student Wellbeing Procedures
• Provide a Response to Intervention model that caters for the individual learning needs of students

**Links to Directorate Strategic Plan**
Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

**National Quality Standard Area covered by this priority**
Quality Area 1: Education program and practice
Quality Area 2: Children's health and safety
Quality Area 5: Relationships with children
Quality Area 6: Collaborative partnerships with families and communities