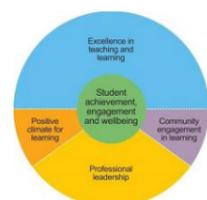


<b>Endorsement</b>	<b>Re-Endorsement (if a Goal, KIS or Target is changed)</b>	<b>Re-endorsement (if a Goal, KIS or Target is changed)</b>
Principal: Sean Fitzpatrick ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]
School council: ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name] ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our newly designed School Mission: Timboon P-12 School ensures strength through understanding by providing high levels of academic, social &amp; emotional learning for all our students.</p> <ul style="list-style-type: none"> <li>• Live the school values</li> <li>• Understand how they learn</li> <li>• Have enthusiasm for what the world has to offer</li> <li>• Have skills for life &amp; are lifelong learners</li> <li>• Respect themselves, each other and the environment</li> <li>• Contribute to the community</li> <li>• Are motivated to improve and embrace challenges</li> <li>• Never give up &amp; aspire to great things</li> </ul> <p>Through achievement of our mission &amp; vision we will develop a school that will:</p> <ul style="list-style-type: none"> <li>• Set high expectations of learning for all</li> <li>• Maintain &amp; build positive and supportive relationships in our community</li> <li>• Understand and respond to students learning needs ensuring growth</li> <li>• Provide an engaging, inclusive and relevant curriculum</li> <li>• Make decisions based on what is best for student learning outcomes</li> <li>• Build &amp; maintain school pride</li> <li>• Live the school mission, vision &amp; values</li> </ul>	<p>Timboon P-12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. The school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community have the best options for success. Strong links with community and families have been identified as a key whole school community priority. Examples of success in these areas include the establishment of the TAP and the real life opportunities it provides as well as the Timboon P12 community library and the many programs it offers.</p> <p>There is an expectation from the school community that the school continuously tailors the curriculum to student needs to encourage Independent learning and offer a diverse range of learning experiences. The school community believe the school has established an inclusive environment that promotes honesty, integrity, effort, respect and encouragement. Families value an open door policy where relationships are based on trust and mutual respect and the contributions of all are valued and acknowledged.</p> <p>The consensus from the whole school community is that education at Timboon P12 must challenge all children and teachers are able to consistently identify the strengths and weaknesses of all students. It is hoped that the school is able to instil positive and proactive values, empathy for others, a desire for lifelong learning, enthusiasm for what the world has to offer, skills for life and preparation for future careers.</p> <p>The school will develop key values through the implementation of the School Wide Positive Behaviours Framework (SWPBS). This process will involve consultation with all key stakeholders including, students, families and staff.</p>	<p>Timboon P-12 School is classified as a remote school as it is some 53 kilometres from the nearest provincial centre and it is serviced by very a limited public transport system. It is in the heart of a buoyant dairy industry that has experienced several economic down turns. The school is close to tourist destinations along the Shipwreck Coast and this provides employment in the hospitality industry. Our school has steady enrolments with approximately 440 students. A newly designed P12 school will be created in the next eighteen months. A focus of these newly designed learning areas will be to promote and support high levels of learning for all students. The school will continue to develop programs and publications to foster a motivated, aspirational, high achieving attitude in all students and families. There will need to be an increased focus on literacy with a strong focus on building capacity in all staff. An Increase in parent involvement in learning must also be a priority with further investment into communication tools and inclusive opportunities.</p> <p>The school will develop and implement a strong school mission statement- <b>“Timboon P-12 School ensures strength through understanding by providing high levels of academic, social &amp; emotional learning for all our students”</b> so that the school community have internalized this and it drives the daily work of the school. The school will continue to invest in the implementation of the PLC Framework with further development of common planning and instructional practices based on the PLC questions to ensure the focus is on achieving identified learning intentions.</p> <p>The school will implement a new school leadership structure to implement clearly identified targets in both teaching and learning and engagement and wellbeing. This structure will encompass a review of the school’s operational methods including meeting structures to ensure collaborative teams can be strengthened. A focus will on building the capabilities of team leaders so that they are skilled and supported in leading the focus on learning. The whole school community will be engaged in developing a common language and understanding across the school of what high levels of learning looks like and what high quality teaching looks like. As well as continuing to develop and implement a guaranteed and viable curriculum (Victorian Curriculum), a P-12 assessment model will be implemented to ensure a consistent teaching and learning language and practice.</p> <p>The school has established the culture, structures and processes to create a safe, secure learning environment for its students. The review panel confirmed an emerging culture of personal and academic achievement as well as developing distributive leadership practices which will enable the school to build on its levels of performance as it moves forward.</p>	<p>The School has established the culture, structure and processes to create a safe, secure learning environment for its students. The review panel confirmed a culture of personal and academic achievement along with developing distributed leadership practices which will enable the school to build on its levels of performance as it moves forward.</p> <p>The Framework for Improving Student Outcomes (FISO) continuum identifies the characteristics of an effective and high performing school. The review panel found that when our school’s leadership, curriculum development, planning and classroom management processes were assessed against the FISO continuum that we rated at the evolving level, with a small number of criterion rated as emerging or embedding. The school has identified areas that we believe are in need of improvement and we will demonstrate a commitment to continually review current practices to ensure that all necessary elements are in place and are effective.</p> <p>The focus of this Strategic Plan is to:</p> <ul style="list-style-type: none"> <li>• Build the capacity of Practice Excellence (<b>Excellence in teaching &amp; learning, curriculum planning &amp; assessment</b>) to provide high levels of academic, social &amp; emotional learning for all our students. This involves close collaboration between staff, the development of Individual Learning Plans/snapshots and understanding and teaching to each student’s Zone of Proximal Development. The School will focus on ensuring learning is personalized and reflects a deep knowledge of the students’ capabilities.</li> <li>• Promote a <b>positive climate for learning (Setting expectation &amp; promoting inclusion as well as health &amp; wellbeing)</b> by developing shared vision and values reflective of the role and position of the school within its community. The school will strengthen the inclusive safe learning environment.</li> <li>• <b>Build Professional Leadership (Building Leadership Teams)</b> to create conditions for continuous learning. This will be achieved by developing the capacity of teachers and support staff to assume leadership roles and to develop their leadership potential as their careers progress.</li> </ul>



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><b>Maximise learning gain across the curriculum for every student</b></p>	<p><b>Excellence in teaching &amp; learning, curriculum planning &amp; assessment</b></p>	<ul style="list-style-type: none"> <li>Conduct a review of curriculum planning and assessment processes and documentation with the aim of building teacher capability to collaboratively design rich assessment tasks that provide multiple entry and exit points, and that reflect the agreed knowledge and capabilities expressed in well designed and understood rubrics.</li> <li>Consolidate and embed the consistent approach to teaching Literacy &amp; Numeracy, with effective development of all staff.</li> <li>Develop and implement an agreed and documented whole school approach to reading comprehension with a focus on academic vocab in the secondary setting. Develop a whole school approach to assessment, moderation, tracking, analysis and validation of data to measure the growth of each learner.</li> <li>Maintain and further develop effective team planning across all learning areas. Build teacher collective efficacy using high impact, evidence-based strategies.</li> <li>Develop and implement a model where students and their teachers routinely receive feedback related to their teaching and learning.</li> <li>Extend Collaborative Group Work, including the moderation of student work to inform assessment judgements across Foundation to Year 12.</li> <li>Review the skills and content knowledge needed by students to ensure a successful VCE or VCAL pathway and implement changes to the F- Year 10 curriculum to ensure these needed skills are introduced and consolidated before the Year 11 and 12 program.</li> </ul>	<p>Using the continua for school improvement (criteria) our school will move to <b>Excelling</b> in all areas of <b>Curriculum planning and assessment</b> by 2020</p> <ul style="list-style-type: none"> <li>Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year</li> <li>NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will be at or above levels of those schools with a similar Student Family Occupation index (SFO) on each dimension</li> <li>Maintain the percentage of students in the top 2 bands of NAPLAN reading as they progress through the school</li> </ul> <p style="text-align: center;"><b>Year 3-5</b></p> <table border="1" data-bbox="1754 594 2887 821"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&amp;P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>23.5%</td> <td>17.6%</td> <td>15.6%</td> <td>28.1%</td> <td>41.2%</td> <td>5.9%</td> <td>29.4%</td> <td>8.8%</td> <td>38.2%</td> <td>17.6%</td> </tr> <tr> <td>2015</td> <td>28.6%</td> <td>19.0%</td> 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**Develop an inclusive culture based on shared high expectation where all learners are consistently challenged and inspired to learn without limits and achieve personal success**

**Positive climate for learning (Setting expectation & promoting inclusion, health & wellbeing)**

- Develop shared vision and values reflective of the role and position of the school within its community.
- Strengthen the inclusive safe learning environment by developing a whole school Resilience approach (SWPBS).
- Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment.
- Build the capacity of teachers to increase student engagement and active participation in their learning.
- Increase parent engagement with the school and their child’s learning development.
- Development of an agreed and documented attendance policy that outlines the benefits and expectations with respect to student attendance, as well as the roles and responsibilities of all parties, particularly the classroom teacher and the ‘follow up’ after absence.
- As the *Timboon Pathway Guarantee* develop flexibility in learning pathways so that every student has an agreed and documented pathway.

Using the continua for school improvement (criteria) our school will move to **Excelling** in all areas of **Setting expectation & promoting inclusion, health & wellbeing** by 2020

- Derived from parent, student and staff feedback around their 4 year perception of the school

Based on 2016 Student Attitude to School survey outcomes raise;

Year 5-6:

- Connectedness to Peers at or above state mean by 2020
- Learning Confidence at or above state mean by 2020
- Student Motivation at or above state mean by 2020
- School Connectedness at or above state mean by 2020
- Classroom Behaviour at or above state mean by 2020

Year 7-12:

- Learning Confidence at or above state mean by 2020
- Student Motivation at or above state mean by 2020

Based on 2016 Staff Opinion Survey raise;

- Shielding & Buffering 37.8% to 44% by 2020
- Teacher Collaboration from 56.5% to 60% by 2020

To maintain and improve current levels of attendance to at least state means at all year levels with a particular focus on middle & senior secondary years.

**Absence days per FTE; Annual Targets**

Year	Prep	One	Two	Three	Four	Five	Six	P-6
2014	14.34	17.17	13.83	16.48	15.85	19.76	14.59	15.95
2015	13.41	14.64	16.13	15.29	17.60	17.25	18.56	16.19
2016	14.91	14.57	14.34	14.88	10.73	14.84	13.88	14.04
Target	12.00	13.00	13.00	14.00	11.00	13.00	12.00	12.00

Year	Seven	Eight	Nine	Ten	Eleven	Twelve	7-12
2014	20.59	15.79	26.12	23.14	13.41	18.85	19.21
2015	16.67	26.20	23.81	34.84	24.94	11.16	22.60
2016	16.01	15.98	21.51	20.36	25.02	19.74	19.17
Target	14.00	14.00	14.00	14.00	14.00	14.00	14.00



<p><b><i>Establish shared inspirational leadership to engage and motivate all learners, in a climate of collaboration, self and collective responsibility</i></b></p>	<p><b>Building Professional Leadership (Building Leadership Teams)</b></p>	<ul style="list-style-type: none"> <li>• Development of role statements for leadership team/staff members reflective of the SSP/AIP</li> <li>• Development of leadership capabilities and collaborative practices across the school and in partnership with other schools</li> </ul>	<p>Using the continua for school improvement (criteria) our school will move to <b>Excelling</b> in all areas of <b>Building Professional Leadership (Building Leadership Teams)</b> by 2020</p> <p>School staff surveys demonstrate incremental improvement in:</p> <ul style="list-style-type: none"> <li>• Teacher Collaboration,</li> <li>• Staff trust in Colleagues,</li> </ul> <p>Collective focus on student learning Guaranteed and Viable Curriculum</p> <p>Based on 2016 Staff Opinion Survey improve;</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 64.5% to 70% by 2020</li> <li>• Collective Responsibility from 78% to 82% by 2020</li> <li>• Staff trust in colleagues from 63.3% to 67% by 2020</li> <li>• Teacher Collaboration from 56.5% to 60% by 2020</li> <li>• Guaranteed &amp; Viable Curriculum from 58.5% to 60% by 2020</li> </ul>
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