

Talara Primary College

Strategic Plan 2015 - 2018 Overview



Our Vision

Talara Primary College affords all of our students a hand-crafted curriculum which engages, enables and empowers students as information architects who can think, create, investigate, communicate, participate, reflect and understand within the globalised society of the 21st Century.

Our Rocks

Talara Primary College is committed to nine foundation rocks that are used to guide our decision making and helps ensure that all of our actions are focused on the delivery of quality educational outcomes for our students.

- ▶ Curriculum is the Master
- ▶ We commit to shared ownership for student outcomes
- ▶ We deliver an integrated approach to curriculum
- ▶ We are a progressive school with a futures based curriculum
- ▶ We develop a community of lifelong learners
- ▶ We are a collaborative, supportive team
- ▶ We pursue excellence
- ▶ We develop innovative collaborative school partnerships
- ▶ Technology is an integral component of what we do

What we will deliver (as identified through the QSR process for 2014 to 2018)

- ▶ All Australian Curriculum learning areas through year level programs aligned to our school context and student needs.
- ▶ A positive school wide culture where the whole child improves through the consistent implementation of high expectations in areas including social and emotional development, academic achievement, behaviour and uniform.
- ▶ Improvement in student achievement in Year 3, 4 and 5 as evidenced by Yr 5 NAPLAN
- ▶ Embedded whole school agreed evidence based pedagogical practices in reading, numeracy, word study, writing, learning goals, feedback and 5Es
- ▶ Improved staff capability in ICTs, writing and maths
- ▶ A culture of feedback where staff are supported to reflect on their professional practice through collegial feedback
- ▶ Ongoing short term and long term data analysis cycles that inform responsive classroom and intervention programs for our diverse learners including G & T, Indigenous students and students at risk.
- ▶ Classroom practices that embed the use of ICTs as integral tools for teaching and learning.
- ▶ Active and well informed parents as partners in education
- ▶ Community connections, locally, nationally and globally, that contribute to improving student engagement and learning outcomes.

Talara Primary College is a traditional school in many aspects, such as strong discipline, strict uniform code, excellent manners and lots of good old-fashioned pride in belonging to a great school. On the other hand our curriculum is very progressive and innovative. We believe that all stakeholders must display the skills, attitudes and behaviours of Lifelong Learners. We recognise the significant learning that occurs at home and strive to create an open and productive partnership between home and school.



Talara Primary College 2015 – 2018 Performance Targets

Successful Learners

- ▶ 100% teachers consistently use data to inform teaching, differentiation conversations and professional conversations
- ▶ 80% of students achieve A, B, C for English
- ▶ 80% of students achieve A, B, C for Science
- ▶ 80% of students achieve A, B, C for Maths
- ▶ Consistent implementation of internal monitoring (especially running records) and this data being used to inform class teaching
- ▶ 90% of students demonstrate expected growth in reading, spelling and maths (measured by internal monitoring assessments)
- ▶ NAPLAN (see specific plans) The drop from Year 3 to year 5 has been addressed and all measures are above National mean
- ▶ 100% of classes have student learning goals linked to explicit student feedback.
- ▶ The gap between Indigenous student performance and school mean is under 30 points in reading, writing and numeracy

Engaged Partners

- ▶ Student attendance rates at 95% by 2018.
- ▶ Reduce students with less than 90% attendance to under 14 %
- ▶ Increase Indigenous students attendance rate to 92%
- ▶ Score significantly above state and like School means in all areas of the Parent and Student School Opinion Surveys in 2018
- ▶ Teachers indicate a satisfaction level above 4 with curriculum content and time expectations -Reality Schools Survey
- ▶ 95% parents satisfied with feedback regarding their child's progress

High Standards

- ▶ Clear minimum expectations documents are in place and enacted by all teachers for reading, writing including word study, numeracy, student learning goals and feedback
- ▶ More than one 1% of students are identified as gifted and talented and have an individual extension and enrichment plan
- ▶ Upper 2 Band performance in Yr 3 and Yr 5 to be in the 6th percentile in Reading and Number
- ▶ 100% of students identified below NMS (R or N) or an E in Maths or English to have an Evidence Based Plan
- ▶ 95% parents, students and staff feel behaviour is well managed
- ▶ 75 % of students have positive behaviour records on One School
- ▶ Parents and staff indicate high levels of satisfaction with uniform compliance

Great People

- ▶ Staff, parent and student satisfaction at or above state mean in more than 80% of ICT related questions on School Opinion Survey
- ▶ All questions on the Staff School Opinion Survey to score significantly above the State mean and significantly above the Like School mean by 2018
- ▶ 90 % of classroom teachers have received an annual profile in reading, writing including word study **and** numeracy
- ▶ 100% of staff are actively engaged in the DPF conversations as linked to the leadership framework capabilities.