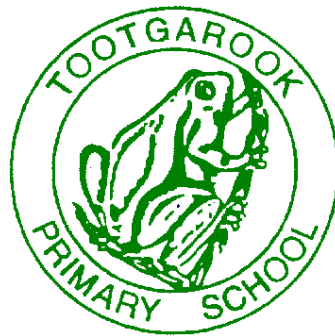


Tootgarook Primary School

School Strategic Plan

2006–2009



Part 1– School Profile

Purpose:

To work together in a community to promote connectedness which encourages local and global awareness, resilience, individual responsibility and a passion for learning.

Values:

At Tootgarook Primary School we aim for all to achieve their personal best. Student well-being, connectedness and engagement are major school goals. We support our students emotionally, socially and academically to strive to become lifelong learners through the application of our **R.I.C.H. school values:**

| | |
|--|--|
| <p>RESPECT</p> <p><i>Being tolerant, caring, supportive and valuing ourselves and each other.</i></p> | <ul style="list-style-type: none"> • We treat others with kindness, consideration and courtesy • We value ourselves and others and support and accept other members of our school community, regardless of individual, religious or cultural differences |
| <p>INTEGRITY</p> <p><i>Being true to ourselves and our purpose</i></p> | <ul style="list-style-type: none"> • We actively engage students in challenging and creative learning activities • We act as role models in the way that we value learning • We seek continuous personal and professional growth and encourage children to reflect on their learning • We are responsible, trustworthy and reliable members of our school community • We have self-belief, a positive attitude towards learning and work hard to achieve our goals. |
| <p>CELEBRATION</p> <p><i>Acknowledging our individuality and taking pride in the achievements of ourselves and others</i></p> | <ul style="list-style-type: none"> • We praise success and acknowledge group or individual efforts and achievements • We value the strengths and skills that exist within our school community |
| <p>HONESTY</p> <p><i>Having open communication and trust</i></p> | <ul style="list-style-type: none"> • We foster effective communication between all groups within the school • We strive to build positive relationships through knowing and valuing community members • |

Environmental Context:

Tootgarook Primary School (TPS) is located close to the foreshore of Port Phillip Bay on the southern Mornington Peninsula and is part of an environment that contains virtually no significant retail, commercial or industrial presence. The school is therefore physically and symbolically the centre of the local township.

The school currently has an enrolment of 229 students. Enrolment trends tend to fluctuate around 227-232 bracket. The school is in the Like School Group 7 (LSG) which reflects 58% of families receiving Educational Maintenance Allowance (EMA) funds and a high number of single parent families with moderate to low incomes. In our school's indicative 2006 Student Resource Package (SRP) our school receives \$18 000 in equity funding through its Student Family Index (SFO) of .54 and is funded for a .6 Primary Welfare Officer (PWO) to assist with student welfare within our school community. In recognition of the social disadvantage of many of the students, the school has traditionally adopted a 'welfare' focus as distinct from an academically rigorous approach. However, this culture is no longer applicable, particularly in light of the significant reform agenda that is facing the government education system.

Parent and student survey results endorse the quality of education received at TPS. Parents have illustrated their satisfaction with school directions by providing data that sits above statewide means in all areas except for facilities. Students in general have positive attitudes about their capacity to learn and the school's ability to support them. Staff however raised a number of issues that were reflected as part of an overall low standard of organisational health compared to state benchmarks.

TPS is committed to the core purpose of engaging students in learning and developing effective relationships. The school provides an environment where teachers can utilise their professional knowledge and awareness to support students as they pursue their learning. The school seeks to engage its students in learning that has value and meaning beyond the instructional context and connects students to the wider community. Children are encouraged to develop self-discipline and accept responsibility, learn and interact cooperatively, take pride in themselves and their achievements and contribute to the community culture at the school.

As a learning community, TPS is committed to:

- delivering a contemporary curriculum that embraces modern pedagogical directions
- providing staff and students with a positive working and learning environment
- providing a safe and secure environment in which students will grow in both autonomy and ability to work and play together
- meeting the needs of individual children in the areas of social, emotional, physical and intellectual growth
- fostering in each student a strong sense of identity, responsibility, self-esteem and independence and ensuring that their maximum potential can be realised
- creating relationships with parents that facilitate the exchange of information necessary to ensure the child's progress

The school has worked hard to generate and consolidate positive relationships in the local community with a wide range of institutions including Rye Community Bank, Chisholm TAFE in Rosebud, CERES and local support and service agencies.

Part 2 – Strategic Intent

| | Student Learning Outcomes | Student Engagement and Wellbeing | Student Pathways and Transitions |
|----------------|---|--|---|
| Goals | <ul style="list-style-type: none"> To develop in our students knowledge, skills and behaviours that improve their learning outcomes and are transferable to the local and wider communities. | <ul style="list-style-type: none"> Develop a challenging, motivating and positive learning environment that embraces students as partners in their own learning and builds their capacity to achieve. | <ul style="list-style-type: none"> To improve student transition and learning opportunities at the commencement and conclusion of their primary education. |
| Targets | <ul style="list-style-type: none"> 70% of students in Years 5 and 6 will achieve the expected standard, in Numeracy and Literacy, or above, by 2008 | <ul style="list-style-type: none"> TPS will receive Performance and Development accreditation by mid 2008 To reduce student absence rates in grades 5 and 6 down to 12.5 absent days/student by 2008 | <ul style="list-style-type: none"> To reduce student absence rates in Prep down to 11 absent days /student by 2008 |

| | Student Learning Outcomes | Student Engagement and Wellbeing | Student Pathways and Transitions |
|-----------------------------------|---|---|---|
| Key Improvement Strategies | <p>Strategy #1</p> <ul style="list-style-type: none"> • Develop a comprehensive standards-based learning program with a particular focus across Interdisciplinary Learning and Physical, Personal and Social Learning. • Develop school wide principles of teaching and learning <p>Strategy #2</p> <ul style="list-style-type: none"> • Audit, evaluate and prioritise implementation of P & DC elements • Evaluate current R.I.C.H. values student booklet and associated processes <p>Strategy #3</p> <ul style="list-style-type: none"> • Evaluate and monitor Prep orientation program and beginning of year entry timetable and process • Participation in Southern Peninsula I & E Transition cross-cluster group. | | |

Part 3 – Signatures

SIGNED by the Principal



Name Gary Norbury
Date 1/12/05

SIGNED by the School Council President



Name Deb Varkevisser
Date 1/12/05

SIGNED by the Regional Director (or nominee)

Name

Date / /