Tarpeena Primary School Site Improvement Plan 2010 – 2013

Purpose:
To provide learning opportunities for primary year’s students which will enable them to succeed in their current and next stage of education; to eventually become responsible, active and employable members of society – the primary purpose of education.

Vision:
To develop a safe and positive school environment, where learning potentials are recognised and developed in partnership between students, parents, staff and the community.

Values:
Enjoyment, Teamwork, Communication and Respect
These values are being reviewed.

Context:
Tarpeena Primary is a categorised as a low socio-economic school (cat 2). The community of Tarpeena relies heavily on the Gunns Timber Mill and has no other major industry or services to provide employment or stable population. Student numbers are declining with a projected number of 9 students in 2013. Student achievement levels are low with a number of challenging behaviours; however staff enthusiasm for learning and further development of the school is high.

Rationale:
The use of DIAF, the Limestone Coast regional improvement plan and some data provided a scaffold for the key priority areas and strategies.

In week 0 term 1 2010 the DIAF level 2 self review scan provided direction for the schools site improvement plan. Some key findings:
- Plans and policies do not articulate implications for learning; and high expectations for all learners have not been a priority.
- School leadership have not provided support with professional development and performance management processes not providing recognition, support and development.
- Effective data management processes are not in place to collect, store and analyse.
- Direction, planning, visions and decisions have not been collaboratively sought, or communicated.

In week 0 term 1 2010, using DIAF as a driving tool an internal review of resources and practices showed that:
- R-7 resources, programs (literacy & numeracy) and practices do not line.
- NAPLAN data is collected and used on a minimal basis.
- Teachers undertake personal assessments, but standardised data is not collected, stored or analysed.
- In the past there has been a big focus on student engagement & wellbeing, with some good initiatives. However, behaviour data and student engagement has not improved.

The regional improvement plan provided direction in the areas of:
- Setting targets (NAPLAN, implementation of Aboriginal Studies)
- Key strategies to be delivered (Primary Connections, Maths for all & Your classroom safe, orderly productive)

School Data:
- NAPLAN, PM benchmarks and Lexile reading data showed that a focus on reading was required.
- EDSAS behaviour data indicated that inappropriate behaviour was high with low student engagement levels.
- NAPLAN numeracy data indicated that an improvement in numeracy is required across all levels of schooling.

Priorities:
Student Engagement & Wellbeing
Literacy
Numeracy / Science