

**School Strategic Plan 2010 - 2013**



<b>Endorsement by School Principal</b>	<b>SIGNED</b> ..... <b>NAME</b> .....Noelle Burdekin..... <b>DATE</b> .....December 2009.....
<b>Endorsement by School Council</b>	<b>SIGNED</b> ..... <b>NAME</b> .....Rochelle Rendell ..... <b>DATE</b> ..... December 2009..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Network Leader</b>	<b>SIGNED</b> ..... <b>NAME</b> .....Mark Anderson ..... <b>DATE</b> .....December 2009.....

**School Strategic Plan 2010 -2013**

<b>School Profile</b>		
<b>Purpose</b>	<b>Values</b>	<b>Environmental Context</b>
<p><b>Our purpose is to:</b>  <b>Provide a caring and challenging environment where all students are supported to take responsibility for their personal, social and academic learning empowering them to become productive members of their community.</b></p>	<p><b>At this school we believe that</b></p> <ul style="list-style-type: none"> <li>• <b>Every child is capable of achievement and every child has the right to an education that unlocks their potential</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The School's enrolments are steadily increasing</b></li> <li>• <b>The school is located in a housing commission area where a high level of unemployment exists amongst the families at school</b></li> <li>• <b>75% receive educational maintenance allowance</b></li> <li>• <b>SFO density is trending up with the school being in the top 20% of the state in terms of need.</b></li> <li>• <b>10% of school population is Koori and 20% have an ESL background</b></li> <li>• <b>The School is in a Neighbourhood renewal area and supported by the local community and the Latrobe Shire</b></li> <li>• <b>The School works closely with Good Beginnings running facilitated playgroups twice weekly.</b></li> <li>• <b>All classrooms have interactive technology and the BER refurbishment will create flexible learning spaces.</b></li> <li>• <b>The School is supported by a significant number of ES staff</b></li> <li>• <b>Staff actively seek quality professional development with a focus on coaching</b></li> </ul>

<b>Strategic Intent</b>			
	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Student Learning</b>	<p>To improve student achievement in literacy, with a strong focus on speaking and listening</p> <p>To improve numeracy standards emphasising the working mathematically dimension</p>	<p><b>NAPLAN trend data-</b></p> <ul style="list-style-type: none"> <li>▪ Increasing the number of students performing above expected levels by 10% and reducing percentage of students performing below expected level by 20% in Literacy and Numeracy.</li> </ul> <p>All students to show improvement in their individual data tracking as they move through school.</p> <ul style="list-style-type: none"> <li>• Track student learning progress using NAPLAN, VELS and agreed school assessment data targeting a minimum of 75% of students achieving at 0.5 VELS level in single year.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve the whole community in developing a common understanding of effective C21 learning and teaching practices.</li> <li>• Build leadership capacity especially having experienced staff undertaking significant leadership roles.</li> <li>• Strengthen the capacity of ES staff members to work in teams and to deliver a number of proven intervention programs such as SKINK and SPA</li> <li>• Strengthen the use of data for managing whole school performance particularly for improving students' literacy and numeracy outcomes.</li> <li>• Use data to ensure structured teaching to enable all students' succeed and to assist the teachers to better differentiate the curriculum</li> </ul>
<b>Student Engagement and Wellbeing</b>	<p>To strengthen student engagement and motivation</p> <p>To strengthen students' social and emotional learning.</p>	<ul style="list-style-type: none"> <li>• Increase the Student Relationships and Well Being data the Attitudes to School survey moving data into the fourth quartile</li> <li>• The Student Motivation and learning Confidence scores in the Student Attitude to School survey and the Staff Opinion survey to increase moving data into top of the fourth quartile.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong focus on personalised learning promoting high expectations for all students especially providing greater challenge for students.</li> <li>• Strengthen whole school approach to student safety and well being by implementing recommendations and approaches in the Student Engagement Policy Guidelines</li> </ul>
<b>Student Pathways and Transitions</b>	<p>To strengthen students' transitions throughout the school</p>	<p>The school's success in this goal will lead to improved learning outcomes.</p> <p><b>NAPLAN trend data-</b></p> <ul style="list-style-type: none"> <li>▪ Increasing the number of students performing above expected levels by 10% and reducing percentage of students performing below expected level by 20% in Literacy and Numeracy</li> </ul> <ul style="list-style-type: none"> <li>• All students to show improvement in their individual data tracking as they move through school. Track student learning progress using NAPLAN, VELS and agreed school assessment data targeting a minimum of 75% of students achieving at 0.5 VELS level in single year.</li> </ul> <p>Continue to have transitions scoring above the 75<sup>th</sup> percentile in the Parent Opinion survey.</p>	<ul style="list-style-type: none"> <li>• Build teacher expertise especially for the delivery of C21 learning practices in flexible learning spaces.</li> <li>• Strengthen the culture of sharing and responsibility through having all teams operate as professional learning teams</li> <li>• Ensure all curriculum planning is documented in the Whole School Curriculum Plan ensuring consistency and understanding across the school</li> <li>• Continue to build relationships with Kindergartens and Secondary Colleges</li> <li>• Build on work with Good Beginnings making stronger links with the kindergarten</li> </ul>

SCHOOL STRATEGIC PLANNER 2010 – 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p><b>Student learning</b></p> <p>Strengthen the whole school approach to explicit teaching and learning based on assessment</p> <p>Use data to</p> <ul style="list-style-type: none"> <li>• To assist the teachers to better differentiate the curriculum.</li> <li>• enable structured teaching to ensure that all students succeed</li> <li>• Build internal capacity to improve student outcomes in literacy and numeracy.</li> </ul>	Year 1	<p><b>Using School Improvement funding</b></p> <ul style="list-style-type: none"> <li>• Continue to have data driven planning days in Mathematics and Literacy ensuring assessment and monitoring of student learning is the focus for improvement and the starting point for planning.</li> <li>• Maths coordinator will be part of the Primary Maths Specialist program and will lead these sessions building internal capacity. <ul style="list-style-type: none"> <li>▪ Use assessment ‘for’, ‘of’ and ‘as’ to inform planning</li> <li>▪ Explicit teaching of effective literacy and numeracy strategies.</li> <li>▪ Extend learning walks</li> </ul> </li> </ul> <p><b>Working with the National partnership funding</b></p> <ul style="list-style-type: none"> <li>▪ Continue coaching and peer coaching sessions with a focus on using data effectively to plan teaching to cater for diverse needs of students’ . Using Maths and English continua work closely with coaches to plan the next teaching and learning point</li> <li>▪ Develop whole school approach to Maths and Literacy strategies.</li> <li>▪ Encourage collaboration and reflective practice</li> </ul> <p><b>Working with Speech pathologist</b></p> <ul style="list-style-type: none"> <li>▪ Continue to develop oral language program through ‘Talking Time’. This program is developed from analysis of data</li> <li>▪ Strengthen understanding of importance of auditory processing</li> <li>▪ Develop language intervention programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued improvement in ROL data across the school.</li> <li>▪ Collection of mid and end year data for Talking Time Preps and new students to be testing at the beginning of the year.</li> <li>▪ Improvement in NAPLAN trend data reducing percentage of students performing below expected level by 10% in Literacy and Numeracy</li> <li>▪ Use of data tracking to monitor progress with designated key assessments. Trailing using Ultra net functions to assist</li> <li>▪ School performance data for student learning in the <i>similar</i> to like schools category in all areas.</li> <li>▪ Student self-assessment is planned for in each unit.</li> <li>▪ Students can articulate and use strategies especially in the Working Mathematically dimension.</li> <li>▪ Greater use of reflective practice with Staff demonstrating use of feedback ideas in classrooms from coaching. Change in professional interaction in staff opinion survey by 10%</li> <li>▪ Individual learning plans guide work for ES staff in intervention programs</li> </ul>

	Year 2	<p><b>Working with National Partnership funding</b></p> <ul style="list-style-type: none"> <li>▪ Continue Data Driven planning for Literacy and Mathematics using unit meetings and planning times.</li> <li>▪ Work with network of National partnership schools to analyse and plan tasks.</li> <li>▪ Strengthen teachers' ability to determine next teaching point working collaboratively with coach, maths specialist and peer coaches. Use learning walks to supplement this work.</li> <li>▪ Continue to Develop whole school understanding of essential learning in Maths and Literacy</li> <li>▪ Continue to build internal capacity of all staff</li> <li>▪ Continue to develop oral language program through 'Talking Time' and extend repertoire of strategies in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in ROL results and Auditory processing overall by 20%</li> <li>▪ Collection of mid and end year data for Talking time. Preps and new students to be tested at the beginning of the year.</li> <li>▪ Improvement in NAPLAN trend data reducing percentage of students performing below expected level by 10% in literacy and Numeracy</li> <li>▪ Achieving results in the middle of SFO band for Literacy and Numeracy. School performance data for student learning in the <i>similar</i> to like schools category</li> <li>▪ Wider use of student self-assessment. Students involved in setting goals</li> <li>▪ Individual learning plans guide work for ES staff in intervention programs</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ PLT focus on moderation of assessment and planning in units. Ensuring key understandings are main focus.</li> <li>▪ Examine tasks being performed by students to ensure they are in the Zone of Proximal development</li> <li>▪ Strengthen language of learning</li> <li>▪ Evaluate effectiveness of Data Driven Planning for literacy and numeracy.</li> <li>▪ Review 'Talk Time' and literacy intervention programs and plan next step</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team moderation groups meeting regularly and samples of student assessment showing moderation influences.</li> <li>▪ Achieving results in the higher end of SFO band for Literacy and Numeracy.</li> <li>▪ School performance data for student learning in the higher to like schools category.</li> <li>▪ Students can consistently state learning focus of tasks.</li> <li>▪ Student self assessment included in all tasks</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ PLT focus on moderation of assessment and planning in units.</li> <li>▪ Review peer feedback and coaching program coaching conversation promote reflective practice.</li> <li>▪ Staff can confidently plan next teaching point for all students in their class.</li> <li>▪ Continue to Strengthen language of learning and understanding of the instructional core</li> </ul>	<ul style="list-style-type: none"> <li>▪ School performance data for student learning in the higher to like category</li> <li>▪ Achieving results in the higher end of SFO band for Literacy and Numeracy.</li> <li>▪ Students can consistently state learning focus of tasks.</li> <li>▪ Student self assessment included in all tasks</li> <li>▪ All student assessment showing moderation influences</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p> <p><b>Focus on Personalised Learning promoting</b></p> <ul style="list-style-type: none"> <li>• engagement and motivation leading to students accepting and being capable of succeeding with greater challenges</li> <li>• High expectations for all students</li> <li>• Social and Emotional Learning</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>▪ P – 2 Development Curriculum and Inquiry Learning 3-6 to be trialled encouraging students to personalize learning goals</li> <li>▪ Develop ‘Ways of Being’ statements and reinforce positive behaviours using raffle ticket rewards.</li> <li>▪ Use the Healthy Relationship program and link to ‘Ways of Being’ statements</li> <li>▪ All staff involved in Restorative Practice Professional Development ensuring a consistent approach to student management across the school in classrooms and playground</li> <li>▪ Train school leaders in PALS program</li> <li>▪ Use newsletter to communicate principles of Restorative practice to parents</li> <li>▪ Conduct school wide student safety survey</li> </ul>	<ul style="list-style-type: none"> <li>• Develop social and emotional teaching and learning strategies using the Interpersonal and personal dimensions These strategies will be planned for and assessed in units of work. Students aware of their learning styles</li> <li>▪ Improvement in Attitudes to School Survey in ‘Well being and Student Relationships’ categories by 20%</li> <li>▪ Reduction in negative Yard Behaviour across the school</li> <li>▪ Improvement in school Safety Survey</li> <li>▪ PoLT Attitudes to School Survey (P – 6 data) 10% improvement with principle 1&amp;2</li> <li>▪ Student decision making score improved by 20% moving data into the second quartile.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>▪ P – 2 Development Curriculum and Inquiry Learning 3-6 extended school wide enabling students to personalize learning goals promoting active learners.</li> <li>▪ Using data to ensure that curriculum is differentiated and provides challenge for all students</li> <li>▪ Investigate alternative social skill development programs to build on Healthy Relationship program</li> <li>▪ Conduct school wide student safety survey and involve students in planning recommendations</li> <li>▪ Monitor consistent approach with restorative practises involving parents and students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in Attitudes to School Survey in motivation and teaching and learning categories</li> <li>▪ Improvement in school safety survey</li> <li>▪ PoLT Attitudes to School Survey (P – 6 data) 10% improvement with principle 2&amp;4</li> <li>▪ Students can articulate what good learners do</li> <li>▪ Staff plan for and assess Interpersonal and personal dimensions</li> </ul>
	<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>▪ Continue to effectively use data to ensure that curriculum is differentiated and provides challenge for all students</li> <li>▪ Review ‘Ways of Being’ statements and social skills programs</li> <li>▪ Conduct school wide student safety survey and involve students in planning recommendations</li> <li>▪ Monitor consistent approach with Restorative Practises involving parents and students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in Attitudes to School Survey in Classroom Behaviour (to increase to 50% by 2013)</li> <li>▪ Improvement in Attitudes to School Survey in student distress and safety (to increase to above second quartile)</li> <li>▪ Reduction in negative Yard Behaviour</li> <li>▪ PoLT Attitudes to School Survey (P – 6 data) 10% improvement with principle 2&amp;4</li> <li>▪ Improvement in school Safety Survey with less reporting of bullying behaviours.</li> <li>▪ Learning confidence above the 75<sup>th</sup> percentile</li> </ul>
	<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Review data driven planning structures (days v/s PLT teams)</li> <li>▪ Conduct school wide student safety survey and involve students and parents in planning recommendations</li> <li>• Review Restorative Practices approach</li> <li>• Review and if required update Ways of Being Statements</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in school Safety Survey with less reporting of bullying behaviours.</li> <li>• All performance data surveys to provide consistent results in student relationships with results above the third quartile.</li> </ul>



<p><b>Student Pathways and Transitions</b></p> <p>Build teacher expertise especially for using the delivery of C21 learning practices in flexible learning spaces .Improve transition pathways for students as they enter and exit through school.</p>	Year 1 2010	<ul style="list-style-type: none"> <li>• Refine curriculum planning to further develop school wide through lines</li> <li>▪ Trial Whole School Student Tracking protocols and processes to improve the transition of students from year to year</li> <li>▪ Decide on types of data to be recorded on Whole School Student Tracking program (e.g. stanines, percentiles and/or raw scores)</li> <li>▪ Continue to work with Good Beginnings building on work from Moe Heights Literacy Project</li> </ul>	<ul style="list-style-type: none"> <li>▪ By the end of 2010 curriculum will be documented in a</li> <li>▪ Whole school curriculum plan with skills, knowledge and behaviours outlined for each VELs level.</li> <li>▪ Whole School Student Tracking program ready for use in 2011 Trial use of the Ultra net to support this work</li> <li>▪ Continue to work with Good Beginnings to operate two playgroups in 2010</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Investigate and observe models of teaching and learning in flexible learning spaces</li> <li>▪ Whole School Student Tracking protocols and processes established for the transition of students from year to year</li> <li>▪ Continue to work with Good Beginnings building on work from Moe Heights Literacy Project focusing on strengthening ties with the kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decide on model/s of teaching and learning to suit our flexible learning spaces</li> <li>▪ Whole School Student Tracking program used to inform teaching through identification of student progress</li> <li>▪ Continue to work with Good Beginnings to operate two playgroups encourage the local kindergarten to use our facilities</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Implement best practice strategies for teaching and learning in flexible learning spaces</li> <li>▪ Review Whole School Student Tracking protocols and processes for the improved transition of students from year to year</li> <li>▪ Review Prep entry procedures and entry of students other than prep entry students.</li> <li>▪ Continue to work with Good Beginnings building on work from Moe Heights Literacy Program focusing on strengthening ties with the kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>• Protocols developed and documented to ensure teachers are aware of students' prior learning through agreed use of whole school data tracking program.</li> <li>• Review and document Prep entry procedures so that necessary changes occur and develop</li> <li>• Teachers able to use learning spaces flexibly to optimise student learning through implementation of agreed model.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review best practice strategies for teaching and learning in flexible learning spaces</li> <li>▪ Implement revised Prep entry procedures and entry of students other than prep entry students.</li> <li>▪ Review and evaluate effectiveness of playgroups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers further refine their teaching to optimise student learning</li> <li>▪ Improvement in student data about connectedness to school</li> </ul>