

School Strategic Plan for [Streeton Primary School] [5438] [2015-2017]



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....<i>BALamond.</i></p> <p>Name Mrs Bronwen Lamond</p> <p>Date 23rd March, 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Mrs Karen Street</p> <p>Date 23rd March, 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>Streeton Primary School has a clear vision, to provide each of its students with critical thinking skills to enable them to be effective 21st Century lifelong learners and valued members of their wider community. This is achieved through effective implementation and delivery of innovative and purposeful educational programs, targeted at preparing our students for future career opportunities in an ever changing, technically advancing world. We as a school strive to provide our students with strong sustainability values and understandings through innovative and resourced programs.</p> <p>Within our school we value high expectations of students, teachers and parents as fundamental in promoting a cohesive and stimulating learning community. We continually evaluate our innovative programs against our student achievement data, and take pride in continuing to strive for excellence. Engagement and Curiosity in our learners is of paramount importance when planning for the future.</p> <p>Effective, modern forms of communication and strong relationships across our school combine to promote a learning environment which enables all stakeholders to work together to achieve the schools vision. Excellent relationships between individuals and groups are essential for maintaining a harmonious environment.</p> <p>The leadership team highly values the promotion of collaborative teams across its school. This high expectation within the school ensures the continued high achievement from its students and caters for all learners through the delivery of an engaging and differentiated curriculum within its classrooms and outdoor learning facilities.</p>
<p>Values</p>	<p>We believe that student achievement, wellbeing and innovativeness are essential in establishing an ethos to ensure that all students can succeed. Through promotion of curious minds and critical thinking all students can achieve to their full potential. Our community's shared values provide a basis for describing the school's ethos, culture and resources, these values are-</p> <ul style="list-style-type: none"> Learning Respect Creativity Teamwork Fun <p>Streeton Primary will review it's current School Values and Slogan within this Strategic Plan Period 2015-2017, to ensure consistency with our vision of building a "21st Century Learning Facility" for our students and community.</p>

<p>Environmental Context</p>	<p>Streeton Primary School is located in the City of Banyule, in the north-eastern suburbs of Melbourne. The school was established following the merger of Watsonia South and Yallambie Primary Schools in 1995, at which time considerable improvements were made to the facilities.</p> <p>Streeton Primary School is set in a pleasant, natural setting that attracts native animals and birds. It provides play space with sports facilities, a large car park, a community hall and housing for specialist and small group work. Our school has recently begun its journey in constructing a Permaculture Farm, Orchard and Kitchen Garden, with plans for the completion of this outdoor education facility to be completed within this strategic plan period.</p> <p>The community places a high value on its environment, of which it is justifiably proud. There are plans to further enhance our gardens throughout the school to develop consistency with the farm and Permacultural Practises across the school.</p> <p>The excellent physical resources are mirrored in the stimulating work environment developed by teachers, students and parents. The teaching and learning areas are bright and well-kept with a wide variety of multi-purpose areas with an emphasis on inquiry based learning through the provision of real-life experiences and flexible learning spaces.</p> <p>There is a significant enrolment (approximately 20%) of families with Australian Defence Force links, giving a mobility factor that is not recognised by the traditional definitions.</p>
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>At Streeton Primary School students will improve their growth and achievement in-</p> <ul style="list-style-type: none"> - Mathematics - Science 	<ol style="list-style-type: none"> 1. For each student to achieve at least one year's growth in Mathematics as measured by AusVels Data. 2. For each student to achieve at least one year's growth in Science as measured by AusVels data. 3. To increase the proportion of students achieving above expected AusVELS levels in Mathematics and Science to 20% of cohort. 4. To improve our state and national mean scores for Year 3 and 5 by 5% in Numeracy. 5. To increase the proportion of students achieving high growth on NAPLAN by 5%. In Numeracy (68% 2014 to 73% by 2017) 6. To improve the correlation between Teacher Judgements and NAPLAN assessments. 	<p>Building Teacher Capacity</p> <p>Building teachers' understanding and knowledge of Mathematics and Science teaching.</p> <p>Continued commitment to implementing whole school and teacher strategies to improve student learning and strengthen teacher capacity through a variety of professional development.</p> <p>Assessment Strategies</p> <p>Continue to ensure a range of assessment practices and feedback mechanisms are used to:</p> <ul style="list-style-type: none"> - monitor and evaluate each student's progress using triangular assessments. - guide instructional practice - identify learning - report to students and their families <p>Revise the assessment schedule will in 2015.</p>

Ensure that within this process there are assessment tasks that are consistent across the whole school and can be used to track student progress. Embed a whole school approach to assessment and the use of data to track the progress of every student and inform point of learning through the triangulation of data through numeracy, science and inquiry.

Use On Demand testing across the school to guide teaching and assist in moderating student work.

Further refinement in areas such as the use of assessment data to differentiate and personalise learning and continued development of the application of ICT resources, Particularly the 1:1 iPad program.

Professional Learning

Providing strong support for staff professional learning which focuses on improved teaching practice, consistency of practice and the sharing of best practice.

Staff can continue to do this through peer observation and Professional Learning Teams (PLT's). Build leadership across the school and provide all staff with professional learning.

Providing opportunities for Curriculum Leaders to attend relevant and emerging Professional Development opportunities.

Curriculum

Build the effectiveness of teachers by implementing an agreed, research based curriculum across the school. Suggested program could be the Challenge Based Learning Model.

Effectively implement Curriculum Organiser to assist in classroom planning of science and mathematics curriculum.

Continue to have a dedicated Specialist Science Program across the school and build on teacher capacity to embed science curriculum in their classroom practise.

Student Engagement

Further develop innovative activities that encourage the participation and engagement of students in their learning and school life.

Maintain and build on our schools high expectation of curriculum delivery in Mathematics and Science in the following areas-

- Assessment data
- Support all staff
- Peer observation.
- Powerful Learning Model
- Inclusion of Science and Mathematics goals in all teaching staff Performance and Development Plans.

Ensure all teachers across the school are utilising the Permaculture Farm and Kitchen Garden to promote curiosity and learning in Science and Mathematics.

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>All students at Streeeton Primary School will be curious, highly motivated and engaged in their learning.</p>	<p>1. To improve the Student Attitudes to School Survey data in downward turn of trend analysis from years 2012-2014. Refer to Appendix 1 attached.</p> <p>2. All staff to attend relevant Professional Development. - Emerging ICT - Farm and Kitchen Garden - Inquiry Model (Challenge Based Learning)</p> <p>3. Average attendance rates for all students across all year levels to be improved to 10.5 days per year. Refer to Appendix 2 attached.</p>	<p>Surveying of School Population Develop a range of engagement focused Surveys for years F-4 in alignment with 'Attitudes to School' survey.</p> <p>Develop whole school surveys to gain data relating to innovative programs and future implementation, which may include-</p> <ul style="list-style-type: none"> - Permaculture Farm and Kitchen - Flexible Learning Spaces - 1:1 iPad Program - Inquiry Based focusses <p>Inquiry Based Engagement Provide students with opportunity to guide their learning and interests within the inquiry based model.</p> <p>For teachers to continue developing programs and activities that build on and encourage the participation and engagement of students in their learning and school life.</p> <p>Build knowledge and skills to support and empower students to be responsible for their own learning. This will incorporate-</p> <ol style="list-style-type: none"> 1. Student led inquiry 2. An inquiry approach to curriculum delivery. 3. A focus on student initiated action 4. More effective utilization of learning spaces – kitchen garden, permaculture farm. 5. Effective use of ICT, particularly the iPads. <p>Effectively use student voice to inform and monitor the work of teachers empowering students to more actively shape their own learning.</p> <p>Reviewing of school values, vision and slogan within the Strategic Plan Period using input from the whole school community.</p>
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<p>Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining student's positive learning experiences.</p>	<p>The Permaculture Farm and Whole Food Kitchen Garden will be used as an effective and stimulating resource to enhance student, parent and teacher wellbeing, engagement and community connectedness.</p>	<ol style="list-style-type: none"> 1. Improve "Parent Opinion Survey" completion rates to 70% by 2017. <u>Refer to Appendix 3 attached.</u> 2. Increase Parent Opinion and perception across the school population 3. Increase the completion rate of Staff Surveys to 70% of all staff members across the school by 2017. 9/23 completed in 2014 (Approx 39%) 4. Implement strategies to improve the staff opinion in the following areas- <ul style="list-style-type: none"> School Climate Staff Trust in Colleagues Shielding/Buffering Professional Learning Applicability of Professional Learning Coherence 	<p><u>Parent Wellbeing</u> Build on existing home/school partnerships that promote understanding of the school's approach to teaching and learning. Build and enhance positive home and school partnerships so all stakeholders have the opportunity to fully participate where appropriate.</p> <p><u>School Improvement</u> Improve our strategies for promoting our Excellent Student Data throughout the parent and broader community to ensure transparency in our community.</p> <p><u>Parent input</u> Build on current strategies to provide parents with opportunities to provide input and feedback where appropriate. Develop "Parent Working Groups" in areas of need throughout our school.</p> <p><u>Staff Wellbeing</u> <u>School Climate</u> Assess the current School Climate by observing, discussing and surveying all staff to identify areas of strengths and areas for improvement.</p> <p><u>Refer to Appendix 4 attached.</u> <u>Personal Vision</u> Provide each staff member with the opportunity to identify and share their vision for the school with the Leadership Team.</p>
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Create a Shared Vision

Following the staff sharing their Personal Vision (With Leadership Team) bring the staff together to formulate a "Shared Vision". This will provide opportunities for staff to discuss, share and be part of the decision making process in our Vision for the school and staff.

Work with all staff to make positive change and implement opportunities for positive feedback and demonstrated gratitude. Techniques such as team building activities will be timetabled into staff meetings.

Staff Trust in Colleagues

Develop a "whole staff survey" to gauge the level of trust amongst staff members and the main areas of focus.

Implement a "Trust Building" Professional Development model to provide strategies and opportunities to build trust amongst colleagues.

Staff meetings and Curriculum days operate "Trust Building" activities lead by the Leadership Team.

Refer to Appendix 5 attached.

<p>Professional Learning</p>	<p>Applicability of Professional Learning</p>	<p>Formulate a survey to accumulate data regarding the Professional Development desired by staff.</p> <p>Develop a transparent budget for staff Professional Development.</p> <p>Leadership Team to provide regular, relevant Professional Development at staff meetings and curriculum days to upskill all staff in targeted areas.</p> <p>Curriculum Team to attend relevant Professional Development and then implement and share with whole staff with consultation with Leadership Team.</p> <p>Coherence</p> <p>Develop clear objectives by analysing school data. Communicate clearly plans for PD and future initiatives with all staff members.</p> <p>Encourage staff to make connections between their individual PDP's and school improvement focusses or initiatives.</p> <p>See Appendix (Staff Survey 2014)</p>
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<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Maximise the use of resources available to ensure all students and staff at Streeton Primary School can achieve their full potential and growth aligned to our strategic intent.</p>	<p>Finance and Facilities</p> <ol style="list-style-type: none"> 1. Set clear and transparent budgets in consultation with School Business Manager and Leadership Team, to ensure effective financial planning to accommodate staffing, resources and facilities. <p>Leadership and Staff Structure</p> <ol style="list-style-type: none"> 2. Review the Leadership and staffing structures to best accommodate the school vision in alignment with the Strategic Plan. <p>Curriculum and Team Structure</p> <ol style="list-style-type: none"> 3. Implement a school structure which includes targeted, dynamic teams to align with our strategic plan. 	<p>Finance and Facilities</p> <p>Priority given in budgets to strategic plan and annual improvement plans</p> <p>Appointment of Leadership roles when financially viable. Leading Teacher/ Assistant Principal</p> <p>Projecting and future planning for enrolment, staffing, resources and available learning spaces across our school environment.</p> <p>Leadership and Staff Structure</p> <p>To ensure a thorough Workforce Plan has been developed in alignment with our Strategic Plan.</p> <p>Take into consideration the needs of the school community when appointing new staff members.</p> <p>Leadership and Staff Structure cont....</p> <p>Review of staff induction and role changes to ensure consistency, transparency and understanding across the school.</p> <p>To provide support for all staff to plan and implement their Professional Development Plan's with a clear understanding of our Strategic Plan and vision for the future.</p> <p>Curriculum and Team Structure</p> <p>To provide all staff with opportunities to become valued member of teams in areas of interest and skill,</p> <p>To ensure all teams across the school are provided with adequate Leadership support, time and budgetary provisions.</p> <ul style="list-style-type: none"> - Curriculum - ICT - Data and Assessment - Permaculture and Kitchen Farm - Area teams - Leadership
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School Strategic Plan 2015- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement</p>	<p>Year 1</p> <ul style="list-style-type: none"> ▪ Leadership team to lead and guide the curriculum team, scheduling regular meetings to meet our Goals and Targets set out in the Strategic Plan. ▪ Evidence of good practice included in planning documents and Teacher Performance and Development Plans focussed on numeracy and science. ▪ Implementation of SPA Markbook and PD provided to all staff to ensure consistency of data tracking. ▪ Revision and completion of whole school Assessment Schedule. ▪ Purchase and utilise relevant Assessment tools to assist in tracking data in SPA Platform ie. PATMATHS/TORCH/On Demand ▪ To effectively use data to identify targeted areas of Professional Development. ▪ Curriculum Team and Area Teams to visit leading school in Numeracy and Science taught using an Inquiry model which meets our vision. ▪ Teachers to share best practice in numeracy and science embedded in our Permaculture Farm and Kitchen Garden. 	<ul style="list-style-type: none"> ▪ Change to curriculum ▪ Staff Reflections ▪ Student Reflections ▪ Data collected on SPA Platform ▪ Change in practice following professional ▪ An inquiry model of practice

	<p>Year 2</p> <ul style="list-style-type: none"> ▪ Develop a Curriculum Team to investigate effective teaching strategies and innovative initiatives in the areas of numeracy and science including relevant Professional Development. ▪ Curriculum team to share and PD whole school staff in areas of numeracy and science. ▪ Scheduled Professional Development focussed on moderation across the school in numeracy and science. ▪ Trial Cross Marking method of assessment to assist in moderation and consistency. 	<ul style="list-style-type: none"> ▪ Change in curriculum delivery in Numeracy and Science ▪ Vibrant Professional Development in Numeracy and Science : promoting discussion, changing practice ▪ A documented process for moderation
<p>Year 3</p>	<ul style="list-style-type: none"> ▪ To effectively use numeracy and science data to inform and improve our future teaching practice. 	
<p>Engagement</p>	<ul style="list-style-type: none"> ▪ Investigate, develop and implement a Foundation – Level 4 Survey to measure the engagement levels of students in those years in alignment with our Attitudes to School Survey. ▪ Decide upon a whole school agreed model. ▪ Provide opportunities for Staff Professional Development and resources aligned with the Inquiry model agreed upon. 	<ul style="list-style-type: none"> ▪ Positive/detailed survey results – Foundation to Year 4 ▪ Teacher reflections following Professional Development/Change of Practice

	Year 2	<ul style="list-style-type: none"> ▪ Develop and implement a survey focussed on gauging current practice and future direction of innovative programs and initiatives. ▪ Provide opportunities for staff to investigate current Inquiry Based Models and best practice in other schools. ie Challenge Based Learning Model. ▪ All teaching staff to provide evidence of Inquiry model teacher delivery in PDP's and Planning Documents. 	<ul style="list-style-type: none"> ▪ Positive survey results ▪ Use of inquiry and based model following research and trialling ▪ PDP's reflect this change
	Year 3	<ul style="list-style-type: none"> ▪ Leadership to co-ordinate a team to review school values, vision and slogan. Teachers, students and parents ▪ Review our ICT and E Learning Policies 	<ul style="list-style-type: none"> ▪ An agreed school values system ▪ Documented ICT and E Learning Policy
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Utilise Parent Class Representatives within our classrooms to assist in better communication within our school community. ▪ Continue to investigate and implement emerging communication technologies such as Skoolbag, QKR and Edmodo. ▪ Provide forms of incentive to parents who complete surveys. ▪ Encourage teachers to complete "Staff Surveys" and inform them of the importance of collecting the data to improve our school. ▪ Conduct team building exercises focussed on trust and Professional Relationships. Outsource PD in this area and ensure a focus in scheduled staff meetings. 	<ul style="list-style-type: none"> ▪ Feedback from Parent Representatives ▪ Reviewed Parent Representatives Policy ▪ Documented change relating to emerging technologies ▪ High level completion of surveys; thus meaningful data ▪ Embed a range of team building exercises

	Year 2	<ul style="list-style-type: none"> ▪ Develop Whole School Professional Ethics and Behaviour Protocols and non-negotiables. ▪ Transition our Reporting System to a paperless system. ▪ Review our Reporting and Assessment software, ie SPA or Accelerus. ▪ Investigate and implement more effective methods of sharing our celebrations and successes with our whole school community. ▪ Clearly communicate the benefits of completing our Parent Opinion Surveys for our school using a range of communication tools . 	<ul style="list-style-type: none"> ▪ Documented protocols ▪ A paperless reporting system ▪ Documented regular sharing of school celebrations ▪ High levels of completed Parent Opinion Surveys
Productivity	Year 1	<ul style="list-style-type: none"> ▪ Review budget for 2016 with a clear understanding of the goals and targets set in the Strategic Plan. ▪ Forecast enrolment projections accurately plan for a budget which is able to appoint leadership roles. ▪ Target marketing and marketable programs within our school and broader community to assist in raising enrolments. ▪ Target spend our allocated budgets to best market our school. 	<ul style="list-style-type: none"> ▪ Projected enrolments linked to department predictions ▪ Documented procedures for enhanced marketing ▪ Tightly monitored budgets
	Year 2	<ul style="list-style-type: none"> ▪ Review leadership and team structures across the school to identify areas of need and skills base to best meet our strategic intent. ▪ Provide PD from leadership for all staff to better understand our school vision and strategic plan and assist in directing their Professional Development Plans. 	<ul style="list-style-type: none"> ▪ Documented Leadership roles ▪ Staff reflections/aspirant leadership discussions