

School Strategic Plan for Strathaird PS

School No 5463

2015 – 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</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

Purpose and Values

The school is focussed on developing a dynamic learning community which leads to improved student learning outcomes in all curriculum areas and this is developed through priority given to Literacy, Numeracy and Inquiry learning over the life of this strategic plan. The school aims to provide students with range of learning opportunities to fulfil its motto is 'Success, Pride, Self Esteem.' The school focus has been on providing each student with the opportunity to attain twelve months of academic growth for each school year.

High levels of engagement occur when children are:

- Given clear learning intentions and success criteria
- Given authentic, challenging learning tasks appropriate to their learning needs
- Given support in their learning
- They experience success
- Given timely and constructive feedback
- Seeking continual improvement

We believe that students achieve higher levels of success when provided with best teaching practices and where teachers engage students through their technical expertise as practitioners in the learning environment .

Environmental Context

Strathaird Primary school opened in 2005 and has now grown to the expected stable enrolment of around 850 students. This will be the commencement of the schools third full strategic plan. In this current strategic plan we were ready to consolidate and develop more high expectation programs to deliver stronger student learning outcomes, wellbeing and transitions.

There are 37 grades with specialist areas in: Music, Art, Physical Education, Information technology, Indonesian, and Environmental /Sustainability studies. Well over half of our teaching staff have taught for less than 10 years. Cultural diversity is a major feature with 195 children from a Language Background Other than English. Our school receives additional support for EAL, English as an Additional Language, 151 students are included in calculations for additional funding. This represents 18% of all students. These additional funds are directed to the employment of a full time EAL teacher, and lowering class sizes by operating below ratio classes. The additional funds for SFO (0.5492), Student Family Occupation, based on family occupations are significantly less than EAL, SFO funding only represents 22 % of these combined funding, with EAL 78%. The state-wide median SFO density for mainstream schools is 0.5130. To be eligible for additional SFO funding the school's SFO density must be greater than the state-wide median SFO density. The Programs for Students with Disabilities records 17 students that receive additional funding and these funds are directed toward the employment of Education Support class employees as integration aides.

The school is focussed on developing a dynamic learning community which leads to improved student learning outcomes in all curriculum areas and this is developed through priority given to Literacy (reading, writing, spelling), Numeracy (Number) and Inquiry learning over the life of this strategic plan. There are a number of specific programs that the school will continue to develop in this plan cycle. Information and Communications Technology continues to be a major focus. The main aims of this program were the need to ensure fully operational infrastructure and student skills, each class has an Interactive White Board and an opportunity to create its own episode of Strathaird TV which is a medium for students and as a mechanism to develop the school culture. We continue our Sustainability program and have a 2 x Mod 5 plus gallery which has now become the home for our Sustainability centre and a focus area for further developments including a significant vegetable garden and a large fruit orchard.

Building an effective staffing profile able to meet the needs of the school community has been a challenging process as over the period of this strategic plan, 20 of our staff have moved onto *Family Leave* to be temporarily replaced. There is now a growing demand for part-time work for staff returning from *Family Leave*. The student population has grown since 2011 from 777 to 875 in 2012 prompting the introduction of a designated enrolment boundary limiting the overall size of the school. The school focus has been on providing a minimum of twelve months academic growth for every student.

Service Standards	<p><i>General</i></p> <ul style="list-style-type: none">• <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i>• <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i>• <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i>• <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i>• <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none">• <i>The school will respond to all communication by parents and caregivers within 2 working days.</i>• <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i>• <i>All teachers will provide timely and targeted feedback to students on their work.</i>
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>To ensure that all students have the opportunity to achieve 12 months Learning Growth in Literacy and Numeracy over the school year.</p> <p>To maximise student achievement in Literacy and Numeracy with a particular emphasis on a whole school structured reading focus, strategic focus on spelling and strategic focus on number.</p>	<p>NAPLAN English (Reading & Writing) and Mathematics (Number) Learning Growth which will indicate 75% of students making Medium or High growth and that this growth improves annually.</p> <p>That 85% of students achieve 12 months Learning Growth in English (Reading & Writing) and Mathematics (Number) annually and this figure to reach 90% by the final year of the Strategic Plan.</p>	<ul style="list-style-type: none"> • Improve teacher competencies in data analysis and usage based on programs such as CENTRAL and that this becomes a basis of Individual Learning Plans and teacher Performance and Development processes. • Develop and implement a Strathaird Primary School explicit English Reading and Spelling and Mathematics Number Instructional Framework. • Emphasise cross Performance Learning Teams teacher moderation and programming across levels regardless of the grade level. • Extend the use of ICT programs and relevant teacher practice which deploys interactive whiteboards and personalised teaching in English and Mathematics.

<p>Engagement</p>	<p>To achieve higher levels of Teaching and Learning outcomes in order to maximise student engagement and connectedness.</p>	<p>Parent Opinion Survey data of the School Engagement levels is all above the 50th percentile and improve annually.</p> <p>Parent Opinion Survey data of the school Transitions is all above the 50th percentile and improve annually.</p> <p>Student Attitudes to School Survey means in years 5 and 6 in the Student Relationships domains are above state means and improve annually.</p>	<ul style="list-style-type: none"> • Introduce a Parent and Student Feedback Process i.e. 'Tell Them From Me' to improve school communication and parent and student perceptions of the school. • Parent Portal implemented on Sentral Program • Review all school transition programs particularly year 2 & 3 transitions, based on student performance levels. • Document and implement a Strathaird Primary School Professional Development Plan incorporating leadership development and succession planning. • Enhance school transitions and orientation for parents and students years Prep to 6 and Year 6 to Secondary School. • The school review its Science and Environmental Education programs in order to maximise Teaching and Learning levels in this domain. • Review the school's Instructional Framework and ensure it is consistent with a newly documented Strathaird Primary School Mission Statement.
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<p>Wellbeing</p>	<p>To provide a school climate that maximises student health and safety in order to secure high quality Teaching and Learning and to ensure that all school programs are provided within an environment of inclusiveness, positivity and best-practice learning.</p>	<p>Ensuring that Parent Opinion Survey data for School Climate improves annually and remain above the second quartile.</p> <p>Student opinion years 5 and 6 in Wellbeing improve beyond state means annually with a specific focus on year 6 and the areas of Classroom Behaviour and Connectedness and Student Safety.</p> <p>Student attendance rates decline by an average of 2 days over the life of the Strategic Plan with an 11% reduction in non explained absences and holidays.</p>	<ul style="list-style-type: none"> • Documenting and implementing a whole school program years Prep to 6 in Resilience Education, It Is Not OK To Be Away non attendance strategies and Friends for Life. • Investigate programs such as Kids Matter, Understanding Poverty and Multicultural Awareness for staff professional development and student programming on a whole school basis. • Investigate other strategies for the school and best practice in school communications and parental engagement in school life based on the newly documented Strathaird Primary School Mission Statement. • Continuing to focus on Strathaird TV, Student Leadership and Student Voice in order to engage students and boost parent opinion of the school.
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<p>Productivity</p>	<p>To ensure that all school resources are targeted in order to increase student achievement levels and target the delivery of a quality based Teaching and Learning environment at the school.</p>	<p>Effective and robust Performance and Development program .</p> <p>Delivery of targeted Professional Learning to support a spelling program in grades 1 – 4.</p> <p>Resource allocations will support the achievement of targets set out in the “Achievement’ section above.</p>	<ul style="list-style-type: none"> • Performance and Development framework for all staff to be specifically linked to the Student Performance and Engagement Goal and targets set in the new Strategic Plan. • Review school leadership structures and roles which are delivered and specifically linked to the new Strategic Plan. • Documentation of a Strathaird Primary School Staff Capacity Building program directly indexed to the new Strategic Plan goal areas.
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School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement <ul style="list-style-type: none"> ▪ Improve teacher competencies in data analysis and usage based on SENTRAL as a basis of Individual Learning Plans and teacher Performance and Development processes. ▪ Develop and implement a explicit teaching in Reading and Spelling and Mathematics Number. Greater emphasis on explicit teaching of Reading and implement the Spelling Program 'Code Breakers' in grades 1 – 4; implement the V.C.O.P. writing program across the school ▪ Extend the use of ICT programs using interactive whiteboards and personalised teaching in English and Mathematics. ▪ The school review its Science and Environmental Education programs in order to maximise Teaching and Learning levels in this domain. 	Year 1	<ul style="list-style-type: none"> ▪ Implement SENTRAL across the school including aspects for Administrative processes. ▪ Teachers record a range of data sets on Sentral to plot and analyse student results. ▪ Grades to focus on explicit teaching of reading, modifying and changing existing practice. ▪ Introduce the 'Code Breakers' spelling program to all teachers in grades 1 – 6. ▪ Grade Prep continue with Synthetic Phonics for spelling. ▪ Review and update the Numeracy program. 	<ul style="list-style-type: none"> ▪ Parent Teacher interview bookings and administration through Sentral. ▪ Student data available on Sentral for teacher and administrators to review and analyse individual student performances. ▪ Grade planners and work programs document explicit teaching of reading. ▪ Area Coordinator PLTs (Coordinators and School Leadership) use the PLT framework to address key learning in each grade level. ▪ Implement V.C.O.P program ▪ Staff attend weekly training sessions on 'Code Breakers'. ▪ PLT's show evidence of improved teacher capacity and student learning outcomes ▪ Staff provided with instructional sessions in SENTRAL, retain the Grade-eXpert program for data retrieval in this first year of SENTRAL.
	Year 2	<ul style="list-style-type: none"> ▪ 'Code Breakers' enters its second year with focussed follow-up to its implementation. ▪ Finalise the change from Grade-eXpert to SENTRAL as the data 	<ul style="list-style-type: none"> ▪ Continued implementation of professional learning in Code Breakers as required. Student learning outcomes show improved outcomes in spelling, with cross

		<p>collection and analysis tool.</p> <ul style="list-style-type: none"> ▪ Extend the use of SENTRAL to further refine data collection and analysis. ▪ Introduce cross Performance Learning Teams teacher moderation and programming across levels regardless of the grade level. ▪ Continued focused approach to explicit teaching of reading. ▪ Writing focus of V.C.O.P. continue to be developed and evaluated. ▪ Numeracy Number focus to continue through school wide professional learning and applied mathematics join the focus and evaluation. ▪ The school review its Science and Environmental Education programs in order to maximise Teaching and Learning levels in this domain. 	<p>curriculum improvements in reading and writing.</p> <ul style="list-style-type: none"> ▪ Improved student outcomes in writing as a result of the VCOP writing focus. ▪ Moderation activities undertaken as part of the PLT meetings. ▪ Professional learning in Number as a whole school focus. ▪ PLT's show evidence of improved learning outcomes and identify increased teacher capacity across technical expertise, demonstrated through PDP plans. ▪ PLTs apply a focus on cross level performance.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement 'Code Breakers' and 'VCOP', as literacy initiatives. ▪ Numeracy focus applied school wide with evaluated progress. ▪ Moderation of achievement across all grade levels to be continue as a PLT exercise. ▪ Outcomes of Science education review are now implemented into the whole school curriculum. 	<ul style="list-style-type: none"> ▪ PLT's show evidence of improved learning outcomes ▪ Continued implementation of professional learning in Code Breakers and VCOP as required. ▪ Moderation activities undertaken ▪ Professional learning in Number ▪ Improved NAPLAN results in literacy and numeracy.
	Year 4	<ul style="list-style-type: none"> ▪ Review all actions implemented in years 1, 2 and 3. ▪ Embed all above actions where success has been established. 	<ul style="list-style-type: none"> ▪ PLT's show evidence of improved learning outcomes ▪ Continued implementation of professional learning in Code

		<ul style="list-style-type: none"> ▪ Modify any of the above actions as required. 	<p>Breakers as required.</p> <ul style="list-style-type: none"> ▪ Moderation activities undertaken ▪ Professional learning in Number
<p>Engagement</p> <ul style="list-style-type: none"> ▪ Introduce a Parent and Student Feedback Process i.e. 'Tell Them From Me' to improve school communication and parent and student perceptions of the school. ▪ Parent Portal implemented on Sentral Program ▪ Review all school transition programs. ▪ Document and implement the Strathaird Primary School Professional Development Plan. ▪ Enhance school transitions. ▪ The school review its Science and Environmental Education programs in order to maximise Teaching and Learning levels in this domain. ▪ Review the school's Instructional Framework and ensure it is consistent with a newly documented Strathaird Primary School Mission Statement. 	Year 1	<ul style="list-style-type: none"> ▪ Introduce a Parent and Student Feedback Process 'Tell Them From Me' in order to improve school communications and parent and student perceptions of the school. ▪ Parent Portal implemented on Sentral Program ▪ Review all school transition programs but particularly year 2 and 3 transitions, based on student performance levels. ▪ Document and implement a Strathaird Primary School Professional Development Plan incorporating leadership development and succession planning, Science and Environmental Education, explicit teaching of English and Mathematics, ICT and an Inquiry Based Teaching and Learning. ▪ Enhance school transitions and orientation for parents and students years Prep to 6 and Year 6 to Secondary School. ▪ Review the school's Instructional Framework and ensure it is consistent with a newly documented Strathaird Primary School Mission Statement. 	<ul style="list-style-type: none"> ▪ 'Tell Them From Me' survey recommendations tabled and responded to. ▪ Sentral data analysed and acted upon. ▪ Parent Portal implemented on Sentral ▪ Transition program form the basis of a PLT examination. ▪ Documented professional learning plans. ▪ Whole School Instructional framework review commenced and incorporated into the school Mission Statement. ▪ Science & Environmental Education programs audited and policy developed to address the areas of Science / Environmental Science.

		<ul style="list-style-type: none"> ▪ Student Management data collected on SENTRAL ▪ Strathaird TV to continue in 2015 with newly appointed ICT teacher 	
	Year 2	<ul style="list-style-type: none"> ▪ Conduct 'Tell Them From Me' survey ▪ Continue Student Management data collected on SENTRAL ▪ Monitor Parent Portal on SENTRAL for parental connectiveness and engagement, modify parental access to further enhance the system capability. ▪ Transition Review outcomes acted upon and introduced. ▪ Further develop the school's Instructional Framework. ▪ Strathaird TV to continue in 2015 with newly appointed ICT teacher. 	<ul style="list-style-type: none"> ▪ 'Tell Them From Me' survey recommendations tabled and responded to. ▪ Sentral data analysed and acted upon. ▪ Parent Portal monitored and modified on Sentral. ▪ Transition activities continue, with timeline of activities for kinder – prep transition. ▪ Science / Environmental sciences framework developed.
	Year 3	<ul style="list-style-type: none"> ▪ Conduct 'Tell Them From Me' survey ▪ Continue utilising actions commenced in years 1 and 2. 	<ul style="list-style-type: none"> ▪ 'Tell Them From Me' survey recommendations tabled and responded to.
	Year 4	<ul style="list-style-type: none"> ▪ Conduct 'Tell Them From Me' survey ▪ Continue utilising successfully implemented actions commenced in previous years. 	<ul style="list-style-type: none"> ▪ 'Tell Them From Me' survey recommendations tabled and responded to.

Wellbeing <ul style="list-style-type: none"> ▪ Documenting and implementing the whole school program years in Resilience Education. ▪ Investigate programs such as Kids Matter, Understanding Poverty and Multicultural Awareness for staff professional development and student programming on a whole school basis. ▪ Investigate strategies for best practice in school communications. ▪ Continuing to focus on Strathaird TV, Student Leadership and Student Voice in order to engage students and boost parent opinion of the school. 	Year 1	<ul style="list-style-type: none"> ▪ Documenting and implementing a whole school program years Prep to 6 in Resilience Education, It Is Not OK To Be Away non attendance strategies and Friends for Life. ▪ Investigate programs such as Kids Matter, Understanding Poverty and Multicultural Awareness for staff professional development and student programming on a whole school basis. ▪ Investigate other strategies for the school and best practice in school communications and parental engagement in school life based on the newly documented Strathaird Primary School Mission Statement. ▪ Continuing to focus on Strathaird TV, Student Leadership and Student Voice in order to engage students and boost parent opinion of the school. ▪ Use the SENTRAL program software to record student management process. ▪ Student Attendance records through SENTRAL 	<ul style="list-style-type: none"> ▪ Resilience Programs implemented ▪ Additional programs reviewed ▪ Student Management data collected on Sentral ▪ SENTRAL used to collect student attendance data / records. ▪ Use of SENTRAL parent portal as communication tool for parents
	Year 2	<ul style="list-style-type: none"> ▪ Review Resilience programs for effectiveness. ▪ Review how the Sentral program has performed as a parent 	<ul style="list-style-type: none"> ▪ Sentral Parent Portal operating ▪ Resilience programs effectively engaged ▪ Strathaird TV a key feature for

		<p>communication system.</p> <ul style="list-style-type: none"> ▪ Continue with Resilience programs implemented in Year 1. ▪ Continuation of Strathaird TV 	<p>student engagement.</p> <ul style="list-style-type: none"> ▪ Resilience programs underway.
	Year 3	<ul style="list-style-type: none"> ▪ Continue utilising actions commenced in years 1 and 2. ▪ Continue to develop programs such as Kids Matter, Understanding Poverty and Multicultural Awareness for staff professional development and student programming ▪ Further develop the Sentral Parent Portal 	<ul style="list-style-type: none"> ▪ Continued achievement milestones as set down in years 1 and 2. ▪ Developing programs in Multicultural Awareness ▪ Continued development of Sentral Parent Portal
	Year 4	<ul style="list-style-type: none"> ▪ Continue utilising actions commenced in years 1, 2 and 3. ▪ Continue to develop and review programs such as Kids Matter, Understanding Poverty and Multicultural Awareness for staff professional development and student programming 	<ul style="list-style-type: none"> ▪ Continued achievement milestones as set down in years 1, 2 and 3. ▪ Developing programs in Multicultural Awareness
<p>Productivity</p> <ul style="list-style-type: none"> • Performance and Development framework for all staff to be specifically linked to the Student Performance and Engagement Goal and targets set in the new Strategic Plan. • Review school leadership structures and roles which are delivered and specifically 	Year 1	<ul style="list-style-type: none"> ▪ Performance and Development framework for all staff to be specifically linked to the Student Performance Achievement and Engagement Goal and targets set in the new Strategic Plan. ▪ Review school leadership structures and roles which are delivered and specifically linked to the new 	<ul style="list-style-type: none"> ▪ Rigorous Performance and Development program linked to Achievement and Engagement Goals ▪ Leadership roles linked to Strategic Plan ▪ 2015 budget developed using resources allocation/budget review recommendations.

<p>linked to the new Strategic Plan.</p> <ul style="list-style-type: none"> Documentation of a Strathaird Primary School Staff Capacity Building program directly indexed to the new Strategic Plan goal areas. 		<p>Strategic Plan.</p> <ul style="list-style-type: none"> Documentation of a Strathaird Primary School Staff Capacity Building program directly indexed to the new Strategic Plan goal areas. Review the staffing profile in order to adequately resource student learning. 	
	Year 2	<ul style="list-style-type: none"> Performance and Development framework for all staff to be specifically linked to the Student Performance Achievement and Engagement Goal and targets set in the new Strategic Plan. Review the staffing profile in order to adequately resource student learning. Review the effectiveness of the use of ICT to further student learning. Review timetabling, organisational structures, use of learning spaces. Allocate resources to further develop the capacity of staff. 	<ul style="list-style-type: none"> Rigorous Performance and Development program linked to Achievement and Engagement Goals Workforce plan developed for Strategic Plan period. Timetabling, organisational structures and use of learning spaces will reflect review outcomes.
	Year 3	<ul style="list-style-type: none"> Implement all review findings from previous years. 	<ul style="list-style-type: none"> Timetabling, organisational structures and use of learning spaces will reflect review outcomes from previous year.
	Year 4	<ul style="list-style-type: none"> Review all aspects implemented in years 1, 2 and 3. 	