FINDON PRIMARY
learning for life

5244 FINDON PS Strategic Plan 2017-2020

Endorsement		**Re-Endorsement** (if a Goal, KIS or Target is changed)	**Re-endorsement** (if a Goal, KIS or Target is changed)
Principal:	Paula Cosgrave	……………………………………[name] ……………………	…………………………………………[name]………………………
School council:	Claire Smyth	……………………………………[name] ……………………	…………………………………………[name]………………………
Delegate of the Secretary:	David Kilmartin	……………………………………[name] ……………………	…………………………………………[name]………………………

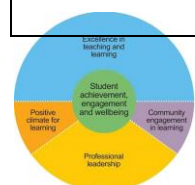| School vision	School values	Context and challenges	Terms of reference, Intent, rationale and focus
Our school aims to develop in students, life – long learning skills, which enable them to achieve their individual goals and personal best, in a caring and stimulating environment, that sets high expectations for all. We foster independence, friendship, connections with others, responsibility and global awareness. We focus on students developing effective literacy skills and a sound understanding of mathematics competency skills and problem solving in the real world. Our School is committed to building excellence in teaching and learning and building a positive climate for learning. We value our parent and wider community strongly and foster the collective partnership between home and school.	Our school motto: 'Learning for Life' captures what is most important to our school and its community. Our values shape the way we interact and work together and are pivotal to the life of our school community. We strive to set high expectations because we expect the best from ourselves; show care and respect for other people and property; develop a sense of pride, self-esteem and personal identity. We foster a sense of being honest, sincere, truthful and trustworthy and taking responsibility for yourself and your actions, as well towards others. Educating the whole person, academically, socially, emotionally and mentally is a partnership between school, home and the wider community, who work together to ensure this for all students. As a **PATHS** and **KIDSMATTER** school and through our social and emotional skills programs, we explicitly teach students to be resilient, self- regulate their emotions, form positive friendships, seek solutions to problems and understand the importance of good citizenship and building a positive school community. We use a restorative practices approach to whole school behaviour management. Our values are our strength and integral to the smooth, successful and productive operation of the school community.	Our School services a multicultural community with over 22 nationalities represented, 23% EAL and a growing refugee & humanitarian status (Visas) population, as well as a highly transient population. Our SFOE in 2016 was 0.6432. Our data shows an increasing number of our students are being exposed to trauma. There are strong staff and teacher/ student relationships at every level and the genuine care and support for every student is evident. Students and parents report that the teaching and learning is engaging and motivating and students love coming to school. Student feedback from forums indicates that students want to set challenging goals and receive effective feedback and have ownership of their learning. This is an area for development over the next Strategic period. The implementation of Kids Matter framework and a range of social emotional programs that support students such as PATHS and Restorative Practices have had positive effects in and out of the classroom. This will be an ongoing focus of work. Our school has a strong focus on building teacher capacity and improving student performance particularly in English and Mathematics. We are an Inquiry based school with Stephanie Alexander Kitchen Garden program in year 3/ 4. We implement 'Write to Read' approach across the school, offering explicit teaching of phonograms, codes and spelling rules F-6. Our 'Teacher as Learner' (TALR) research project with ACU, has bought clarity and understanding in mathematics pedagogy concentrated in F – 6 and Scaffolding Numeracy in the Middle years 5-6. Our desired future is to build consistency in applying teacher judgements to student performance, by building teacher instructional capacity, particularly for new staff, ensuring that there is a common understanding of expectations and processes for student progress. We aim to maintain a focus on improving literacy outcomes and utilise the pedagogical learnings from the TALR research project to determine effective practices across the school. Our curriculum documentation needs to be more comprehensive and consistently applied across all levels, and teacher planning needs to be more focussed on student assessment and data analysis. Team leaders will be supported by a peer observation program and coaching to examine and continue to develop consistently high planning and analysis practices within teams. Our challenges are to improve our assessment processes, including feedback; redeveloped curriculum scope and sequences and vertical moderation of student work between year levels. The Fountas and Pinnell reading comprehension benchmark system has been introduced to assist with the triangulation of student assessment data.	*Intent*: To build teacher capacity in pedagogy and deep content knowledge of English and Mathematics by planning and documenting rich and engaging tasks and using assessment and feedback to improve student learning *Intent*: To improve student attendance by focusing on strengthening relationships and enhancing connectedness **and safety** *Rationale*: Effective teaching is the single biggest determinant of student improvement in school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital. *Rationale:* Schools which are supportive and inclusive deliberately foster school connectedness and engagement with learning. In particular, the development of targeted programs such as SAKG, to engage students, particularly those at risk ***Focus:*** *Excellence in teaching & learning - building practice excellence* • *Develop evaluative skills and capabilities, including giving and receiving feedback, and generating and interpreting assessment data effectively through a well-planned and documented cycle of assessment* • *Allocate time and resources for the sharing of pedagogical content knowledge about the curriculum, the organisation of effective learning and the planning of content-specific instruction* • *Use formative assessment to identify gaps in students' learning, and to monitor the progress of each student. Discuss learning goals and assessment results regularly with students and parents/carers* • *High-impact teaching strategies, such as discussing learning goals and progress with students, designing structured lessons that review prior learning and introducing key objectives, designing group tasks around learning goals, and checking for students' understanding* ***Focus:*** *Positive climate for learning: setting expectations and promoting inclusion* • *Maintain a consistent, school-wide behaviour management program to ensure that students feel safe, learning time is maximised, and students are engaged. They minimise behavioural issues through preventative strategies, appropriate instruction, engaging learning spaces and class structures* • *teams consistently use student assessment results to plan and evaluate their own teaching, then adapt and differentiate their approaches to improve students' engagement and learning*

Framework for Improving Student Outcomes

Published: February 2016

VICTORIA State Government

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets 2017 - 2020 (for improving student achievement, engagement and wellbeing)

To optimise learning growth for all students in all curriculum areas, particularly in English & Maths by implementing and embedding a viable and guaranteed curriculum and pedagogical approach.
 	
Theory of Action
 	
If a whole school agreed approach to instruction and assessment is implemented and embedded then student challenge, engagement and learning growth will improve.
	Excellence in Teaching & learning
	
	• *Building practice excellence*
	• *Curriculum planning and assessment*
	• *Evaluating impact on learning*
	• *Evidence-based high-impact strategies*
		Building practice excellence
		Curriculum Planning & Assessment
		
		Establish agreed curriculum documentation and evidence based models of instructional practice, including peer observation and moderation.
		Actions include:
		-Curriculum documentation to be more comprehensive and consistent across all levels
		- templates developed for English and Mathematics
		- organisation development of documents (administration, planners) in central point
		- formal whole school moderation termly
		- ongoing team moderation embedded in team meetings
		- coaching in
		- Write to Read Implementation (Spelling/Handwriting)
		    2017 introduction of boot camp F- Year 6 students will know 70 Codes + rules
		    2018 1-6 Spelling rules
		    2019 1/ 2 rules; 3-6 Ayres
		    2020 2 rules; 3/ 4 Ayres J; 5/ 6 Ayres S
		
		Establish collective responsibility for the monitoring of progress and assessment of individual students and cohorts of students across teams
		
		Actions include:
		- group analysis of data used in data cycle
		- use of Cycle of Assessment
		- use of a central collection point for data (Compass Analytics)
		- targeted professional learning in student assessment
		
		Teachers work collaboratively and are informed by data to differentiate their practice to meet the needs of all students in their classes.
		
		Continued focus on building teacher instructional capacity ensuring there is a common understanding of expectations *and* process for student progress (consistency in teacher judgement)
		Actions include:
		- group analysis of data used in data cycle
		- collaboratively plan learning experiences based on the data
		- teaching activities implemented as a learning team
		- teacher reflections on their practice through feedback from peers, students and self.
		- targeted professional learning in student assessment
		-coaching in evidence based high impact teaching strategies
		- understanding in data literacy
		- *increase teacher understanding of how to extend students*
			Standards
			By 2020, the percentage of Year 3 & 5 students assessed in NAPLAN English and Mathematics above the national standard will increase by 10 percentage points
			
			At or above Threshold standard for Learning gain: Academic performance in Maths AusVELS % C & above F-6
			
			Consistency
			Teacher judgements: Increase alignment between percentages of students achieving A and B comparing Victorian Curriculum teacher judgements with those in the top three bands in NAPLAN (working at bands 4, 5 and 6).
			School Summary Report p. 9 : NAPLAN year 5 2016 32.5%
			
			Growth
			Increase relative growth 3 - 5, in all domains to at least state means, especially at the high bands
			
			Ensure that all students deemed capable achieve 12 months growth for 12 months teaching for English and Mathematics
			
			Attitudes to School Survey
			• *Improve below variables to at or above state mean*
			    o *classroom behaviour*
			    o *student safety*
			    o *connectedness to peers*
			    o *motivation*
			    o *stimulating learning*
			    o *teacher empathy*
			
			Parent Opinion Survey
			• *Improve below variables to at or above state mean*
			    o *classroom behaviour*
			    o *student safety*
			    o *parent input*
			
			Staff Survey (School Climate module)
			• *Increase below variables to at or above state mean*
			    o *teacher collaboration*
			    o *collective efficacy*
			    o *trust in colleagues*
			    o *academic emphasis*
			    o *guaranteed and viable curriculum*
			Attendance Data
			Reduce student absence every year so that by 2020, student attendance F-6 is at or above state level

Commented [PP1]: can't show this

		- coaching of team leaders in supporting the team development strategies	<u>Social and Emotional Learning</u>
			Improve data from PATHS Pre and Post assessment and Kids Matter surveys:
		Focus on improving English and Mathematics outcomes	- *aggressive/disruptive behaviour*
		Actions include:	- *concentration and attention*
		- coaching	- *social/emotional competence*
		- tracking individual students via Data Wall	
		Use pedagogical learnings from TALR project to determine effective school wide practices	
		Actions include:	
		-develop rich /open ended assessment tasks	
		-tracking via 'show me' app; teacher diaries	
		-purchase of resources	
		Embed a research-based whole school instructional model.	
		Actions include:	
		- *a whole-school focused examination of the school's instructional model*	
		- *workshops on best practice implementation*	
		- *the role of feedback to inform improvements could also be strengthened*	
		Build the capacity of teachers to make informed, consistent and valid judgements to confidently determine and support student progress.	
		Actions include:	
		- *use triangulation of data effectively to pinpoint areas of need*	
		- *Cycle of Assessment to evaluate impact of learning*	
		- *In-depth knowledge of how assessment work*	
		- *Consistent assessment*	
		- *Standardised assessment programs (ENYI, PATR, TORCH, F&P, NAPLAN*	
		Improve consistent positive whole school behaviour management approach	
		Actions include:	
		- *Further implementation of Kids Matter Framework and PATHS social and emotional curriculum program, to build student resilience*	
		- *Maintain restorative practices coupled with VALUES*	
		- *Maintain tracking of classroom behaviours*	
		- *Maintain reward and incentives programs*	
		- *Continue to develop personal and communal responsibility of every student*	
		- *Develop active learning and self-directed engagement of students to identify, articulate and inform their own learning growth*	
		- *Strengthen student transition processes between Early and Middle Years*	

Published: February 2016

To develop a community of learners who are fully engaged and challenged through high quality, consistent teaching practices.

To provide an inclusive, safe, and orderly learning environment that empowers and supports students to drive their own learning

Theory of Action

If the school is a community focussed on learning and school processes and practices encourage students to be independent thinkers, then learning confidence and active participation in their learning will be enhanced.

Positive climate for learning-

- Setting expectations promoting inclusion
- Empowering students & building school pride
- intellectual engagement & self - awareness

<u>Positive climate for learning</u>
Build a collaborative student centred learning culture across the school
Continue to develop student voice, leadership and agency in own learning so that students have a positive school experience and can act as partners in school improvement
How we challenge academically (more able students A & B)

Actions include:
- Build student ownership for their learning and growth
- targeted professional learning on student engagement strategies
- improving effective feedback processes
- developing student awareness of learning dispositions
- implementing strategies for self-evaluation on those dispositions that are productive
- Promote student voice via opinion surveys & student council
- Effective use of FEEDBACK to improve instruction

Develop within the school a culture of active learning and self-directed engagement.
Actions include:
- developing and setting explicit expectations, rights and responsibilities of all learners in the learning process
- developing processes to actively seek and give feedback teacher to teacher, teacher to student, student to student, student to teacher

---

TEACHER CAPACITY		STUDENT OWNERSHIP	WELLBEING
Assessment & Feedback	**Pedagogy**	**Structure**	**Curriculum Content**
Cycle of Assessment Δ	EXPLICIT	Collaborative Team PLANNING	15 hrs Non negotiables 5 Maths, 10 English
Assessment analysis	INSTRUCTIONAL	PROTOCOLS of Planning	English & Mathematics proficiency strands (PL)
Peer Observations (class & planning)	INQUIRY (TALR)	DOCUMENTATION -Template static - Protocols of planning Year- ALL content static (4 years) -Term- ALL -Weekly F-2 & 3-6	Victorian Curriculum F-10
Feedback	INQUIRY PLANNING	Sustained Writing WRITING PROGRAM Peer Conferencing	Comprehension reading strategies 2017 Know BUNT Goals 2018 Know & APPLY 2019 Know & articulate strategies 2020
Coaching	6 Cs	Cycle of assessment DATA WALL: reading & maths	Write to Read (SPELLING) 2017 F-6 Codes + rules 2018 1-6 Spelling rules 2019 1/ 2 rules; 3-6 Ayres 2020 1/ 2 rules; 3/ 4 Ayres J; 5/ 6 Ayres S
Moderation of English & Mathematics			PATHS Pre & Post test data
Whole School data management			Kids Matter Component 4 Review Component 1,2,3
Quality of CATs, identifying known/not known; Rubric known content			
PDPs SMART GOALS linked to coaching plans F-6 Feedback			
All students know their learning objectives & reflect on progress			

VICTORIA
State Government