



School Strategic Plan for Spring Gully Primary School Loddon Mallee Region 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name: Francis Trezise Date:
Endorsement by School Council	Signed..... (School Council President's signature) Name: Donna Bovaird Date:
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name: Date:

School Profile

Purpose	Values	Environmental Context
<p>To foster a community of learners where everyone is valued and has opportunities to reach their personal best.</p> <p>Our school purpose is also linked with our vision:</p> <ul style="list-style-type: none"> • Optimistic, resilient students who are motivated to learn. • Positive, professional staff committed to the challenges of teaching and learning. • Core curriculum that builds strong foundations for all learners. • Learning opportunities that enable students to become active citizens in the global community. • Actively develop and value the partnership between home, school and community. • A safe, stimulating learning environment which recognises and values diversity. • Informed students who will actively care for the world environment. 	<p>The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves;</p> <ul style="list-style-type: none"> • Respect – Valuing self, all others, property and the environment. • Team Spirit – Working together so we can learn from each other and all do our best. • Personal Achievement – Striving to be the best we can. • Responsibility – Being relied upon to be honest and to do the right thing for yourself and for the community. • Friendliness – Interacting with all others in a caring and understanding manner. • Fairness – Being fair in everything we do. 	<p>Social – community and demographics</p> <ul style="list-style-type: none"> • Enrolment has dropped in recent years but has steadied at approximately 340 students. • Student Family Occupation (SFO) data indicates a decline in recent years. • The number of Education Maintenance Allowance recipients is on the increase. • The school has a very good staffing profile with diversity amongst staff and a range of expert, accomplished and graduate teachers. <p>Educational</p> <ul style="list-style-type: none"> • The Victorian Essential Learning Standards have been implemented throughout the school. • Assessment & reporting arrangements comply fully with DEECD expectations and standards. <p>Technological</p> <ul style="list-style-type: none"> • Interactive Whiteboards have been implemented throughout the school. • Students have access to computers at all levels and the use of 1 to 1 technologies will be available from Grade 3-6 from 2013. <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • The schools physical resources are currently being reviewed. Long term plans, involving input from all key stakeholders, are expected to be developed in 2013 • The school buildings will benefit from a 6-year maintenance contract, which will begin in 2013 • Six new classrooms will open in 2013 as part of the BER program.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes with a particular focus on writing and numeracy	Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be: Year 3 Reading: 65% Year 5 Reading: 50% Year 3 Writing: 55% Year 5 Writing: 40% Year 3 Numeracy: 70% Year 5 Numeracy: 40% For each year over 2013-2015, no student 'deemed capable' will achieve in the bottom two bands on NAPLAN Reading, Writing or Numeracy	<ol style="list-style-type: none"> 1) Review and document the school's curriculum in line with AusVELS 2) Build the collective efficacy of professional learning teams 3) Develop and implement a whole-school approach to strengthen students' ownership of their learning
Student Engagement and Wellbeing	To improve students' resilience and social skills and their engagement in their learning	By 2015, school means for the Attitudes to School Survey for the following measures will be: Student Morale 5.70 Stimulating Learning 4.18 Student Motivation 4.69 Learning Confidence 4.08	<ol style="list-style-type: none"> 1) Introduce a whole-school approach to improving student wellbeing by building students' resilience and social skills 2) Build the capacity of teachers to engage students in their learning
Student Pathways and Transitions	To improve student transitions and pathways at all key stages to enable students to achieve seamless learning growth	The school mean on the transitions measure on the parent opinion survey will improve from 5.69 in 2011 to 5.85 by 2015	<ol style="list-style-type: none"> 1) Review, strengthen and document the school's transition processes

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
1) Review and document the school's curriculum in line with AusVELS 2) Build the collective efficacy of professional learning teams 3) Develop and implement a whole-school approach to strengthen students' ownership of their learning	Year 1	<ul style="list-style-type: none"> • Familiarise all PLTs with the AusVELS curriculum content and its delivery • Use the school's data and knowledge of the local community/environment to make decisions about what content is essential for students at Spring Gully PS, and the time required to ensure that essential learning concepts are adequately covered • Document the curriculum, including scope and sequences for English and Mathematics • Review the school's assessment tools and schedule to ensure assessments provide the best possible information for the PLT to monitor progress and plan for differentiated curriculum implementation. Include guidance about how to get the most from each data set • Monitor and evaluate classroom planning for consistency and differentiation in curriculum delivery and develop expectations for stimulating classroom environments which scaffold learning independence • Modify the school's 'Start Up' program to be a 'Learning to Learn' program at the start of each year focusing on classroom expectations, the student goal-setting and reflection process and the characteristics of a successful learner. • Develop student portfolios, preferably in digital form using Ultranet capacity • Provide short-term interventions to support underachieving students to reach their goals 	<ul style="list-style-type: none"> • PLTs and Strategic Teams include AusVELS as part of their meetings and presentations • Agreed curriculum, including time allocations, and extra-curricular content decided • Curriculum documentation completed in English, Mathematics • Assessment schedule reviewed and SPA system implemented • Concrete evidence of consistent planning, including evidence of differentiated learning and classroom environments reflect stimulating learning and student attitude/data improvement • Modifications discussed on first day of term 1 and then a 3-day program implemented • Portfolios developed for all students • Student learning data reflects improvements and achievement of goals
	Year 2	<ul style="list-style-type: none"> • Document the curriculum, including scope and sequence for Science and History • Develop student portfolios, preferably in digital form using Ultranet capacity • Help students to understand and articulate their own learning styles • Provide short-term interventions to support underachieving students to reach their goals • Provide opportunities for students to negotiate aspects of their learning • Ensure that the learning program includes open-ended tasks, thinking skills, problem-solving and activities at the higher end of Bloom's Taxonomy, to challenge students 	<ul style="list-style-type: none"> • Curriculum documentation completed in Science and History • Portfolios developed for all students • Preferred learning styles identified • Student learning data reflects improvements and achievement of goals • PoLT survey (or similar) • Checklists developed to evaluate what has been included in planning. Student data reflects student extension

		<ul style="list-style-type: none"> • Expand the use of rubrics to provide students with guidance in the pursuit of excellence • Build learning confidence through constructive feedback. 	<ul style="list-style-type: none"> • Rubrics used in all classrooms • PoLT (or similar)
	Year 3	<ul style="list-style-type: none"> • Develop student portfolios, preferably in digital form using Ultranet capacity • Help students to understand and articulate their own learning styles • Provide short-term interventions to support underachieving students to reach their goals • Provide opportunities for students to negotiate aspects of their learning • Ensure that the learning program includes open-ended tasks, thinking skills, problem-solving and activities at the higher end of Bloom’s Taxonomy, to challenge students • Expand the use of rubrics to provide students with guidance in the pursuit of excellence • Build learning confidence through constructive feedback. 	<ul style="list-style-type: none"> • Portfolios developed for all students • Preferred learning styles identified • Student learning data reflects improvements and achievement of goals • PoLT survey (or similar) • Checklists developed to evaluate what has been included in planning. Student data reflects student extension • Rubrics used in all classrooms • PoLT (or similar)
	Year 4	<ul style="list-style-type: none"> • Review the school’s scope and sequence documentation • Review the school’s assessment tools and schedule • Evaluate the effectiveness of school’s classroom planning, particularly in relation to differentiation • Evaluate the effectiveness of school’s ‘Learning to Learn’ program. 	<ul style="list-style-type: none"> • Scope and sequence documentation evaluated • Assessment tools and schedule evaluated • Classroom planning evaluated • ‘Learning to Learn’ program evaluated
<p>1) Introduce a whole-school approach to improving student wellbeing by building students’ resilience and social skills</p> <p>2) Build the capacity of teachers to engage students in their learning</p>	Year 1	<ul style="list-style-type: none"> • Collaboratively review and promote the school’s vision, mission and values • Strengthen home-school partnerships by: <ul style="list-style-type: none"> i. inform the parent community of the Student Engagement & Wellbeing Policy ii. investigating more engaging and efficient ways of communicating with parents • Review social learning programs currently being used by our school and consider adopting the KidsMatter program as a means of building greater resilience in students and the school community as a whole • Develop consistency across the school in the use of ICT as an engaging means of curriculum delivery, through collaborative teaching and peer coaching and modelling within teams • Identify and train teams of students with advanced eLearning skills, to support teachers and fellow students in their classroom use of ICT • Include ICT/Ultranet learning goals in staff performance plans • Expect PLTs to seek input from student focus groups regarding preferred forms of curriculum delivery and respond positively where practicable. 	<ul style="list-style-type: none"> • Booklet developed and distributed • Parent survey results improved • Recommendations tabled for discussion and the implementation of KidsMatter investigated • PoLT (or similar) • Students identified and actively deployed • Goal contained in staff performance plans • PoLT (or similar)
	Year 2	<ul style="list-style-type: none"> • Strengthen home-school partnerships by: <ul style="list-style-type: none"> i. inform the parent community of the Student Engagement & Wellbeing 	<ul style="list-style-type: none"> • Parent survey results improved

		<p>Policy</p> <p>ii. investigating more engaging and efficient ways of communicating with parents</p> <ul style="list-style-type: none"> • Introduce a whole-school social learning program as part of the school’s approach to the VELS Physical, Personal and Social Learning interdisciplinary strand. Aim to develop students’ ability to self-manage their social interactions and make responsible choices. Antibullying and ‘bully-proofing’ strategies should be included along with an emphasis on making responsible choices. • Develop consistency across the school in the use of ICT as an engaging means of curriculum delivery, through collaborative teaching and peer coaching and modelling within teams • Include ICT/Ultranet learning goals in staff performance plans • Expect PLTs to seek input from student focus groups regarding preferred forms of curriculum delivery and respond positively where practicable. 	<ul style="list-style-type: none"> • Introduce KidsMatter (if trial successful) • PoLT (or similar) • Goal contained in staff performance plans • PoLT (or similar)
	Year 3	<ul style="list-style-type: none"> • Strengthen home-school partnerships by: <ul style="list-style-type: none"> i. inform the parent community of the Student Engagement & Wellbeing Policy ii. investigating more engaging and efficient ways of communicating with parents • Develop consistency across the school in the use of ICT as an engaging means of curriculum delivery, through collaborative teaching and peer coaching and modelling within teams • Include ICT/Ultranet learning goals in staff performance plans • Expect PLTs to seek input from student focus groups regarding preferred forms of curriculum delivery and respond positively where practicable. 	<ul style="list-style-type: none"> • Parent survey results improved • PoLT (or similar) • Goal contained in staff performance plans • PoLT (or similar)
	Year 4	<ul style="list-style-type: none"> • Review whole-school social learning program • Review Student Engagement & Wellbeing Policy 	<ul style="list-style-type: none"> • Social learning program evaluated • Student Engagement & Wellbeing Policy evaluated
1) Review, strengthen and document the school’s transition processes	Year 1	<ul style="list-style-type: none"> • Appoint a staff member to coordinate the school’s transition processes • Identify and implement a process to track student progress through the school • Strengthen communication of student information at the handover of responsibility from one teacher to the next • Expand the preschool to prep transition program to comprise three short activity sessions with the classroom and specialist teachers and one half day in December • Monitor satisfaction with the kindergarten to prep transition program and the preparation of year 6 students for secondary schooling • Seek access to year 7 NAPLAN outcomes for ex-students to evaluate the effectiveness of teaching and learning in years 5 and 6 • Draw together details of all transition processes, role statements and timelines into a fully documented whole-school Transition Policy and 	<ul style="list-style-type: none"> • Transition Coordinator appointed • Student Performance Analyser (SPA) implemented • Details included as part of term four planner • Transitions implemented and improved parent survey data received • Phone survey • Data received from BSE and shared with staff • Develop and distribute Transition Policy and program

	<p>program</p> <ul style="list-style-type: none"> • Develop a formal process to support transition of students transferring into/out of the school • Ensure that the school's Transition Policy and processes are communicated to parents and to new staff as part of the induction process. 	<ul style="list-style-type: none"> • Included in the Transition Policy • Distribute policy annually to new staff and parents
Year 2	<ul style="list-style-type: none"> • Appoint a staff member to coordinate the school's transition processes • Identify and implement a process to track student progress through the school • Monitor satisfaction with the kindergarten to prep transition program and the preparation of year 6 students for secondary schooling • Seek access to year 7 NAPLAN outcomes for ex-students to evaluate the effectiveness of teaching and learning in years 5 and 6 • Ensure that the school's Transition Policy and processes are communicated to parents and to new staff as part of the induction process. 	<ul style="list-style-type: none"> • Transition Coordinator appointed • SPA program implemented • Phone survey • Data received from BSE and shared with staff • Distribute policy annually to new staff and parents
Year 3	<ul style="list-style-type: none"> • Appoint a staff member to coordinate the school's transition processes • Identify and implement a process to track student progress through the school • Monitor satisfaction with the kindergarten to prep transition program and the preparation of year 6 students for secondary schooling • Seek access to year 7 NAPLAN outcomes for ex-students to evaluate the effectiveness of teaching and learning in years 5 and 6 • Ensure that the school's Transition Policy and processes are communicated to parents and to new staff as part of the induction process. 	<ul style="list-style-type: none"> • Transition Coordinator appointed • SPA program implemented • Phone survey • Data received from BSE and shared with staff • Distribute policy annually to new staff and parents
Year 4	<ul style="list-style-type: none"> • Evaluate transition protocols and processes throughout the school. 	<ul style="list-style-type: none"> • Transition protocols and processes evaluated