

School Strategic Plan River Gum Primary School School Number: 5130 2016-2019



Endorsements

"A Kaleidoscope of learners"

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Roma McKinnon</p> <p>Date: Tuesday 8 December 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Sherryn Dumnore</p> <p>Date: Tuesday 8 December 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: Karen Cain A/RD</p> <p>Date: Thursday 17 December 2015</p>

School Profile

<p>Purpose</p>	<p>Our purpose is to provide every student with knowledge, skills and attributes that will enable them to set and achieve ambitious personal and educational goals. This will allow opportunities for our students to live fulfilling, productive and responsible lives.</p> <p>Our school community will achieve this by fostering a positive learning culture built on respect, equality, inclusiveness and excellence. All of our individual and collective work, the decisions and policies made by staff and School Council are framed around our purpose and values.</p>
<p>Values</p>	<p>Our school purpose and all of our community's collective work is underpinned by our core values of:</p> <ol style="list-style-type: none"> 1. Respect: for relationships, ourselves, each other and our environment 2. Equality: each member of our community is and will be treated the same 3. Inclusion: each member of our community is welcomed and valued for the contribution they make 4. Excellence: each member of our community will be challenged to achieve their personal goals and aspire to excel in all that they do.
<p>Environmental Context</p>	<p>For more than 30 years, River Gum Primary School has drawn its enrolment from the local community. During the last four years, our school community has been undergoing rapid demographic change. In 2015, 73% of our students are from a non-English speaking background with most of these students being immersed in Dari, Hindi and Khmer at home. Other languages spoken by our students include: Samoan, Spanish, Polish, Arabic, Tamil, Konkabi, Punjabi, Sinhalese and Oromo.</p> <p>Currently, through the Federal Government's National Partnerships strategy, 350 children who are either from a non-English speaking background or, for other reasons, need intensive additional support to progress their literacy skills, are targeted for specialised and personalised instruction in the Students with Additional Needs (SWAN) program. In 2016, additional state government equity funding will enhance the program which focusses on developing students' functional speaking and listening and reading and comprehension skills. Explicit teaching, strategy development and guided independent practice are fundamental to the pedagogical framework used at all levels within the SWAN program. Data collected via pre and post testing indicates that the students make immediate gains and that continuing this program is of paramount importance to student literacy outcomes and therefore the ability of students to access learning. The strategies fundamental to these programs have assisted the implementation of personalised learning. Similarly, a whole school approach to Writing is in the process of implementation. The Big Ideas in Number was adopted two years ago and it too has increased teachers' knowledge and skills so that this approach is now being personalised for students in all classes.</p> <p>The school has an agreed whole school Instructional Model that underpins the delivery of lessons including specialist classes, and there is a strong culture of shared responsibility within the staff. A whole school approach to the teaching of English through the Daily 5 and</p>

	<p>CAFE framework is used as part of everyday routines.</p> <p>The development of a diverse suite of specialist classes designed to offer new and varied experiences is successfully engaging for many students. Music, Performing Arts, the Stephanie Alexander Kitchen Garden, Science, Physical education, e-learning and Engage with Asia deliver diversity whilst focusing on developing Speaking and Listening and Writing competencies. Student Voice, by way of a student leadership group has had the desired effect of enhancing student centred learning. The team of student leaders is very active within the school and teams of students were active participants in the review day, confidently communicating their desire to participate in learning.</p> <p>A challenge associated with the changing demographic is increasing mobility. In 2014 there were 58 new enrolments; the total enrolment throughout the year was less than 500. Many of these new students transitioned from the English Language School which is located at the adjacent secondary college.</p> <p>Student attendance does not meet benchmarks; this pattern is historic. While parents enroll their students in school and expect behavioral conformity, excellence and high aspirations for their children is not evident. New programs have engaged some parents but there is not an embedded culture of educational partnership. To date, we have been successful in developing community based programs such as Women’s’ Friendship Café and in partnership with Chisholm, the River Gum Playgroup.</p> <p>Typically, Early Childhood foundations for learning are not understood to be a valued requirement of “whole child” development by the parent cohort. The AEDI and EOI indicate that our students enter Foundation at the highest levels of developmental vulnerability in the state. This is reflected in our SFO. These socio-demographic influences are significant and are reflected in our SFO index of 0.705. Our response is the ongoing implementation of programs to develop engaged literate and numerate students who transition to secondary education and alternate settings with skills equal to or better than age appropriate benchmarks suggest.</p>
<p>Service Standards</p>	<p>In addition to enacting the school’s motto “Together We Can for Every Child, Every Day, in Every Classroom”; the school:</p> <ul style="list-style-type: none"> Fosters close links with parents and the broader school community through its commitment to open and regular communications Commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan Guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life Provides a safe and stimulating learning environment to ensure all students can achieve their full potential Ensures all students will receive instruction that is adapted to their individual needs

Strategic Direction
Achievement

Goal

Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.

Key improvement strategies

- Strengthen and embed agreed whole school teaching and assessment approaches in Reading, Writing and Mathematics and the agreed Instructional Model to reduce in-school variance
- Master the use of learning interventions and student assessment data
- Enhance reciprocal feedback from students and peers.

Targets

To reduce the percentage of students achieving **Low** NAPLAN relative growth by 2019 as follows:

Domain	2015	2019
Numeracy	33.3%	≤ 25%
Reading	31.6%	≤ 25%
Writing	38.6%	≤ 25%

To increase the percentage of students achieving **Medium** NAPLAN relative growth by 2019 as follows:

Domain	2015	2019
Numeracy	42.6%	≥ 50%
Reading	47.4%	≥ 50%
Writing	40.4%	≥ 50%

To increase the percentage of students achieving **High** NAPLAN relative growth by 2019 as follows:

Domain	2015	2019
Numeracy	24.1%	≥ 25%
Reading	21.1%	≥ 25%
Writing	21.1%	≥ 25%

Theory of action

As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must strengthen their:

- Ability to interpret multiple data sets and articulate understanding
- Ability to differentiate the curriculum and teach from the point of cognitive challenge for each student
- Understanding and repertoire of direct instruction aligned with the school wide Instructional Model
- Ability to receive feedback from multiple sources and give constructive feedback
- Understanding of student led learning.
- Knowledge of purposeful and targeted teaching with a focus on growth and achievement.
- Capacity to undertake purposeful P2P observations so teachers can articulate the specific effective practices within our school and provide opportunities for our teaching community to learn from each other.

Actions		Success criteria
Year 1	<ul style="list-style-type: none"> • SIT continue to analyse data, facilitate consultation with and report back to staff • Refocus staff on the agreed Instructional Model • Determine agreed sets for triangulation • Define and record processes and protocols for data use in triangulation such as moderation • Upskill staff in the use of learning continuums e.g. Fountas and Pinnell, Western Australia First Steps and The Big Ideas in Number • Refine collective understanding and deliberate practice of agreed approaches to reading, writing, speaking and listening and mathematics • Develop knowledge and understanding of the Victorian Curriculum • Refine understanding of the P2P observation protocols (giving and receiving feedback) • Teachers develop an understanding of how student led learning impacts student learning and engagement 	<ul style="list-style-type: none"> • Maintain results in school climate Teaching and Learning variables in Staff Opinion Survey • Teachers and students will be able to recall and recite Instructional Model • Teacher lesson plans will reflect consistent use of Instructional Model • Sample lesson plan exemplars using the Instructional Model will be stored on Sentral • Teachers confident and authoritative when making judgments • Teachers confident when negotiating individual learning goals/plans with students • Consistent agreed data sets used for moderation and student feedback • Agreed approaches to reading, writing, speaking and listening, and mathematics will be visible in CTT minutes, lesson plans and work programs • The Victorian Curriculum will commence being evident in planning documents at teacher level • Some documented evidence in performance appraisals of P2P protocols being used • Teaching and learning variables of the Students Attitudes to School Survey will be improved
Year 2	<ul style="list-style-type: none"> • Continue to embed SIT as the vehicle for consultation and collaboration with staff • Reinforce consistent use of the agreed Instructional Model • Continued implementation of agreed data sets for triangulation • Continued implementation of whole school processes and protocols for data use in triangulation such as moderation • Continue to develop staff competency staff in the use of learning continuums e.g. Fountas and Pinnell, Western Australia First Steps and The Big Ideas in Number 	<ul style="list-style-type: none"> • Continue to Improve results in school climate Teaching and Learning variables as reported in Staff Opinion Survey • All lessons planned and delivered using the Instructional Model • Teacher lesson plans will reflect consistent use of Instructional Model • A whole school cache of sample lesson plan exemplars using the Instructional Model will becoming evident on Sentral • An alignment between teacher judgments and NAPLAN data will be evident whole school • English and Mathematics • Evidence of students starting to lead conversations when negotiating individual learning goals/plans with teachers • Consistent agreed data sets used for moderation and student

	<ul style="list-style-type: none"> • Ongoing implementation of deliberate classroom practice of agreed approaches to reading, writing, speaking and listening, and mathematics • Start to build a whole school curriculum framework using the Victorian Curriculum that documents over a 2 year period • Continued implementation of the P2P observation protocols (giving and receiving feedback) • Teachers will develop a repertoire that reflects how student feedback contributes to student led learning and can impacts student learning and engagement outcomes 	<p>feedback</p> <ul style="list-style-type: none"> • Agreed approaches to reading, writing, speaking and listening, and mathematics will be consistently evident in CTT minutes, lesson plans work programs and P2P observations and feedback • The Victorian Curriculum will begin to be evident in planning documents at all year levels
<p>Year 3</p>	<ul style="list-style-type: none"> • Embed SIT as the vehicle for consultation and collaboration with staff and in the review of data and operational policies • Embed the Instructional Model in all learning areas across the whole school • Embed the use of agreed data sets for triangulation • Review currency of agreed data sets • Refine and embed a culture of data use in triangulation across the school • Continue to develop staff competency staff in the use of learning continuums e.g. Fountas and Pinnell, Western Australia First Steps and The Big Ideas in Number • Ongoing implementation of deliberate classroom practice of agreed approaches to reading, writing and mathematics • Fully document a whole school curriculum framework using the Victorian Curriculum • Review the success of P2P observations and feedback 	<ul style="list-style-type: none"> • School climate Teaching and Learning variables as reported in Staff Opinion Survey will all be trending in the 4th quartile • All lessons planned and delivered using the Instructional Model • Sample lesson plans F-6 using the Instructional Model will be stored on Sentral • Teacher judgments and NAPLAN will be aligned in Maths, English and Science • Students consistently leading conversations when setting learning goals /plans with teachers who document conversations • Consistent use of agreed data sets for moderation and student feedback • Students giving feedback using agreed protocols to peers and teachers • CTT minutes, lesson plans work programs and P2P observations and feedback reflect agreed approaches in English, Maths and Science • The Victorian Curriculum will be evident as the framework for all curriculum outlines and unit plans at all year levels • Victorian Curriculum unit plans, whole of school, completed and stored on Sentral

<p>Year 4</p>	<p>Review the impact of all actions on student Achievement outcomes. Evaluation to include:</p> <ul style="list-style-type: none"> • Work of SIT in fostering a positive learning culture including organisational policies • Agreed deliberate practices in English, Maths and Science • Impact of student and peer feedback on teacher practice • Teacher repertoire in enabling student led learning • Teacher capacity to design and document a whole school curriculum with the Victorian Curriculum at the centre. 	<ul style="list-style-type: none"> • Results in school climate Teaching and Learning variables of as reported in Staff Opinion Survey will be trending in the 4th quartile 2016-2019 • Teaching culture based on agreed practices • Giving and receiving feedback embedded • Detailed curriculum F-6 documented and available on Sentral • Exemplar lessons F-6 on Sentral • Relative gain data is equal to or better than the State
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Engagement

Goal Create a climate where each student feels purposeful and successful and actively participates in their learning.	Key improvement strategies Key Strategies: <ul style="list-style-type: none">▪ Establish a culture of full attendance▪ Further develop Student Voice to embed a culture of high expectations and independent learning▪ Establish a culture of parental involvement in student learning
Targets <ul style="list-style-type: none">• By 2019, reduce student absences to equal or better state P-6• By 2019, the components relating to Teaching and Learning in the Attitudes to School Survey and Student Relationships, will trend towards the third quartile.• By 2019, the 'Overall Score' in the Staff Opinion Survey for both School Climate Summary and Teaching and Learning Summary will trend/align with 'All Primary Schools'.• The variables of the Student Engagement components in the Parent Opinion Survey will match or trend higher than 'All School Types'.	
Theory of action Enabling all students to realise their potential is the moral purpose of all staff. For this to occur: <ul style="list-style-type: none">• Full attendance is paramount and educational partnerships between parents, staff and students are essential• A culture of high expectations must be the norm and one where excellence is identified and celebrated	

Actions		Success criteria
Year 1	<ul style="list-style-type: none"> • Profile and promote full attendance as an expectation including the review and refinement of the Attendance Policy, its processes and protocols • Develop protocols for volunteer involvement, including that of parents, in school life and student learning • Enable increased student participation in school life and decision making facilitated by Student Voice 	<ul style="list-style-type: none"> • Reduced numbers of “unexplained” absences • Increased use of absence hotline • Visual cues on display that promote full attendance • Protocols for volunteer involvement developed • Improved Student Attitudes to School variables
Year 2	<ul style="list-style-type: none"> • Fully implement revised Attendance policy, its processes and protocols • Continue to build expectation and culture of full attendance • Design and implement programs to strengthen parent involvement in student learning • Continue to develop culture of student participation in school life and decision making 	<ul style="list-style-type: none"> • Improved attendance patterns for some families • Volunteers apparent in school activities • Increased student participation in decision making • Improved Student Attitudes to School variables
Year 3	<ul style="list-style-type: none"> • Embed attendance policy and processes • Embed culture of high expectations and full attendance • Consolidate programs designed to strengthen parent and community involvement in student learning • Consolidate student participation in school life and decision making 	<ul style="list-style-type: none"> • Improved attendance whole school • Volunteers and parents highly visible in student learning • Student Voice consolidated as a participant in school culture • Increased % of students achieving high relative growth • Improved Student Attitudes to School variables
Year 4	<p>Evaluate the effectiveness of all strategies including:</p> <ul style="list-style-type: none"> • Work of SIT on fostering a positive learning culture and the revised Attendance Policy • Increased involvement of volunteers, parents and community based organisations in building a learning community • Diversified and expanded work of Student Voice in building a culture of high expectations 	<ul style="list-style-type: none"> • Attendance equal to or better than State • Attitudes to School Survey Teaching and Learning variables to equal or better the State

Wellbeing

Goal Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.	Key improvement strategies <ul style="list-style-type: none">▪ Continue to develop and implement a school appropriate research based social and emotional learning framework▪ Explicitly teach strategies that build social competencies such as Resilience, Respect, Equity and Inclusion.▪ Continue to develop programs that facilitate the transition of students into and during their formal education such as STAR, Playgroup and 6-7 Transition.
Targets Student Attitudes to School Survey: By 2019, student morale and student distress to be in the 4 th quartile Parent Opinion Survey: By 2019, equal or better mean score for social skills variable Staff Opinion Survey: The components of the school staff safety and wellbeing section, trend towards 'All Primary Schools'	
Theory of action Positive school communities value every face, every voice and believe that each individual has a contribution to make. For this to happen, strong relationships must be developed and all children must feel: <ul style="list-style-type: none">• Safe• Supported, respected and included• That assistance to resolve problem is readily available	

Actions		Success criteria
Year 1	<ul style="list-style-type: none"> • Implement Breakfast Club • Continue to implement KidsMatter • Review and further develop STAR program • Research an effective whole school SEL curriculum 	<ul style="list-style-type: none"> • Improved readiness for Prep as reported by staff • Student lateness reduced
Year 2	<ul style="list-style-type: none"> • Continue to implement Breakfast Club • Continue to implement KidsMatter components • Further enhance STAR program • Begin to implement a whole school SEL curriculum 	<ul style="list-style-type: none"> • Improved Student Attitudes data in some variables • Reduced incidence of Step 4 across the school • Improved readiness for Prep as reported by staff
Year 3	<ul style="list-style-type: none"> • Embed Breakfast Club as part of school culture • Continue to implement KidsMatter components • Further enhance STAR program • Consolidate a whole school SEL curriculum 	<ul style="list-style-type: none"> • Improved Student Attitudes data in some variables • Reduced incidence of Step 4 across the school • Improved readiness for Prep as reported by staff
Year 4	<p>Evaluate the effectiveness of all actions including:</p> <ul style="list-style-type: none"> • the KidsMatter Framework • transitions programs such as STAR • whole school SEL curriculum • Breakfast Club 	<ul style="list-style-type: none"> • Student Attitudes to School Survey: morale and distress results meet target • Parent Opinion target met

Productivity

<p>Goal</p> <p>Align the allocation of resources (human, time, physical and materials) with the school's strategic goals.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> ▪ Align leadership roles with new Strategic Plan and create succinct position statements for individuals and teams ▪ Employ/redeploy additional resources to key strategies including Community Liaison and Student Attendance ▪ Align program budgets with key strategies ▪ Review and refine Performance Review process to reflect: <ul style="list-style-type: none"> ○ new goals ○ success indicators ▪ Review staff program of Professional Development and align with new goals ▪ Review and update VRQA policies related to Office processes and protocols ▪ Continue to investigate methods of funding the development of an Early Learning Centre • An annual productivity document outlining each year's predicted resource allocation and expenditure to be reviewed monthly at Executive and finance
<p>Targets</p> <p>Overall score for School Climate in the School Staff Survey equal or better the state mean by 2019.</p>	
<p>Theory of action</p> <p>In order to implement new strategies, a clear sense of purpose for individuals and teams is critical. There must be a clear focus on the overarching goals and key strategies and decisions to allocate resources including time and personnel to these must be prioritised.</p>	
<p>Actions</p>	<p>Success criteria</p>

Year 1	<ul style="list-style-type: none"> • Create leaders' and team roles that reflect new goals • Create succinct position statements for leaders and teams • Allocate resources to key strategies • Align program budgets with 2016 improvement strategies • Review and refine Performance Review process to reflect new goals • Review and update VRQA policies related to Office processes and protocols 	<ul style="list-style-type: none"> • Leaders and teams display visible purpose and direction • Staff actions reflect new SSP strategies • Ratified, completed and updated VRQA policies on website and SENTRAL
Year 2	<ul style="list-style-type: none"> • Review staff program of Professional Development and align with new goals • Further refine Performance Review process • Continue to investigate methods of funding the development of an Early Learning Centre 	<ul style="list-style-type: none"> • Leaders and teams clearly articulate purpose and direction • Staff Performance goals aligned with key strategies
Year 3	<p>Continue to:</p> <ul style="list-style-type: none"> • allocate all resources in alignment with key strategies • Refine Performance Review process • Continue investigate methods of funding the development of an Early Learning Centre 	<p>Progress being made towards targets in all 4 Strategic Plan outcome areas</p>
Year 4	<p>Evaluate progress against all targets.</p>	