**Victoria** State Government | Department of Education and
Early Childhood Development

# School Strategic Plan for
# Sample Primary School 1234
# ABC region
# 2012-2015

[Insert here the logo and/or name of the school review contractor responsible for this review]

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| Endorsement by School Principal | Signed……………………………………… <br><br> Name……………………………………….. <br><br> Date………………………………………… |
| Endorsement by School Council | Signed……………………………………… <br><br> Name……………………………………… <br><br> Date………………………………………… <br><br> School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| Endorsement by Regional Network Leader | Signed……………………………………… <br><br> Name……………………………………….. <br><br> Date………………………………………… |

## School Profile

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| **Purpose** | Sample Primary School strives for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings.<br>We consistently encourage students to become lifelong learners who value themselves, others and learning.<br>We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world. |
| **Values** | 1. High expectations of the whole school community.<br>2. Assertiveness – freedom of speech and choice.<br>3. Respect for self and others.<br><br>These values are used to support our students in becoming positive citizens within their community. |
| **Environmental Context** | Sample Primary School was established at its present site in 1870. Originally a rural school it now draws students from the rapidly growing outer suburb. Its present enrolment is 407.<br>The school is seeing increased enrolments due to its very effective transition program, provision through an outside provider of before and after school care and the quality education program it is providing.<br>Sample Primary School is an active member of the Sample Education Project which brings together thirteen Government schools in the local area who work together to improve the delivery of education to the area.<br>There are presently only a few students of non-English speaking background in the school community, however, the school is beginning to see an increase in families from various parts of Africa and it anticipates that in the coming years this will increase further. There are also a small number of Koori and Pacific Island students at the school.<br>A high proportion of families receive Educational Maintenance Allowances with the school's SFO Index being 0.6275.<br>Since 2004, the school has completed significant building and grounds improvement. New classrooms have been constructed, completion of a competition grade tennis court, rubberized play area for Prep students and extensive landscape gardening.<br>The staff mix combines experienced teachers with a range of newly graduated teachers. There are a significant number of teachers who have spent in excess of 10 years at the school. There is a number of teachers moving into the 'expert' classification and the school has raised concerns about the effect this may have on its budget in the future years.<br>In addition to 23 teaching staff, the school has 3.66 EFT Integration Teacher Aides, 2 teaching support staff in the office, 0.2 EFT Psychologist and 0.1 EFT Speech Pathologist.<br>The school fosters close links to parents and the broader school community. |

## Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| **Student Learning** | Improve student outcomes at all ability levels in English and mathematics. | By 2013, teacher assessment against the VELS will indicate xx% of students achieving at or better than the expected standards. | Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning. |
| **Student Engagement and Wellbeing** | Improve student engagement in their learning. | By 2013, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning, and student relationships. | Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment. |
| **Student Pathways and Transitions** | Improve the transition of students at key points in their schooling. | By 2013, parent opinion surveys will show an improvement in the mean scores for the transition variable | Improve the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings. |

# School Strategic Planner 2012- 2015: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
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| **Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.** | Year 1 | ▪ Review curriculum team leadership – composition, roles, responsibilities – and establish Professional Learning Teams with focus on teacher assessment practices and the use of e[5] <br><br> ▪ Use e[5] as basis for staff discussion of teaching and learning approaches focused on improving teacher practice <br><br> ▪ Enhance understanding and use of performance data through timetabled whole staff discussion sessions <br><br> ▪ Establish literacy coaching program with external coach <br><br> ▪ Establish structured team peer feedback processes focused on literacy teaching | ▪ Professional Learning Teams established and meeting regularly with discussion focused on pedagogical issues and peer feedback sessions established <br><br> ▪ Introducing e[5] Instructional Model with an emphasis on engagement and evaluation <br><br> ▪ Staff trialling new understandings of VELS assessment approaches in classrooms <br><br> ▪ Each team planning session having a link to student performance data <br><br> ▪ Staff demonstrating use of literacy coaching ideas in classrooms |
| | Year 2 | ▪ Professional Learning Teams focus further on improved teacher assessment practices and clear understanding of VELS progression points <br><br> ▪ Develop practice of regular use of achievement data in teaching teams to drive teacher planning <br><br> ▪ Establish numeracy coaching program, train in-house coaches for both literacy and numeracy <br><br> ▪ Develop regular peer observation schedule across school | ▪ All staff using VELS progression points as basis for assessments and demonstrating how peer feedback is influencing teaching and learning approaches <br><br> ▪ All staff using e[5] in their daily teaching practice with an emphasis on elaborate and explain <br><br> ▪ Teacher performance plans demonstrating use of performance data for class planning <br> ▪ <br> ▪ Staff demonstrating use of numeracy coaching ideas in classrooms |
| | Year 3 | ▪ PLT focus on moderation of assessment <br><br> ▪ Review of reporting to parents policy and practices <br><br> ▪ Evaluation of PoLT implementation | ▪ Team moderation groups meeting regularly and all student assessment showing moderation influences <br><br> ▪ All staff using e[5] in their daily teaching practice with an emphasis on explore |

| | Year 4 | • Implementation of revised reporting to parents policy and practices<br><br>• Evaluation of $e^5$ implementation | • New reporting practices implemented for end of year reports |
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| **Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment.** | Year 1 | • Establish a team to plan a series of staff activities to focus staff attention and discussion on student engagement in their learning<br><br>• Staff development sessions built around $e^5$ with strong focus on engagement and evaluation, and linking to teaching and learning practice<br><br>• Review student opinion data trends related to student engagement and conduct issues forums with student groups<br><br>• Review parent opinion data trends related to student engagement and conduct issues forums with parents<br><br>• Each teaching team to develop and pilot an ICT project enhancing the use and application of ICT in the classroom | • Staff planning team meeting regularly<br><br>• Staff professional development sessions held on $e^5$<br><br>• Teaching teams demonstrating extended ICT use in their classrooms |
| | Year 2 | • Continue with focus on embedding $e^5$ into classroom teaching and learning practice<br><br>• Explore activities that link boys with learning, involving staff, parents and students<br><br>• Develop strategies to increase student participation in school decision-making – at classroom and whole school levels<br><br>• Continue to enhance ICT use in each classroom | • All teachers using 'Boys Learn' program<br><br>• Class councils established and feeding into school decisions<br><br>• All teacher performance plans showing application of student engagement initiatives in practice |
| | Year 3 | • Focus on student engagement and classroom management - staff/team meeting sessions, curriculum day focus<br><br>• Review of student data (relating to well-being, teaching and learning and student relationships)<br><br>• Exploration of alternative student behaviour management programs | • All staff understand and use new student behaviour management protocols in classrooms and playgrounds |

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| | | ▪ Implementation of agreed student behaviour management protocols | |
| | Year 4 | ▪ Focus on student engagement and classroom management - staff/team meeting sessions, curriculum day focus – revisit alignment between teaching and learning and student connectedness<br><br>▪ Review of student behaviour management protocols implementation | ▪ Each teacher's classroom practice demonstrating $e^5$ implementation |
| **Improve the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.** | Year 1 | ▪ Establish Professional Learning Team (PLT) with focus on student transition – staff/team meeting sessions, curriculum day focus, parent & student forums<br><br>▪ Review the current processes for student transition into, through and out of the school<br><br>▪ Visit other schools to see transition programs, visit local pre-schools and secondary schools to strengthen networks and discuss transition issues<br><br>▪ Revise current school entry program and develop and implement pilot pre-school to prep transition program | ▪ Networks between school and local pre-schools and secondary schools established<br><br>▪ Pre-school to prep transition program implemented for all incoming prep students |
| | Year 2 | ▪ Continue the PLT focus on student transition – staff/team meeting sessions, curriculum day focus<br><br>▪ Revise current year 6 exit program, develop & implement pilot year 6 to secondary school transition program<br><br>▪ Evaluate pilot pre-school to prep transition program<br><br>▪ Continue to build connections and shared learning opportunities with local pre and secondary schools | ▪ Joint secondary/primary curriculum day on transition held<br><br>▪ Year 6 to secondary school transition program implemented for all exiting year 6 students |
| | Year 3 | ▪ PLT focus on student movement through the school – staff/team meeting sessions, curriculum day focus<br><br>▪ Use student performance data to track student learning through the school and consider | ▪ Electronic portfolios created for each student by end of year<br><br>▪ Critical movement points (between VELS levels) documented and understood by teachers |

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| | | impact of movement and change on student learning  and explore methods for electronic tracking <br><br> • Protocols and processes established for transition of students from year to year with trial whole school transition program in term 4 with student feedback | • All classes participated in whole school transition program in term 4 |
| | Year 4 | • PLT focus on review of current school processes that assist students to move into the school at times other than prep entry <br><br> • Protocols and processes established for the transfer of students into the school during the year <br><br> • Evaluation of transition protocols and processes throughout the school | • Transition processes for entry of students, at times other than prep, put into action <br><br> • Transition programs evaluated |