School Strategic Plan for Gardenvale Primary School 3897 2016 -2019

Endorsements

Endorsement by School Principal	Signed…………………………………. Name…………………………………. Date…………………………………
Endorsement by School Council	Signed…………………………………. Name…………………………………. Date………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………. Name…………………………………. Date…………………………………

School Profile

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Purpose

The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

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Purpose

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Drafting note: strategic planning needs to be anchored in the school's fundamental reason for existence – its purpose. A school's statement of purpose answers the basic questions: *what are we here for*? Statements of purpose are shared and owned by the school community, are appropriate to the needs and expectations of the community, and are easily understood by the whole school community.

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Values

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Drafting note: Values are those things that are most important to a school and its community. Values describe the principles and expectations that guide the school and provide a reference point for decisions and actions. Values shape the way people interact and work together by creating shared expectations and behavioral norms.

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Environmental Context

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Drafting note: Strategic planning recognises that each school operates within a unique context, shaped by its history, its community and its desired future. Analysis of the school's environmental context answers the question: *What are the influences that will impact on our school and the achievement of our goals into the future?*

In describing the environmental context, schools will consider both the current and future needs of children and young people in the community as well as community expectations, the socio-demographic composition of the community, broader education provision (including early childhood and post-compulsory provision options), facilities and infrastructure, labour market conditions, and government policies and regulations.

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Strategic Direction

Achievement

		Key improvement strategies
Goals	To maximise each individual student's growth in all areas of their learning.	

Key improvement strategies

- Further develop and implement a whole school teaching and learning approach.

- Ongoing development of staff capacity to effectively differentiate teaching and learning.

- Embed a whole school approach to the use of data and evidence to drive teaching and learning.

- Build the capacity of staff in analysis of data and enhance current data sources to ensure triangulation of data is effectively used to inform consistent whole school, year level and individual planning and teaching practices are implemented.

- Further develop and support student understanding of their learning.

Targets

 Teacher Judgements
Teacher assessments against the Victorian Curriculum, based on triangulated data will indicate a minimum of 1.0 progression point per year in English and Maths for 100% of students deemed capable.

To improve the percentage of students being assessed by teachers based on triangulated data at **A and B in** English and Mathematics.

2015 June	A	B
Reading & Viewing	21%	34.1%
Speaking/Listening	5.6%	42.1%
Writing	10.3%	32.6%
Measurement & Geometry	6.9%	29.5%
Number and Algebra	11.8%	35.4%
Statistics & Probability	6.1%	31.3%

The target for 2019 is 20% of student to achieve an A and 40% to achieve a B in all areas

NAPLAN Relative Growth (Yr 3-Yr 5)

	Low Growth %of students		High Growth %of students	
	2015	2019	2015	2019
Reading	27.54%	18%	24.64%	30%
Spelling	39.13%	25%	11.59%	20%
Grammar and Punctuation	27.52%	20%	36.2%	Maintain
Numeracy	25.37%	15%	20.9%	25%

	Actions	Success criteria
Year 1 **Teaching and learning Approaches** **Teacher Collaboration and Reflective Practice**	• Working party to investigate various pedagogical approaches to 21st Century Learning • Review and develop a whole school inquiry learning model and planning format providing staff with professional learning on Inquiry Learning • Curriculum audit of current inquiry units to align to the Victorian Curriculum • Develop a new inquiry based unit aligned to the Victorian Curriculum, providing professional support during Planning Days • Continue to develop and expand Year level term planners to display differentiation • Provide new and transitioning staff with professional learning/coaching in the school's current instructional model strategies. PD	• Dart teams to present to staff pedagogical approaches and recommendations of whole school instructional models • An agreed whole school Instructional Model developed and implemented for Inquiry Learning and school inquiry planning document refined • Audit completed and new units or revised units identified • One inquiry unit to be completed by all levels on new planning document • Term level planners on network • Documentation of learning and teaching programs requiring professional learning for each year level

Explicit Teaching of Literacy and Numeracy **Assessment and Reporting**	manager to develop a document outlining PD programs/coaching needed at each level and the responsibility for each area • Staff focus on current instructional models and student learning through peer observation and modelling • Embed strategies for VCOP and CAFÉ Reading into practice. • Trial VCOP assessment criterion in Year 1 • Review and investigate the instructional model of synthetic phonics programs • Develop capacity of staff to write quality Learning Intentions and Success Criteria. • Assessment and reporting team to investigate the various data sources for Literacy and Numeracy • Review current practise and research ways for students setting goals in Literacy and Numeracy to enable them to monitor their growth. • Research a new reporting program and develop and implement a new reporting template using results of student, parent and teacher surveys • Investigate and review whole school assessment tool for tracking student learning • Moderate student outcomes within and across the Year levels using triangulated authentic data in the area of writing progression points	• All staff are involved in at least one peer observation per term • Evidence of planning in term planners and weekly planning • Assessment criterion for each student in Year 1 completed • Recommendations of review of synthetic phonics program presented to staff • Term level planners start to reflect Learning Intentions & Success Criteria • Assessment schedule updated • Review completed and documented and shared by staff • New reporting template used in parent reports • Recommendation to management team of whole school tracking program

	to ensure consistency of assessment	• Moderation sessions evident in meeting schedule. Improvement in teacher judgement of Writing progression points
Year 2 **Teaching and learning Approaches**	• Trial an instructional model of learning and teaching based on the research completed • PLT teams to focus on effective English instructional practices • Implementing of the new inquiry unit • Develop new inquiry based units aligned to the school's throughlines and the Victorian Curriculum providing professional support during Planning Days in the development of new units • Continue providing new staff with professional learning/coaching in the schools current instructional model strategies • Research the possible expansion of VCOP and CAFE Reading strategies across the school. • Continue peer observation, with a focus on instructional models, student learning and differentiation • Trial and implement an instructional model of synthetic phonics program • Whole school audit of year level term planners against school planning documents and the Victorian Curriculum and continue to modify.	• An agreed whole school Instructional Model developed and trialled for the teaching of Literacy • Modify planners accordingly and update to the Victorian Curriculum • New inquiry unit taught and modified • Draft inquiry units completed • Implementation of current instructional model strategies within the classroom by new staff • Recommendation discussed at management and staff meeting • All staff involved in at least one peer observation session per term • Explicit teaching of synthetic phonics strategies • Term planners on network modified

Assessment and Reporting	• Continue building the capacity of staff to write quality Learning Intentions & Success Criteria. • Focused and increased use of data in English to inform differentiated instructional teaching practice and documentation of the learning and teaching strategies. • Trial and implement strategies for students setting goals in Literacy to enable them to monitor their growth • Review and modify new reporting template • Implement whole school assessment programs for tracking student learning providing PD for staff • PD for staff to inform accurate assessment of Speaking and Listening • Moderate student data in the area of Speaking and Listening to improve the consistency in teacher judgement across the Year levels in terms of progression points	• Term level planners reflect Learning Intentions & Success Criteria • Assessment schedule and English instructional model document updated • Whole school meeting to share strategies • New reporting template used in parent reports • Whole school tracking program implemented • Moderation sessions in the area of Speaking and Listening evident in meeting schedule. Improvement in teacher judgement of Speaking and Listening progression points

Year 3 **Teaching and learning Approaches**	• Adopt an instructional model of learning and teaching based on the research completed	• An agreed whole school Instructional Model developed and trialled for the teaching of Mathematics
	• PLT teams to focus on effective Mathematics instructional practices	• Teachers weekly mathematics planning to reflect the differentiated needs of their students
	• Implement the inquiry learning units	• New inquiry units taught and modified
	• Develop new inquiry based units aligned to the school's throughlines and the Victorian Curriculum providing professional support during Planning Days in the development of new units	• Draft inquiry units completed
	• Continue providing new staff with professional learning/coaching in the schools instructional model strategies	• Implementation of instructional model strategies within the classroom
	• Continue peer observation, with a focus on instructional models, student learning and differentiation	• All staff involved in at least one peer observation session per term
	• Continue implementation and modification of instructional model of synthetic phonics program.	• Explicit teaching of synthetic phonics strategies event in term planners
	• Continue implementing and modifying Year level term planners	• Term planners on network modified
	• Implement VCOP and CAFE Reading strategies across the school if recommended	• Trialling of VCOP and CAFÉ Reading strategies in all classrooms
Assessment and Reporting	• Focussed and increased use of data in Mathematics to inform differentiated instructional teaching practice and documentation of the learning and teaching	• Assessment schedule and Mathematics instructional model document updated

	strategies used	
	• Trial and implement strategies for students setting goals in Numeracy to enable them to monitor their growth	• Review completed and documented and presented to staff
	• Moderate student data using triangulated authentic data in the area of Mathematics to improve the consistency in teacher judgement across the Year levels in terms of progression points	• Moderation sessions evident in meeting schedule. Data sets recorded in term planners/assessment schedule
	• Embed reporting format into practise	• New reporting template used in parent reports
	• Review and refine whole school assessment programs for tracking student learning providing PD for staff	• Whole school tracking program used in the school
Year 4	• All staff can articulate and demonstrate the school's learning and teaching practice	• Common practise in English and Maths and Inquiry learning are evident in all classrooms
	• Audit and review school planning documents against the Victorian Curriculum and the school planning documentations to ensure clarity, sequential leaning and consistency across all learning areas	• All planning documents are current
	• Review expectations about moderation within and across year levels	• Teacher judgment data consistent with set targets
	• All staff to use triangulated data sets to inform and assess learning	• Timetabled data sharing sessions to inform teaching and learning planning
	• All staff can articulate their Learning Intensions and Success Criteria.	• Learning Intensions and Success Criteria evident in planners
	• All students can articulate their goals	• Student goal setting evident in classrooms

Engagement

		Key improvement strategies
Goals	Our students will be motivated, confident, curious, enthusiastic global thinkers, who are strongly connected to our school community. To use ICT to provide authentic learning that requires inquiry, collaboration, communication and problem solving.	• Drive school initiatives through Student Voice. • Develop the capacity of staff to create and implement an engaging learning environment. • Encourage and develop in all students, curiosity, creativity and critical thinking.
Targets	• Reduction in the number of late attendees on both campuses in school data. • Increased results from Parent Opinion Survey in School Connectedness (38 to 60) • Maintain, equal or improve Attitudes to School Survey results in all variables. • Improve Teacher Collaboration and Shielding/Buffering related to School Climate in the Staff Opinion Survey. • To maintain the number of approved and unapproved absences for reasons other than travel to below the state level.	• Implement 21st Century Learner Program across Year 5 and Year 6 such as "Curiosity and Powerful Learning" – David Hopkins and Wayne Craig • Implement a range of strategies to assist in the reduction of the number of late attendees across both campuses • To implement a range of strategies to increase student connected through a shared environmental respect. • To provide ongoing ICT Professional Development to improve learning and teaching with a strong focus on the use of contemporary learning tools.
	Actions	**Success criteria**
Year 1	• Review, refine and further develop the	• Student Leadership Program further

	current Student Leadership structure and facilitate regular student forums across all levels.	developed and implemented. Role descriptions clarified for student leaders.
	• Investigate ways in which student feedback and reflection can inform teacher practise.	• Professional Development for staff to review and develop approaches to student feedback and reflection tools.
	• Introduce and trial BYOD Program in Year 5 to create a 21st Century learning environment	• Increased access and engagement in all learning in Year 5 due to the implementation of the BYOD Program
	• Trial cloud-based Samsung Smart School Tablet Program in Year 3 and Year 4. This will include ongoing Professional Development for teachers involved in the program.	• Samsung Smart School Tablet Program in Year 3 and Year 4 trialled in 2 classrooms in the 3 and 4 area and Professional Development provided for teachers.
	• Review and investigate whole-school approach to reduce late attendance across both campuses	• Review Student Absence policy and investigate strategies to reduce regular late attendance
	• Review and document current Gifted and Talented opportunities.	• Review current practice and investigate further possibilities in the area of Gifted and Talented.
Year 2	• Implement the new Student Leadership structure and facilitate regular student forums across all levels.	• Student Leadership Program implemented and documented.
	• Trial a variety of methods that promote student feedback and reflection to inform teacher practice.	• Develop and document approaches to student feedback and reflection tools.
	• Continue BYOD Program in Year 5 and extend to Year 6.	• Increased access and engagement in all learning in Year 6 due to the implementation of the BYOD Program
	• Review cloud-based Samsung Smart School Tablet Program in Year 3 and Year 4 to	• Implement recommendations of the review of Samsung Program.

	determine its viability and success.	
	• Develop an 'eLearning Vision' and scope and sequence with the whole staff that is underpinned by contemporary pedagogy.	• Completion of an 'eLearning Vision' and scope and sequence across the school.
	• Implement recommended strategies to reduce late attendance across both campuses	• Reduction in regular late attendance
	• Implement recommended Gifted and Talented opportunities.	• A variety of Gifted and Talented opportunities offered to students.
Year 3	• Implement methods that promote student feedback and reflection to inform teacher practice.	• Continue to trial and document approaches to student feedback and reflection tools.
	• Continue BYOD Program.	• Increased access and engagement in all learning due to the implementation of the BYOD Program
	• Implement an eLearning Vision and scope and sequence and provide Professional Development.	• Implementation of an eLearning Vision and scope and sequence across the school with professional development support.
	• Review strategies to reduce late attendance across both campuses	• Results of review documented and any new strategies implemented.
	• Gifted and Talented opportunities continue.	• Gifted and Talented opportunities offered to students.
Year 4	• Review, reflect and refine results of Year 2 and 3 actions.	• Continue to monitor success criteria for Year 3 actions.
	• Review success of eLearning Vision	• Undertake survey of staff confidence and competence in all aspects of ICT.
	• Review Gifted and Talented programs and	• Documented Gifted and Talented programs and opportunities.

	opportunities.	

Wellbeing

		Key improvement strategies
Goals	For Gardenvale students to embody and demonstrate our school HERRRby values of Honesty, Empathy, Resilience, Responsibility and Respect.	• Further develop and implement a whole school approach to student wellbeing with a focus on emotional wellbeing. • Ongoing development of staff capacity to effectively implement student wellbeing programs.
Targets	Student Attitudes to School Survey scores in all variables to remain in the fourth quartile throughout the life of this strategic plan.	

	Actions	**Success criteria**
Year 1	• Full induction for all new teachers, graduates and student teachers of student wellbeing programs annually. • Staff training and modelling in Circle Time and Restorative Practice to facilitate a common language and approach. • Create an induction booklet for new students that is developed and created by student leaders. • Use HERRRby to promote a respect and care for the environment by the community. – 'HERRRby goes Green in 2016.	• All new staff participated in induction program and trialled in their classroom. • All level teams document Circle Time activities in term planners. • Staff confidence in dealing with conflict resolution strategies. • All new students will be provided with an induction booklet. • 'HERRRby goes Green' will be displayed and discussed in classrooms, documented in our manners program, supported through our buddies program and published for the wider community.

	• Provide staff PD and parent information and feedback on resilience strategies. • Investigate and explore Growth Mindset pedagogy with Year 5/6 team to develop greater resilience within the students. • Student wellbeing team to become proficient in using the new whole school program for tracking student wellbeing. • Specifically target Year 4 students with cyber safety through classroom programs, speakers and in-visits. • Use parent night to present eSmart and cybersafety at each level.	• Experts working with the community to promote resilience strategies. • Shared discussion of research and trialling of a growth mindset dialogue. • Current wellbeing data entered in to tracking program • Survey students to indicate greater awareness of cyber safety. • All year levels will show a power point presentation highlighting cyber-safety.
Year 2	• Full induction for all new teachers and graduates, student teachers of student wellbeing programs annually. • Staff training in Circle Time and Restorative Practice. • Peer Modelling of Teaching excellence in Restorative practise and Circle Time. • Review and update induction booklet for new students and student leaders to oversee induction program. • Review and align school oath to be in keeping with the HERRRby school values program and school mission and vision.	• All new staff participated in induction program and trialled in their classroom. • All level teams document Circle Time activities in term planners. • Staff confidence in dealing with conflict resolution strategies. • All new students will be provided with an induction booklet. • All stake holders have been surveyed. New oath developed that reflects the school's mission and vision. School oath displayed in every classroom and recited at assembly. • Greater respect and care of their

	• Continue to implement programs and activities that promote environmental HERRRby health. • Auditing and updating of student wellbeing data. • Embed cyber safety strategies into year 4. Investigate cyber safety needs at year 3 level.	environment at school and within the community. • Continue to update data and track and monitor students on data base. • Greater awareness of cyber safety strategies across year 4. Survey Year 3 students and parents and analyse results.
Year 3	• Full induction for all new teachers and graduates, student teachers of student wellbeing programs annually. • Staff training in Circle Time and Restorative Practice. • Peer Modelling of Teaching excellence in Restorative practise and Circle Time. • School oath embedded in Senior campus. Introduce new school oath to Junior Campus. • Embed a culture of environmental awareness across the school.	• All new staff participated in induction program and trialled in their classroom. • All level teams document Circle Time activities in term planners. • Staff confidence in dealing with conflict resolution strategies. • Recite new school oath at assembly on both campuses. • A cleaner more environmentally friendly school is evident.
Year 4	• Full induction for all new teachers and graduates, student teachers of student wellbeing programs annually. • Staff training in Circle Time and Restorative Practice. • Peer Modelling of Teaching excellence in Restorative practise and Circle Time. • Survey school community and review all	• All new staff participated in induction program and trialled in their classroom. • • All level teams document Circle Time activities in term planners. • Staff confidence in dealing with conflict resolution strategies.

| | documentation, programs and activities overseen by the wellbeing team | • Update documents where required. |
| | • Review HERRRby program to ensure the values continue to be relevant to the school community. | • Surveys completed by the school community and recommendations documented. |

Productivity		**Key improvement strategies**
Goals	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	• Investigate and implement the optimal allocation, monitoring and review of resources to effectively provide structures and programs for students and the school community.

Targets	• Resourcing the needs of the School whilst operating a surplus budget.
	
	• Enhancement of the following staff survey outcomes to reach state mean:
	  • Staff trust in colleagues
	  • Teacher collaboration
		• To resource professional development so that staff have the knowledge and skills to provide teaching and learning.
		
		• To strategically plan for staff succession.

		• <mark>Utilise and maximise the expertise of staff, parents and wider community.</mark> • To strategically plan for the enrolment levels throughout the school. • Produce a Facilities Master Plan for both campuses. Continue improvement of indoor and outdoor learning spaces.

	Actions	Success criteria
Year 1	• Liaise with Facilities Branch to supply one classroom by 2017. School budget to cover furnishing and classroom equipment.	• Additional classroom ready for occupation in 2017.
	• Provided funding for DART action research	• DART teams to present their findings and make recommendations
	• Professional Development complementing Performance and Development Plans and the Strategic Plan and AIP	• Professional Development program represents School and staff needs as articulated in the improvement areas of the Strategic Plan
	• Professional Development to be funded to allow for Coaching and Mentoring	• Regular and timetabled coaching and mentoring provided
	• The Finance Committee to strategically allocate funds based on the School needs and projects whilst maintaining a surplus budget	• Monthly Finance Reports and 2017 School Budget
	• Identify school needs and source companies who may be utilised to develop a Master Plan	• Master Plan Committee formed, incorporating all stake holders, to identify school needs and source companies to develop the Master Plan
	• Continue to foster a distributed leadership culture through professional development and mentoring	• Aspirant leaders offered opportunities of Professional development and mentoring
	• Maintain optimal year level sizes including an enrolment of at least 92 students at Foundation Level each year	• 92 students at Foundation Level enrolled for 2017
	• Ensuring the timetable supports the continuation of PLT team planning, data analysis and professional learning	• Timetable supporting PLT team planning allowing for team collaboration
Year 2	• Liaise with Facilities Branch to supply one	• Additional classroom ready for occupation in

	classroom by 2018. School budget to cover furnishing and classroom equipment. 2018.
	• Ensure budget provides the resources to cater for increasing enrolments	• Timetabling and staffing allowing for increased enrolment
	• Continue funding for DART action research	• DART teams to trial a variety of teaching models
	• Professional Development complementing Performance and Development Plans and the Strategic Plan and AIP	• Professional Development program represents School and staff needs as articulated in the improvement areas of the Strategic Plan
	• Professional Development to be funded to allow for Coaching and Mentoring	• Continue regular and timetabled coaching and mentoring provided
	• The Finance Committee to strategically allocate funds based on the School needs and projects whilst maintaining a surplus budget	• Monthly Finance Reports and 2018 School Budget
	• Select a company to develop a Master Plan.	• Master Plan presented to the School Council and School Community. Funds to be allocated in the 2018 Budget for Phase 1
	• Continue to foster a distributed leadership culture through professional development and mentoring	• Aspirant leaders offered opportunities of Professional development and mentoring
	• Maintain optimal year level sizes including an enrolment of at least 92 students at Foundation Level each year	• 92 students at Foundation Level enrolled for 2018
	• Ensuring the timetable supports the continuation of PLT team planning, data analysis and professional learning	• Timetable supporting PLT team planning allowing for team collaboration
Year 3		

	• Review direction of DART teams	• DART teams to reflect and identify future projects
	• Continue to implement school Professional Development requirements	• Professional Development aligned to the current needs of the School
	• The Finance Committee to allocate funds for Phase 1 of the Master Plan whilst maintaining a surplus budget	• Phase 1 of the Master plan works commenced
	• Monitor enrolments to maintain 4 classes at each level	• 4 classes at optimum size at each level
Year 4	• Effectively utilise school resources	• Resources are effectively aligned to programs
	• Review Professional Development program	• Review of Professional Development completed and document
	• Continue with Master Plan Implementation	• Master Plan works continued