

School Strategic Plan for Moe (South Street) Primary School 4662 2015 – 2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Jamie Tactor</p> <p>Date: August 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Vanessa Bleier</p> <p>Date: August 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.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Purpose	
	<p>South Street Primary School is committed to building a community of parents, teachers and students who are all working together to produce the best possible outcomes for all children. The foundation of this community is built around strong working relationships which ensure that our environment is nurturing and supportive to all members of our community.</p> <p>Our teachers are committed and passionate and create challenging and motivating learning environments for their students. They value diversity and understand that an excellent education is one that caters to the whole child. On this foundation we provide a varied curriculum in the Arts, Sporting and Academic arenas to give students opportunities to explore their interests and talents in a range of areas. We also place high importance on equipping our students with the skills and knowledge they will need to safely and productively use a range of information and communication technologies.</p> <p>Ultimately, we aim to produce independent thinkers who can communicate effectively and make a positive contribution to the people around them and thus, their society.</p>
Values	<p>The values which form the core of our Purpose are as follows:</p> <p>Tolerance, Understanding & Inclusion</p> <ul style="list-style-type: none"> - Accepting, recognising and embracing individual needs - Not withdrawing or isolating children from tasks but rather scaffolding their learning within group tasks <p>Teamwork & Collaboration</p> <ul style="list-style-type: none"> - Students, staff &/or parents cooperating and working together to create a synergistic learning environment aimed at improving student learning <p>Commitment</p> <ul style="list-style-type: none"> - A strong commitment to the “team” where each of us will demonstrate our passion for learning through the way we work with student, parents and colleagues <p>Honesty & trustworthiness</p> <ul style="list-style-type: none"> - Supporting each other, being there for each other and being able to rely on each other - Being respectfully truthful - Having faith in each other <p>Respect</p> <ul style="list-style-type: none"> - Treating each other with regard for and accepting of other’s differences, opinions and levels of understanding

	<p>Relationships</p> <ul style="list-style-type: none"> - Demonstrating care, concern & compassion for all - Taking a genuine interest in all aspects of others lives <p>(These values are to be reviewed and revised during the period of the Strategic Plan)</p>
<p>Environmental Context</p>	<p>Moe (South Street) Primary School was established in 1951 within a residential area of the town. The location is close to the CBD, major sporting facilities and the local swimming pool.</p> <p>In 2007 the majority of our buildings were modernised with the building of eight new classrooms, a staffroom, offices and a large library. We also have two older buildings housing our 3/4 and 5/6 grades and an Art room. With the Building Education Revolution (BER) funding we additionally combined our grant with funding from the Latrobe City Council to build a basketball stadium and music room which also forms part of the Moe Early Learning Centre (Moe Place) adjacent to us. The Moe Early Learning Centre consists of the Maternal Health Centre, Toy Library, Kindergarten and Childcare and community centre providing excellent ongoing services for our families from birth to high school. We are also building links with the community through the shared use of recreational facilities at Ted Summerton Reserve and also with the kinder (e.g. cross-age activities, using our library).</p> <p>In 2014 the enrolment was 249. Enrolments are, however, expected to grow as the feeder kindergarten now runs two groups every week. Students come from far and wide to attend our family friendly environment which values parents, students and teachers working together to ensure the best outcomes for all students. In 2014 the school had 12.6 teaching staff (11 grades), principal, assistant principal, student welfare officer, administration staff and eight educational support staff. This number will increase in 2015 due to an increase in enrolments.</p> <p>South Street lies within an area that is characterised by high unemployment and generational poverty. The school has a Student Family Occupation (SFO) of 0.7095 which reflects a low socio economic status. Enrolments can vary throughout the year, with students enrolling and others leaving. Despite these challenging factors, we have a range of intervention and support programs to provide all students with an education that meets their needs. We support our students and their families by offering a range of interventions, special assistance and extension programs including: Active After School Sport, Before and After School Care, Plant and Animal Program, Life Education, Peer Activity Leaders, Speech Therapy Assistance Program, Wellbeing Group, Special days e.g. footy, students running assemblies, dress-up days, whole school musical, Boys/Girls' Groups, library sessions with the kinder children, grade 5/6 students operating the physical education program for the kinder children, 3/4 buddy sessions with the kinder children, library open at lunchtimes, home visits, Kids Hope program, senior students operating the canteen, cross-age and peer-tutoring, Student Representative Council, Eco Warriors, external competitions (e.g. Vicspell, ICAS) and Environmental program. We are also very fortunate to have a full time Primary Welfare Officer who works closely with children in a variety of ways, such as training peer mediators, running parenting education classes and Breakfast Club. We place a high priority on the well-being of our students, their engagement and connectedness to school.</p> <p>Strong leadership, teamwork and respect are key features of the school. Our motto 'Parents, Teachers and Children working Together' underpins our philosophy and is reflected in our programs and practices. The school prides itself on building good</p>

	<p>relationships with its community and engaging students with a variety of academic and social programs. Specialist programs include Language Support, Visual Arts, Library and Music. In 2015 we will employ a specialist Health and Physical Education teacher and we also hope to gain (through a grant) the services of a part time chaplain to work with boys. We are very proud of our music program and our school regularly participates in the Latrobe Valley Eisteddfod and produces musicals. Classrooms also have access to digital video/still cameras, printers, scanners and class sets of tablets and laptops.</p>
<p>Service Standards</p>	<p>South Street Primary School is committed to providing a range of educational opportunities for all students with staff professional development playing a vital role in achieving this. The staff is focusing on Dr. Carol Dweck's work on Growth Mindsets.</p> <p>This work focuses on children developing a positive approach to their learning and developing persistence when they are faced with challenges.</p> <p>The school is committed to:</p> <ul style="list-style-type: none"> Providing a safe learning environment where students are able to thrive. Fostering a strong relationships with parents and the community through open and regular communication. Develop a Growth Mindset in all children Provide a curriculum that allows for all children to develop and learn from their point of need. A curriculum that caters for individual learning styles. Strong focus on Literacy and Numeracy. Teach children independent learning skills. Providing tasks that challenge children.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Improving student achievement and learning growth in Reading Writing and Number.</p>	<p>Naplan Relative Growth over 4 year to average at.</p> <p>Reading Growth Low- 15% Mid- 55% High- 30%</p> <p>Writing Growth Low- 15% Mid- 60% High –25%</p> <p>Numeracy Growth Low- 15% Mid- 55% High- 30%</p> <p>Staff Opinion Survey (Percent Endorcement – number of staff scoring above mid point mark)</p> <ul style="list-style-type: none"> - Collective Efficacy to increase 75% - Collective Responsibility to increase to 85% 	<p>Build a cohesive team culture across the school using agreed protocols and expectations to guide student learning</p> <p>Implement an evidence based PLC approach to plan and assess student learning that is underpinned by best classroom practice.</p> <p>Build teacher capacity to implement whole school instructional model with high fidelity</p>

		<ul style="list-style-type: none"> - Academic emphasis increase to 75% - Collective focus on student learning to increase 85% - Guaranteed and viable curriculum is to increase to 75% - Collective participation is to increase from 44% to 75% - Professional Learning: Active Participation to increase to 70% 	
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through</p>	<p>To increase student engagement in learning.</p>	<p>Attitude to school Results (Factor Mean Score)</p> <p>5% increase in</p> <ul style="list-style-type: none"> - Learning Confidence (4.35) - School Connectedness (4.90) - Stimulating Learning (4.68) - Student Motivation (4.90) - Teacher effectiveness (4.90) - Teacher Empathy (4.90) 	<ul style="list-style-type: none"> • Provide a curriculum that gives children opportunities to develop interdependence to guide their own learning. • To increase opportunities for students to be engaged in activities outside the classroom.

<p>school and beyond into further education and work.</p>		<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - Extra Curricula (6.30) - Stimulated Learning (6.40) <p>To increase the responses received from the parent survey (50%)</p>	
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To develop parent/school partnerships to support student wellbeing.</p>	<p>Attitude to school Results (Factor Mean Score)</p> <p>5% increase in</p> <ul style="list-style-type: none"> - Classroom Behaviour (4.10) - Connectedness to peers (4.90) - Student Safety (4.90) - Student Distress (6.50) - Student Morale (6.30) <p>Staff Opinion Survey (Percent Endorsement – number of staff scoring above mid point mark)</p> <ul style="list-style-type: none"> - Trust in students and parents to be increased to 70% of the staff - Parent and Community involvement to be increased to 75% - Attendance Data 	<ul style="list-style-type: none"> • Design and implement strategies to improve attendance levels of all children. • Continue to build on positive relationships with students and parents

		<ul style="list-style-type: none"> - Reduce absence to State average of 15 days per child. - 	
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To improve School Climate that leads to effective teaching and learning and student wellbeing.</p>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> - Professional learning: School level support increase to 70% <p>Staff Opinion Survey (Percent Endorsement – number of staff scoring above mid point mark)</p> <ul style="list-style-type: none"> - Staff trust colleagues increase to 75% - Teacher collaboration is to increase to 75% - Professional Learning: Renewal of knowledge and skills is to increase to 80% - Professional Learning: Collective participation is to increase to 75% - Professional Learning: Active Participation is to increase to 60% - Professional Learning: Coherence is to increase to 75% 	<p>Develop an agreed whole-school community mission, vision and values to underpin all school priorities and actions</p> <p>Develop a strong and united Leadership Team with a clear sense of shared purpose and direction around learning and teaching</p> <p>Establish a high performance culture characterised by teamwork, strong internal accountability and commitment to school goals, values and practices.</p>

		- Professional Learning: Feedback is to increase to 55%	
--	--	---	--

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
ACHIEVEMENT Build a cohesive team culture across the school using agreed protocols and expectations to guide student learning	Year 1	Through establishing Professional Learning Communities (PLC) we will:- <ul style="list-style-type: none"> ▪ - clarify and agree the expectations of professional practice (norms, agreed meeting protocols) ▪ - hold one another to account for high expectations through norms and protocols and Professional Performance Plans ▪ - Develop clear role statement/ responsibilities to guide team practice ▪ - Developing/refining curriculum documents. ▪ Develop assessment practices that allows for continuity in teacher judgement across all classrooms. 	<ul style="list-style-type: none"> ▪ Effective operation of PLCs. ▪ All staff members to be accountable and live up to norms and protocols of PLCs. ▪ PLC's use data to guide their teaching strategies.
	Year 2	<ul style="list-style-type: none"> ▪ Develop Essential Learning in Reading and Writing. ▪ Continue to implement actions 	<ul style="list-style-type: none"> ▪ Essential Learning and Proficiency Scales in Maths, Reading and Writing.

	Year 3	<ul style="list-style-type: none"> Refine and embed actions 	<ul style="list-style-type: none">
	Year 4	<ul style="list-style-type: none"> Review and evaluate actions 	<ul style="list-style-type: none">
<p>Implement an evidence based PLC approach to plan and assess student learning that is underpinned by best classroom practice.</p> <p>Build teacher capacity to implement whole school instructional model</p>	Year 1	<ul style="list-style-type: none"> Develop common understandings with all staff of evidence based PLC model Develop Essential Learnings and Proficiency scales. Establish the Instructional model through professional development, classroom observations Develop assessment practices that allows for continuity across all classrooms. 	<ul style="list-style-type: none"> The teaching and Learning model is visible in all classrooms. Teams sharing the journey with the rest of the staff to develop consistency between classes. <ul style="list-style-type: none"> Consistent teacher judgement
	Year 2	<ul style="list-style-type: none"> Clear plan and coaching support to implement a consistent, evidence based approach 	<ul style="list-style-type: none">
	Year 3	<ul style="list-style-type: none"> Refine and embed actions 	<ul style="list-style-type: none">
	Year 4	<ul style="list-style-type: none"> Review and evaluate actions 	<ul style="list-style-type: none">

<p>ENGAGEMENT</p> <p>Provide a curriculum that gives children opportunities to develop interdependence to guide their own learning.</p>	Year 1	<ul style="list-style-type: none"> Develop a common understanding of what an independent learner is. When planning, teams will develop tasks that stimulate and challenging learning that caters for student interests and allows for independent learning. 	<ul style="list-style-type: none"> A designed curriculum that allows for independent learners. Tasks that stimulate children’s learning and allows them to be an Independent Learner. A clear document that outlines our understanding of an independent learner from Foundation to Year 6.
	Year 2	<ul style="list-style-type: none"> Develop a common understanding of what a stimulating 	<ul style="list-style-type: none">

		learning/tasks are.	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement actions ▪ Refine and embed actions 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	▪
<ul style="list-style-type: none"> • To increase opportunities for students to be engaged in activities outside the classroom. 	Year 1	<ul style="list-style-type: none"> ▪ Provide a variety of forums for children to have a say in what happens at the school. ▪ Provide opportunities for children to lead and learn to be a leaders ▪ Develop a culture of staff support to allow children to be connected outside the classroom. ▪ 	<ul style="list-style-type: none"> ▪ School Captains, House Captains and JSC take responsibility for actions around the school. ▪ Children are able to lead peer activities, not just our school leaders. ▪ Staff taking activities during lunch times. The workload load is shared be all staff.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to implement actions 	▪
	Year 3	<ul style="list-style-type: none"> ▪ Refine and embed actions 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	▪

WELLBEING Design and implement strategies to improve attendance levels of all children.	Year 1	<ul style="list-style-type: none"> ▪ Review and update attendance policy and procedures ▪ Develop consistent procedures to follow up absences ▪ Use Department resources to support our procedures. (Every Day Counts) ▪ Create a support network to assist families in getting children to school. ▪ Provide activities for children outside the classroom. ▪ Continue to build positive student and parent relationships. 	<ul style="list-style-type: none"> ▪ Attendance of children has improved. ▪ Consistent procedures for absenteeism across the school.
--	--------	---	--

		<ul style="list-style-type: none"> ▪ Develop transition procedures throughout the school ▪ 	<ul style="list-style-type: none"> • Transition between 2-3 and 4-5 are smooth and occurs towards the end of each year.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to implement actions 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ Refine and embed actions 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	<ul style="list-style-type: none"> ▪
Continue to build on positive relationships with students and parents	Year 1	<ul style="list-style-type: none"> ▪ Engage parents in their child's education through information sessions, special nights and share nights etc. ▪ Consistent communication (positive and negative) with parents from staff through; phone class newsletters, diaries, notes, chats etc. ▪ To continue the strong emphasis of the school to build positive relationships with all students and staff. ▪ Review and refine our student engagement policy. ▪ 	<ul style="list-style-type: none"> ▪ Parents are visible in the school and are actively involved in their child's education. ▪ Consistent whole school activities for parents. • Classroom environments are calm and safe for all. • Common approach to discipline and wellbeing across the school.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to implement actions 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ Refine and embed actions 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	<ul style="list-style-type: none"> ▪

PRODUCTIVITY Develop an agreed whole-school community mission, vision and values to underpin all	Year 1	<ul style="list-style-type: none"> ▪ Undertake school community consultation to plan a new vision that clarifies the aspirations for every student graduating South 	<ul style="list-style-type: none"> ▪ New vision is visible around the school. ▪ All school members are living and displaying the vision through their
--	--------	--	---

school priorities and actions		<ul style="list-style-type: none"> ▪ Street. ▪ Clarify school values and guiding principles. Embed these in all levels of school community: staff, students, parents. ▪ ▪ 	actions.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to implement actions 	▪
	Year 3	<ul style="list-style-type: none"> ▪ Refine and embed actions 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	▪
Develop a strong and united Leadership Team with a clear sense of shared purpose and direction around learning and teaching	Year 1	<ul style="list-style-type: none"> ▪ Articulated purpose and clarified role statements /responsibilities guide team practice ▪ Leadership Team learning will focus on school improvement and the work of PLCs. ▪ 	<ul style="list-style-type: none"> ▪ Clear roles documented for the leadership team. This would include the purpose of the leadership team. The roles of each person in the leadership team and their role connected to the Strategic Plan. ▪ A documented approach to PLC work across all team in the school.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to implement actions 	▪
	Year 3	<ul style="list-style-type: none"> ▪ Refine and embed actions 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	▪
Establish a high performance culture characterised by teamwork, strong internal accountability and commitment to school goals, values and practices	Year 1	<ul style="list-style-type: none"> ▪ All staff engaged in and committed to articulating school mission, vision and values. ▪ Create forums for staff to have input into school improvement. ▪ Clearly articulated norms and protocols guide team practice. Roles and responsibilities for 	<ul style="list-style-type: none"> ▪ All staff are accountable and are made accountable for their actions and behaviours.

		<p>leaders and all team members clearly articulated (tight and loose)</p> <ul style="list-style-type: none"> ▪ Teams trial and reflect on whole school instructional model designed to deliver on mission ▪ Practices that hold one another to account for high expectations are in place ▪ All staff trained in giving and receiving feedback, managing challenging conversations ▪ Performance and Development goals and practice align with school vision and values 	<ul style="list-style-type: none"> ▪ Through the PLC learning Norms and Protocols will be a common practice in all practices in the school. • All staff are valued for their strengths. • A P & D process that is meaning giving relevant and timely feedback to all staff members.
	Year2	<ul style="list-style-type: none"> ▪ Continue to implement actions 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ Refine and embed actions 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ Review and evaluate actions 	<ul style="list-style-type: none"> ▪