

School Strategic Plan for

[Glen Iris Primary] School

[EM] region

2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Acting Principal's signature)</p> <p>Name Carolyn Macaulay.</p> <p>Date 20th December 2012</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name Jack Risos</p> <p>Date 20th December 2012</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>“Developing GIPS students’ life skills through learning with fun and creativity whilst encouraging friendship, connecting with others and celebrating our success together”.</p>	
Values	<p>Community, Family and Friendship</p> <p>Achievement and Lifelong Learning</p> <p>Happiness</p> <p>Integrity</p> <p>Respect</p>	<p><i>Definition:</i></p> <ul style="list-style-type: none"> • <i>Contributing to make a difference for the benefit of the community</i> • <i>Spending time with family members.</i> • <i>Developing close personal relationships with others..</i> • <i>Having a sense of accomplishment through mastery of goals.</i> • <i>Having a strong commitment to continuous learning, change and self-development.</i> • <i>Finding satisfaction, joy or pleasure</i> • <i>Being honest, sincere, truthful and trustworthy.</i> • <i>Supporting the values of Glen Iris Primary School</i> • <i>Showing care and concern for other people and property.</i> • <i>Developing a sense of pride, self-esteem and personal identity.</i>

Environmental
Context

Social – community and demographics

- Located in a homogenous social demographic neighbourhood.
- 7% of families receive Educational Maintenance Allowance
- 2% of families have a language background other than English.
- Residential properties are largely well established with little new development.
- Relatively stable community profile in relation to student mobility.
- Student numbers have steadily increased in recent years resulting in an enrolment ceiling of 430 students being implemented by Eastern Metropolitan Region. Projected enrolment in 2013 – 457 students.
- The school has an extremely professional team of teachers and support staff.
- The profile of the staff has changed in past years to include a number of graduate class teachers.

Educational

- Class structure is developed to provide classroom settings that will best meet the learning needs of students.
- The current DEECD Curriculum Guidelines provide the framework for student learning delivered through an integrated curriculum.
- Information and Communication Technologies are embraced as vital learning tools to equip students for the future.
- Comprehensive Assessment and Reporting strategies are implemented school wide.
- Extensive specialist programs are offered in Physical Education, Art, Music, LOTE (French), Library, Reading Recovery, Literacy Support and Challenge and Opportunity (Extension and Enrichment).

Technological

- Classroom technologies are widely used. These include laptops, internet, intranet, Interactive Whiteboards and digital peripherals (cameras, microscopes). Recently the school embarked on integrating iPads into the classrooms. We are a completely wireless school.
- Interactive whiteboards have been installed throughout the school.
- Approximately 98% of students have access to a computer at home
- All staff have laptop computers
- Classrooms are equipped with computers at a ratio of 1:5

Environmental – grounds and facilities

- The school has undergone major upgrades in recent years to become a state of the art facility resulting in an effective learning environment.
- All classrooms are heated and air-conditioned.

- Grounds are well established with attractive gardens.
 - Major playground development was undertaken in 2008.
 - Extensive range of play spaces for students including a synthetic grass oval and 4 adventure playgrounds
 - Specialist programs are conducted utilising Library / Resource Centre, Art Room, Performing Arts Centre and LOTE Room that facilitate quality programs and activities. A joint usage agreement with Glen iris Road Uniting Church avails the school of a modern hall. Multipurpose area and ancillary spaces on a weekly basis.
 - An environmental area has been introduced that includes vegetable gardens and chickens.
 - Before and After School Care is available
- Consideration is given to equitable access inclusive of all abilities in the design of the playground and buildings,

Strategic Intent

	Goals	Targets	Key Improvement Strategies																																										
Student Learning	<p>To improve student achievement in literacy with a focus on spelling and reading</p> <p>To improve student achievement in numeracy with a focus on number.</p> <p>.</p>	<p>NAPLAN</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2016</th> <th>2012</th> <th>2016</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>66%</td> <td>70%</td> <td>58%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>65%</td> <td>70%</td> <td>45%</td> </tr> <tr> <td>Number</td> <td>72%</td> <td>62%</td> <td>70%</td> <td>52%</td> </tr> </tbody> </table> <p>VELS/AusVels Teacher Judgements</p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>75%</td> </tr> <tr> <td>Speaking and Listening</td> <td>35%</td> <td>70%</td> </tr> <tr> <td>Number</td> <td>47%</td> <td>70%</td> </tr> <tr> <td>Measurement, Chance and Data</td> <td>39%</td> <td>70%</td> </tr> </tbody> </table>		Year 3		Year 5		2016	2012	2016	2012	Reading	75%	66%	70%	58%	Writing	75%	65%	70%	45%	Number	72%	62%	70%	52%		2012	2016	Reading	60%	75%	Writing	43%	75%	Speaking and Listening	35%	70%	Number	47%	70%	Measurement, Chance and Data	39%	70%	<p>Create a shared agreement and practice about effective pedagogy, including assessment practices that is consistently used by all teachers.</p> <p>Build teacher capacity with a continued focus on individual, team and whole school performance and development plans (coaching, performance and development)</p>
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<p>Student Engagement and Wellbeing</p>	<p>To develop students who are confident in their learning, motivated, engaged and resilient.</p> <p>To create and sustain students as global citizens (diversity, empathy, caring of others, appreciation of humanity).</p> <p>By 2016 the average number of days absent for students P-6 to be 10 days or less. (currently sitting at 12.2 with State Average at 14.4)</p>	<ul style="list-style-type: none"> By 2016 the following combined Years 5 and 6 means in the Student Attitude to School Survey to improve. <table border="1" data-bbox="808 276 1496 552"> <thead> <tr> <th></th> <th>2013</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.52</td> <td>6.5</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.27</td> <td>5</td> </tr> <tr> <td>School Connectedness</td> <td>4.03</td> <td>4.75</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.25</td> <td>5</td> </tr> <tr> <td>Stimulated Learning</td> <td>3.85</td> <td>5</td> </tr> <tr> <td>Student Motivation</td> <td>4.44</td> <td>5</td> </tr> <tr> <td>Student Safety</td> <td>4.41</td> <td>5</td> </tr> </tbody> </table>		2013	2016	Student Morale	5.52	6.5	Teacher Effectiveness	4.27	5	School Connectedness	4.03	4.75	Teacher Empathy	4.25	5	Stimulated Learning	3.85	5	Student Motivation	4.44	5	Student Safety	4.41	5	<p>Increase the focus of student voice and relationships both in and outside the classroom with a focus on increased engagement in learning, participation and decision making</p> <p>Build quality links between the school and the parent community</p>
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<p>Student Pathways and Transitions</p>	<p>To further develop the school's capacity to provide seamless transition between all year levels, entry and graduation.</p>	<p>Increase the Parent Opinion Survey variable mean for transition from 5.4 to 6.</p> <table border="1" data-bbox="712 935 1460 1027"> <thead> <tr> <th>2011</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>5.4</td> <td>6</td> </tr> </tbody> </table>	2011	2016	5.4	6	<p>Plan transition programs that further develop a seamless transition from one year to the other, taking into account students academic and welfare needs.</p>																				
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School Strategic Planner 2013- 2016: Indicative Planner

<p>Key Improvement Strategies Student Learning</p>	<p>Actions</p>	<p>Achievement Milestones</p>
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<p>Create a shared agreement and practice about effective pedagogy, including assessment practices that are consistently used by all teachers.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • All teachers to develop a clear understanding of the school goals and actions and success criteria • Review of PLT/Curriculum Teams and the role that they play in the school * • A continuum in writing to be completed # • TPL Application to be submitted with a spelling focus • Professional Learning Teams will research evidence based practices in identified areas of the curriculum • Staff Meetings/PLT to have regular agenda item that provides the opportunity for sharing and discussing findings. • Teachers undertake professional development to build a common understanding of the writing curriculum (spelling) and effective teaching practices and have the opportunity to share learning and possible implementation at GIPS • Peer coaching program to be reviewed and trialled. • Intervention program/s investigated to decrease the number of students performing below expected level in number 	<ul style="list-style-type: none"> • Professional dialogue will represent common language amongst staff • Professional Learning requests will align with school goals • Documentation of meetings and meeting schedule • Refined documentation of roles and responsibilities of each Team • Teacher planning to include reference to continuum reflecting curriculum being targeted at students point of need • Application submitted (and successful) Teacher Professional Leave documentation regarding spelling research • Minutes of Professional learning Meetings will document discussion and actions • agendas • Explicit teaching of writing genres in all classrooms • Staff Meetings minutes will provide evidence of learning, discussion and any outcomes • Staff Professional Development Journals will record attendance. • Documented GIPS approach to Peer Coaching • Peer Observation occurring for each teacher 2 x term
	<p>Year 2</p>	<ul style="list-style-type: none"> • Collaborative Learning Spaces to be developed and optimised 	<ul style="list-style-type: none"> • Numeracy Co-ordinator researching and visiting other schools • In fill to be utilised as learning spaces by teachers and students from same year levels involved in small focus groups • All staff to have moved through the appraisal process

		<ul style="list-style-type: none"> • Implement consistent performance and development review program • Leadership team to be supported by professional learning in coaching for the facilitation of substantive conversations • Moderation opportunities to be formally provided in reading and number with increased opportunities for students to with number in real life applications • On-going reflection of effective pedagogical practices in teaching of writing and number • Moderation opportunities to be provided in Spelling • Assessment of students spelling development to be consistent amongst all staff • Writing continuum to be extended to include spelling at students spelling developmental levels • Intervention program implemented for students performing below expected level in number 	<p>and align personal goals with school goals</p> <ul style="list-style-type: none"> • Attendance at Bastow Training Program • Mentored by Prin and AP • Learning Logs that can be rationalised by student data. • Work Programs • Minutes of unit and PLT meetings to reflect discussion of teacher practice's • Meeting schedule to demonstrate moderation meetings • Spelling assessment to be included in the assessment schedule • Teacher weekly planners to demonstrate evidence of spelling sessions , success criteria and tasks for students appropriate to their point of need • Students attending sessions of explicit instruction targeted at their point of need
	Year 3	<ul style="list-style-type: none"> • Refine and Review • Teachers to work in collaborative teams 	<ul style="list-style-type: none"> • Observation of teachers working in small groups across the level • Planning documentation
	Year 4	<p>Review and refine</p>	

Key Improvement Strategies Engagement and Wellbeing		Actions	
Increase the focus of student voice and relationships both in and outside the classroom with a focus on increased engagement in learning, participation and decision making	Year 1	<ul style="list-style-type: none"> • Develop a shared philosophy and understanding of 'student voice' (feedback, leadership opportunities, global action) • In consultation with school community PLT to review and provide recommendations regarding increasing opportunities for student input. • Increase student choice in a meaningful /purposeful way by planning student negotiated inquiry unit. Have students frame research questions and be supported in the planning of rich tasks that build creativity and problem solving capacity. • Develop a whole school approach to regularly collect data from students regarding their learning environment, successes and challenges • Review current student Leadership Programs ie SALT • Facilitate Focus Groups to discuss what they would like their school to look, feel and sound like. 	<ul style="list-style-type: none"> • Professional Learning Journals to reflect professional learning regarding formal workshops and research into student voice including assessment as learning • Agenda items at staff meetings, School Council, Student forums • Units of work to be based on Problem Based and Inquiry Learning • Conferencing between parent, student and teacher to develop Individual learning goals • Student survey shows increase in stimulated learning • Surveys that are age appropriate for each year level • Unit meetings to be minuted where discussion on student feedback is a consistent agenda item • Focus groups in years 5 and 6 to discuss Leadership opportunities
	Year 2	<ul style="list-style-type: none"> • Formal Leadership Program to be introduced to year 5 and 6 students, where specific Leadership skills are explicitly taught. (Duke of ED, Michael Grose Program, REACH • conferencing to be formalised regarding students accessing their own position on learning continuums and establishing their own learning goals 	<ul style="list-style-type: none"> • An increase in student co-ordinated events throughout the school. • Student Participation invited in all whole school decision making • Students maintaining their own learning logs and able to articulate learning intent

	Year 3	Review and Refine	
	Year 4	Review and refine	
Build quality links between the school and the parent community	Year 1	<ul style="list-style-type: none"> • Increase communication processes throughout the school with a strong emphasis on social media • Extend the opportunities for ongoing parent/community feedback • Review and refine the extra programs offered and how it is communicated to the wider community (ENRICHMENT, Inspiration, GALAXY) • Increase clarity of purpose behind parent groups 	<ul style="list-style-type: none"> • Kids Connect to be utilised by the school • Students work to be highlighted on the School Website • Parent reps to have regular meetings with leadership • Year levels/PLT's/Student groups to be rostered to contribute to the newsletter • Documentation available to parent groups
Transition			
Develop student capabilities in managing transitions and pathways.	Year 1	<ul style="list-style-type: none"> • Develop the key role that Specialists have in vertical curriculum (Specialist Awards) • Research and establish a tracking tool that records academic and well being data on each child to be available to all relevant teachers as students move from one year level to the next, such as Student Mapping Tool • Gather feedback from Parents of all year levels including exiting year 6 students end of term 1 regarding preparedness for new year level 	<ul style="list-style-type: none"> • Transition Processes to include specialists in all school events. • Tracking Tool established and handed over to relevant teachers • Surveys developed by Unit teams

	Year 2	<ul style="list-style-type: none"> • Continue and build on relationships with local feeder groups ▪ Build a relationship with local State secondary schools with the aim of mutual school visits to assist year 6 students with their move into secondary school 	<ul style="list-style-type: none"> • Past year 7 students visiting GIPS and Gips year 6 students visiting local secondary schools
	Year 3	<ul style="list-style-type: none"> • Refine and review • Continue with development of relationships with Kindes/Childcare and secondary schools 	
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