

Spring Gully Primary School Strategic Plan 2017-2020

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Francis Trezise	19/6/2017[name].....[date][name].....[date][name].....[date]
School council:	Fiona Martin	19/6/2017[name].....[date][name].....[date][name].....[date]
Delegate of the Secretary:		[name].....[date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our Vision</p> <ul style="list-style-type: none"> Optimistic, resilient students who are motivated to learn. Positive, professional staff committed to the challenges of teaching and learning. Core curriculum that builds strong foundations for all learners. Learning opportunities that enable students to become active citizens in the global community. Actively develop and value the partnership between home, school and the community. A safe, stimulating learning environment which recognises and values diversity. Informed students who will actively care for the world environment. 	<p>Our Values</p> <p>Respect – Valuing self, all others, property and the environment.</p> <p>Friendliness – Interacting with all others in a caring and understanding manner.</p> <p>Personal Achievement – Striving to be the best we can.</p> <p>Team Spirit – Working together so we can learn from each other and all do our best.</p> <p>Fairness – Being fair in everything we do.</p> <p>Responsibility – Being relied upon to be honest, and do the right thing for yourself and the community.</p>	<p>Context</p> <p>Spring Gully Primary School is located in a picturesque urban area five kilometres from the centre of Bendigo. The natural setting is complemented by the close proximity of a state park, bushland reserves, sporting ovals, tennis courts, bike and bushland trails.</p> <p>The original small wooden building, established in 1905, was modified in 1978 to an open plan format to allow maximum flexibility in teaching methods and groupings. This original building was incorporated into an extensive building program in 1998. The recent addition of six new classrooms in 2012 has now provided our school with a much improved learning environment for all staff and students. In addition to classrooms and the library, special areas have been set aside for art, music, LOTE and multipurpose rooms.</p> <p>A recent injection of approximately \$5.2m will enable the further improvements to take place to our buildings and grounds during 2018/19.</p> <p>Challenges</p> <p>Spring Gully Primary School is well placed to take the next steps on its journey of continuous improvement. Some key challenges are listed below:</p> <ul style="list-style-type: none"> Our children come from diverse socio-economic backgrounds with our Student, Family and Occupation Index (SFO) slowly increasing. This will require building staff capacity to effectively manage this change in profile. Improving the relative growth of our students, particularly our 'high' achieving students. Developing a stronger focus on writing. Develop greater consistency across the school in the delivery of our teaching and learning. Enhancing the whole-school approach to improving student wellbeing. 	<p>Student learning goal</p> <p>Intent: <i>To optimise individual learning growth.</i></p> <p>Rationale: The Panel discussion acknowledged the growth in teacher and leader capacity in relation to the quality of teaching, including an enhanced culture and practice associated with the effective use of data in supporting student learning.</p> <p>Less apparent was implementation consistency of an agreed whole school approach to, and understanding of, highly effective classroom practice including consistency in the use of data to inform planning and differentiation for learning growth</p> <p>Focus: Building Practice Excellence/Curriculum Planning and Assessment</p> <p>Student engagement goal</p> <p>Intent: <i>To build the capacity of each student to be actively engaged and involved with their learning through authentic student voice.</i></p> <p>Rationale: Student voice as a significant factor in promoting and sustaining student learning, engagement and wellbeing is currently understated in terms of its potential.</p> <p>Focus: Building Practice Excellence/Empowering students and building school pride</p> <p>Student wellbeing goal</p> <p>Intent: <i>To provide a respectful environment where inclusiveness, equity, resilience and empathy are valued and evident.</i></p> <p>Rationale: The Panel discussion had some focus on the need to re-consider the effectiveness of the current restorative practice as a key factor in the whole school approach to student wellbeing. It was considered timely to broaden the discussion to a consideration of the range of factors that might underpin the approach to student wellbeing in the next SP.</p> <p>Focus: Setting expectations and promoting inclusion/Building communities</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To optimise individual learning growth.	<p>Excellence in teaching and learning:</p> <p><i>Building Practice Excellence</i></p> <p><i>Curriculum Planning and Assessment</i></p>	<p>Develop a whole school agreed and implemented teaching and learning framework/model that:</p> <ul style="list-style-type: none"> ○ embeds with consistency explicit teaching, and the range of teaching and learning programs implemented to enhance student learning ○ identifies the non-negotiables in instructional practice ○ elevates the quality and incidence of differentiation and personalised learning. <p>Apply an appropriate focus on best practice in differentiation through:</p> <ul style="list-style-type: none"> ○ the collaborative work of teams, including guidance by Professional Learning Teams and school leadership ○ higher level data competence/literacy that provides reliable information to enhance teacher and student planning for the next steps in learning growth ○ a particular focus on building teacher capacity for improving outcomes for higher achieving students and those with the potential to achieve higher. <p>Develop a high level exchange of feedback between staff, and between staff and students (two way) to enhance teaching and learning.</p>	<p>By 2020 in Reading, Writing and Number:</p> <ul style="list-style-type: none"> • NAPLAN 'high' Relative Gain to be at or above similar schools • NAPLAN 'low' Relative Gain to be at or below similar schools • NAPLAN % of students in top two bands to be at or above similar schools • The % of students achieving 'A' or 'B', as indicated by teacher judgements, will exceed the State mean <p>By 2020 the Staff Opinion Survey to show an increase in percentile scores:</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning => 50 • Guaranteed and Viable Curriculum => 50 <p>By 2020 the Attitudes to School Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • Learning Confidence • Teacher Effectiveness
To build the capacity of each student to be actively engaged and involved with their learning through authentic student voice.	<p>Excellence in teaching and learning:</p> <p><i>Building Practice Excellence</i></p> <p>Positive climate for learning:</p> <p><i>Empowering students and building school pride</i></p>	<p>Establish a common agreement and understanding across the school about the nature, benefits and implementation of authentic student voice.</p> <p>Reflect on the importance of student voice through the teaching and learning model.</p> <p>Enhance opportunities for student voice across all year levels with a greater link to planning and talking about their curriculum and how they best learn, their assessment, and school decision making.</p> <p>Elevate the consistently active involvement of students in:</p> <ul style="list-style-type: none"> ○ goal setting ○ strategies and approaches to learning achievement ○ monitoring their own learning growth/progress. <p>Consistently use internal methods to collect data and to expand the sources of authentic feedback from students on teaching and learning, wellbeing and engagement, and the learning environment.</p>	<p>By 2020 the Attitudes to School Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • School Connectedness • Stimulating Learning • Student Motivation <p>By 2020 the Parent Opinion Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • School Connectedness • Stimulating Learning • Student Motivation <p>By 2020 the Student Absences will be as outlined below:</p> <ul style="list-style-type: none"> • Average student absence days =< similar schools, over the life of the Strategic Plan • % of students with 20+ absence days < similars school, over the life of the Strategic Plan

		Enhance processes for sharing of learning and engagement data between staff and students.	
To provide a respectful environment where inclusiveness, equity, resilience and empathy are valued and evident.	Positive climate for learning:	Enhance the whole-school approach to improving student wellbeing by building students' resilience and social skills.	<p>By 2020 the Attitudes to School Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to Peers • Student Safety • Student Morale • Student Distress • Teacher Empathy <p>By 2020 the Parent Opinion Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to Peers • Student Safety
	<i>Setting expectations and promoting inclusion</i>	Integrate the Respectful Relationships initiative into all classrooms.	
	Community engagement in learning:	The implementation, with high levels of efficacy, of the Compass school-wide student management system as support for student wellbeing.	
	<i>Building communities</i>	<p>Review the Restorative Practice approach to student behavior management for:</p> <ul style="list-style-type: none"> ○ consistency in use across the school ○ significance as an ongoing feature in teacher induction ○ the need for 'refresher' training ○ its overall suitability compared to options such as School Wide Positive Behaviours (SWPB) practice. 	