

## Stratford Primary School Strategic Plan 2017-2021

<b>Endorsement</b>	<b>Re-Endorsement (if a Goal, KIS or Target is changed)</b>	<b>Re-endorsement (if a Goal, KIS or Target is changed)</b>
Principal: Debbie Nicholls Monday 27 November 2017	.....[name].....[date]	.....[name].....[date]
School council: Pauline Pendrick Monday 27 November 2017	.....[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 guiding principle is to engage our students in an informative, safe learning environment that supports the growth of confident, literate, numerate, informed and responsible global citizens.</p> <p>Our mission is to develop the whole child through programs that foster self-esteem, confidence, independence and cooperative skills that develop a desire for further learning. We promote an atmosphere where effort is valued and achievement recognised.</p> <p><i>We will be working to further clarify and develop our vision and mission in 2018.</i></p>	<table border="1"> <thead> <tr> <th colspan="2">ARCH Values</th> </tr> <tr> <th>Value</th> <th>Examples of Behaviours</th> </tr> </thead> <tbody> <tr> <td>Acceptance</td> <td>Including others, allowing others to learn, treating others safely, following instructions, Allowing others to have different opinions</td> </tr> <tr> <td>Respect</td> <td>Listening, looking after own and school belongings, using good manners, being helpful and considerate, wearing correct uniform.</td> </tr> <tr> <td>Commitment</td> <td>Having a go even when things are challenging, thinking about his/her work and concentrating, being organised and ready to learn, looking for solutions, arriving on time</td> </tr> <tr> <td>Honesty</td> <td>Doing the right thing even when no one is looking and there is no 'reward, taking turns, playing by the rules, asking permission before using other people's things, taking responsibility for own choices.</td> </tr> </tbody> </table>	ARCH Values		Value	Examples of Behaviours	Acceptance	Including others, allowing others to learn, treating others safely, following instructions, Allowing others to have different opinions	Respect	Listening, looking after own and school belongings, using good manners, being helpful and considerate, wearing correct uniform.	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Our work to improve teaching and learning encompasses the ideals of Growth Mindset (Carol Dweck) and Challenging Learning (James Nottingham), working closely with the Wellington Network of Schools.</p> <p><u>Challenges</u> Our challenges are: Improving student outcomes in reading, writing and number; Building learning resilience within our students and maintaining rigour and high expectations; To further develop student voice across all areas of the school Ensuring whole school consistency in the delivery of agreed teaching and learning and wider school programs; Working as a small staff to prioritise and deliver evidence based best practice; Providing a sustainable and practical LOTE program; Ensuring resources adequate resources to build professional capacity and leadership skills. Maintaining a focus on the use of data to inform individual student and whole school directions</p>	<p><u>Intent - To improve student achievement in Writing and Number across the school.</u> <u>Rationale</u> – Data sets collected as a result of teacher judgement, NAPLAN and standardised assessment indicate that student learning growth in writing and number can be improved. <u>Focus</u> – Curriculum Planning &amp; Assessment / Building Practice Excellence/Vision, Values &amp; Culture <u>Intent – To create a positive climate for learning</u> <u>Rationale</u> – Evidence based research into effective practices indicates that where consistent, documented, whole school approaches to teaching &amp; learning and wellbeing are in place, and there are high expectation for the way in which students interact with others and build pride in themselves and the school, it is more likely a positive climate for learning exists. <u>Focus</u> – Curriculum Planning &amp; Assessment / Evidence Based High Impact Strategies/ metacognitive understandings/growth mindset &amp; challenging learning ideals/ Building Practice Excellence/Setting expectations and promoting inclusion/Building communities/Vision, Values &amp; Culture/Intellectual engagement and self-awareness. <u>Intent – To build a strong distributed leadership culture that drives school improvement</u> <u>Rationale</u> – When a collective and shared responsibility for building a positive school culture and leading school improvement there is a greater chance of success for all. <u>Focus</u> – Positive Climate for learning / Vision, Values &amp; Culture/Building practice excellence/ Instructional and shared leadership.</p>
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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 maximise student outcomes in Literacy and Numeracy	<p><b>Excellence in teaching and learning</b></p> <p>Building practice excellence</p> <p>Curriculum planning and assessment</p>	<ul style="list-style-type: none"> <li>Documenting whole school learning and assessment sequences that are relevant and challenging for all students</li> <li>Develop and document an agreed instructional model that will build practice excellence</li> <li>Ensure consistent approaches in all classrooms and enhance curriculum and assessment across the school.</li> <li>Establish an approach to the effective collection and analysis of data that informs teacher planning and monitors and measures student achievement</li> <li>Develop common assessment tasks across all learning domains and improve the accuracy of teacher judgements</li> <li>Strengthen the practice of Professional Learning Teams</li> </ul>	<ul style="list-style-type: none"> <li>At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy</li> <li>75% of students maintained in the top two NAPLAN bands</li> <li>Maintain the % of students achieving within the Victorian Curriculum</li> <li>Teacher effectiveness and stimulating learning to be in the 75<sup>th</sup> percentile</li> </ul>
To ensure structures are in place that promote inclusion, engagement and wellbeing.	<p><b>Positive climate for learning</b></p> <p>Health and wellbeing</p> <p>Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> <li>Strengthen the structures and processes within the existing SWPBS framework to consistently and effectively manage student behaviour</li> <li>Document a whole school approach to student engagement and wellbeing</li> <li>Develop an action plan to improve attendance</li> <li>Implement Respectful Relationships</li> <li>Individual Learning and/or Behaviour Plans developed and monitored for all vulnerable at risk students</li> </ul>	<ul style="list-style-type: none"> <li>Average number of student absences to be below the state mean</li> <li>Number of chronic absences (over 20 days) to be below the state mean</li> <li>Student safety and social engagement to be in the 75<sup>th</sup> percentile</li> <li>Overall positivity to be above the state mean</li> </ul>
To build a strong distributed leadership culture that drives school improvement.	<p><b>Professional Leadership</b></p> <p>Building leadership teams</p> <p>Instructional and shared leadership</p>	<ul style="list-style-type: none"> <li>Establish and document role clarity across the school</li> <li>Establish a middle level leadership development framework</li> <li>Establish a School Improvement Team that uses data to regularly monitor the schools improvement journey</li> </ul>	<p>Role clarity and supportive leadership to be in the 75<sup>th</sup> percentile</p> <p>All middle leaders to have a documented development plan as part of the PDP process</p> <p>SIT achieves targets set in the AIP each year to reach those outlined above</p>

