





# Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Cindi Bruechert Dec 2016	.....[name]..... [date]	.....[name]..... [date]
School Council: Jennifer Hurrell Dec 2016	.....[name]..... [date]	.....[name]..... [date]
Delegate of the Secretary: Damien Jenkyn Dec 2016	.....[name]..... [date]	.....[name]..... [date]

School Vision	School Values	Context and Challenges	Intent, Rationale and Focus																																																																		
<p>At Strathfieldsaye Primary School, we focus on</p> <ul style="list-style-type: none"> <li>...individual students reaching their potential</li> <li>...through the support of strong partnerships</li> <li>...in a stimulating, inclusive learning environment</li> <li>...that is locally connected and globally aware.</li> </ul>	<p>Values drive our actions, behaviour and attitudes. They are the 'core' of who we are. They help us to be our very best.</p> <ul style="list-style-type: none"> <li> <b>Caring</b> We look after our environment and we show kindness to other people and to ourselves.</li> <li> <b>Optimism</b> We are grateful for what we have and believe that we can make good things happen. We choose to be positive.</li> <li> <b>Respect</b> We have integrity and understand that everyone has different feelings and different approaches to life.</li> <li> <b>Excellence</b> We set high standards and persist until we have done our best.</li> </ul>	<p>Strathfieldsaye Primary School is situated on the eastern outskirts of the City of Greater Bendigo in Central Victoria. Our current enrolment of around 500 students is expected to rise over the next few years as housing developments in the area continue to expand. The families of our students reflect the diversity of the socio-economic profile of our local community.</p> <p>Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. We believe that school and home working together achieves the best social, physical, emotional and academic outcomes for every student. The wellbeing of each student is supported and enhanced through our Kids Matter and Respectful Relationships Initiatives and our Group Action Projects.</p> <p>The school's vision and values are reflected in teaching and learning which is aligned with the Strathfieldsaye Learner Profile and the Strathfieldsaye Teacher Model. The Learner Profile guides the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices. It assists students in building individual ownership of their learning; and helps them develop a strong commitment around community action and social awareness. The Strathfieldsaye Teacher Model ensures consistency of effective teacher practice throughout the school, in a context of high expectations.</p> <p>The school is committed to sustainability and to ensuring a calm, orderly and inclusive learning environment where an innovative, engaging curriculum offers the best options and experiences for individual learning growth. This includes more personalised learning objectives and success criteria.</p>	<p><b>Intent – what our school is trying to achieve</b> Our intent is that all students reach their individual potential in all areas of the curriculum, with a particular focus on Mathematics, Writing and the Personal and Social Capabilities. This will be achieved through the implementation of effective teaching practices and through strong partnerships, in a positive learning climate that is student centred, locally connected and globally aware.</p> <p><b>Rationale – why this is important to us</b> The implementation of our four year goals will ensure that:</p> <ul style="list-style-type: none"> <li>Teachers are clear about what students know, what to teach next and how to recognise success - particularly in the area of Mathematics and Writing</li> <li>Teacher judgments and learning data are more closely aligned, to inform planning and support personalised learning.</li> <li>Student motivation and learner confidence continues to grow in all areas of the curriculum</li> <li>A greater emphasis is placed on the setting of expectations and the promotion of inclusive practices</li> <li>The contribution of authentic student voice is elevated and is a key element in personalised learning and positive school climate.</li> <li>Collaborative parent and community partnerships continue to be fostered</li> </ul> <p><b>Focus – how our Strategic Plan will unfold over 4 years</b> The development of a positive learning climate; increased community engagement and the elevation of practice associated with the teaching of Writing will be a major focus during the initial implementation of our Strategic Plan. The subsequent years will include the provision of intensive professional development for all staff in the teaching and assessment of Mathematics and Writing. This will lead to improved teacher practice in these areas and to the development of more effective personalised learning strategies.</p>																																																																		
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<p><b>To support each student to optimise and consistently demonstrate learning growth</b></p>	<p><b>Excellence in teaching and learning</b></p> <ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> <li>Evaluating impact on learning</li> </ul> <p><b>Professional Leadership</b></p> <ul style="list-style-type: none"> <li>Building leadership teams</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the Teaching Model and the Learner Profile tools in the daily practice of teachers and students</li> <li>Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on Mathematics, and the Writing language mode</li> <li>Elevate the contribution of authentic student voice as a key element in personalised learning.</li> <li>Ensure an appropriate focus on the Victorian Curriculum Critical and Creative Thinking Capability.</li> <li>Develop the capabilities of leadership teams in using evidence and proven coaching and feedback methods</li> </ul>	<p>By the end of 2019, the percentage of students achieving below and above the expected level will be:</p> <table border="1"> <thead> <tr> <th colspan="5">Teacher Judgments: % Yr 3 &amp; Yr 5 students below and above expected</th> </tr> <tr> <th></th> <th colspan="2">below</th> <th colspan="2">above</th> </tr> <tr> <th>Mode</th> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>15</td> <td>15</td> <td>17</td> <td>21</td> </tr> <tr> <td>Measure. &amp; Geometry</td> <td>7</td> <td>12</td> <td>27</td> <td>27</td> </tr> <tr> <td>Number &amp; Algebra</td> <td>11</td> <td>15</td> <td>27</td> <td>27</td> </tr> <tr> <td>Statistics &amp; Probability</td> <td>7</td> <td>12</td> <td>20</td> <td>25</td> </tr> </tbody> </table> <p>By the end of 2019, the percentage of students with low and high NAPLAN Relative Growth will be:</p> <table border="1"> <thead> <tr> <th colspan="5">NAPLAN Relative Growth % students high and low growth</th> </tr> <tr> <th></th> <th colspan="2">low</th> <th colspan="2">high</th> </tr> <tr> <th>Mode</th> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>53</td> <td>40</td> <td>10</td> <td>14</td> </tr> <tr> <td>Numeracy</td> <td>36</td> <td>28</td> <td>9</td> <td>18</td> </tr> </tbody> </table>	Teacher Judgments: % Yr 3 & Yr 5 students below and above expected						below		above		Mode	2016	2019	2016	2019	Writing	15	15	17	21	Measure. & Geometry	7	12	27	27	Number & Algebra	11	15	27	27	Statistics & Probability	7	12	20	25	NAPLAN Relative Growth % students high and low growth						low		high		Mode	2016	2019	2016	2019	Writing	53	40	10	14	Numeracy	36	28	9	18						
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<p><b>To assist all students to be personally and socially responsible community members.</b></p>	<p><b>Positive climate for learning</b></p> <ul style="list-style-type: none"> <li>Intellectual engagement and self-awareness</li> </ul> <p><b>Community engagement in learning</b></p> <ul style="list-style-type: none"> <li>Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Ensure clarity in understanding of expected behaviour through language which is clear and in common usage across the school</li> <li>Support teachers and students in the development of the essential knowledge, skills and attributes that underpin responsible behaviour, and support a positive and globally connected learning environment.</li> <li>Ensure an appropriate focus on the Victorian Curriculum Personal and Social Capabilities</li> </ul>	<p>By the end of 2019, the mean factor scores for the Attitude to School and Parent Opinion Surveys will be:</p> <table border="1"> <thead> <tr> <th colspan="5">Attitudes to School and Parent Survey Results Mean Factor Score 0.00</th> </tr> <tr> <th></th> <th colspan="2">Att. to School</th> <th colspan="2">Parent Opinion</th> </tr> <tr> <th>T and L Factors</th> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Connected</td> <td>4.48</td> <td>4.55</td> <td>5.45</td> <td>5.75</td> </tr> <tr> <td>Stud Motivation</td> <td>4.43</td> <td>4.55</td> <td>5.03</td> <td>5.56</td> </tr> <tr> <td>Tchr Eff/Beh Manag</td> <td>4.56</td> <td>4.60</td> <td>5.04</td> <td>5.44</td> </tr> </tbody> </table> <p>By the end of 2019, the identified Kids Matter Survey averages will have increased, as outlined below:</p> <table border="1"> <thead> <tr> <th colspan="4">Kids Matter Survey Average Score %</th> </tr> <tr> <th>Component and Question No.</th> <th>2016</th> <th colspan="2">2019</th> </tr> </thead> <tbody> <tr> <td>Comp 1 Q 6. Getting Along</td> <td>76</td> <td colspan="2">86</td> </tr> <tr> <td>Comp 2 Q 8. Managing Emotions</td> <td>81</td> <td colspan="2">91</td> </tr> <tr> <td>Comp 2 Q 12. Talking About Problems</td> <td>79</td> <td colspan="2">89</td> </tr> </tbody> </table>	Attitudes to School and Parent Survey Results Mean Factor Score 0.00						Att. to School		Parent Opinion		T and L Factors	2016	2019	2016	2019	School Connected	4.48	4.55	5.45	5.75	Stud Motivation	4.43	4.55	5.03	5.56	Tchr Eff/Beh Manag	4.56	4.60	5.04	5.44	Kids Matter Survey Average Score %				Component and Question No.	2016	2019		Comp 1 Q 6. Getting Along	76	86		Comp 2 Q 8. Managing Emotions	81	91		Comp 2 Q 12. Talking About Problems	79	89																	
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<p><b>To develop students who are able to make ethical, and age appropriate, decisions for the physical, emotional and social wellbeing of themselves and others.</b></p>	<p><b>Positive climate for learning</b></p> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul> <p><b>Community engagement in learning</b></p> <ul style="list-style-type: none"> <li>Parents and carers as partners</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve student connectedness through student voice, and the implementation of the Group Action Program (GAP).</li> <li>Ensure the development of an holistic approach to student wellbeing, which includes an emphasis on collaborative family and community partnerships, through the implementation of the Kids Matter and Respectful Relationship Initiatives.</li> <li>Ensure an appropriate focus on the Victorian Curriculum Ethical and Intercultural Capabilities</li> </ul>	<p>By the end of 2019, the mean factor scores for the Attitude to School and Parent Opinion Surveys will be:</p> <table border="1"> <thead> <tr> <th colspan="5">Attitudes to School and Parent Survey Results Mean Factor Score 0.00</th> </tr> <tr> <th></th> <th colspan="2">Att. to School</th> <th colspan="2">Parent Opinion</th> </tr> <tr> <th>Stud. Rel.</th> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom. Beh.</td> <td>3.14</td> <td>3.36</td> <td>3.99</td> <td>4.24</td> </tr> <tr> <td>Student Safety</td> <td>4.32</td> <td>4.40</td> <td>5.03</td> <td>5.38</td> </tr> </tbody> </table> <p>By the end of 2019, all components of the Inclusion Self-Assessment Tool will have increased, as outlined below:</p> <table border="1"> <thead> <tr> <th colspan="7">Inclusion Self-Assessment Tool Raw Score of Components</th> </tr> <tr> <th rowspan="2">Component</th> <th colspan="3">2016</th> <th colspan="3">2019</th> </tr> <tr> <th>↓</th> <th>at</th> <th>↑</th> <th>↓</th> <th>at</th> <th>↑</th> </tr> </thead> <tbody> <tr> <td>Sch Wide Cult</td> <td>0</td> <td>10</td> <td>1</td> <td>0</td> <td>0</td> <td>11</td> </tr> <tr> <td>Id Stud Needs...</td> <td>1</td> <td>13</td> <td>1</td> <td>0</td> <td>0</td> <td>15</td> </tr> <tr> <td>Links with Fam</td> <td>1</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> <td>8</td> </tr> </tbody> </table>	Attitudes to School and Parent Survey Results Mean Factor Score 0.00						Att. to School		Parent Opinion		Stud. Rel.	2016	2019	2016	2019	Classroom. Beh.	3.14	3.36	3.99	4.24	Student Safety	4.32	4.40	5.03	5.38	Inclusion Self-Assessment Tool Raw Score of Components							Component	2016			2019			↓	at	↑	↓	at	↑	Sch Wide Cult	0	10	1	0	0	11	Id Stud Needs...	1	13	1	0	0	15	Links with Fam	1	7	0	0	0	8
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