

School Strategic Plan for Upper Plenty Primary School Hume Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed  (Principal's signature)</p> <p>Name Kim Laffan</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name James Heanly</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed  (Regional Director or nominee's signature)</p> <p>Name Anthony Gooden</p> <p>Date 10/12/12</p>

School Profile

Purpose	<p>The staff, parents and community of Upper Plenty Primary School are committed to providing a nurturing, friendly environment that inspires successful and confident lifelong learners. We are committed to developing a rich learning environment embedded in a culture which nurtures growth and development of the whole person. We promote a community where everyone learns and teaches one another in an atmosphere of mutual respect. We prepare students for the national and global community they will be working in through integrated use of technologies and enriched quality learning opportunities. Our programs value and cultivate creativity and innovative thinking. Upper Plenty Primary School is committed to building a safe and supportive environment that promotes the agreed community social values and behaviour in all students.</p>
Values	<p>The agreed values which for the basis of the actions for the whole school community are:</p> <p>Respect: To be considerate and courteous to other people and show care and concern for their property.</p> <p>Co-operation: To work together with others, taking responsibility and actively participating.</p> <p>Giving Effort: To do your best, persist with things you might find challenging and have a go without fear of failing.</p> <p>Friendship: To get along with others and developing caring relationships.</p> <p>Honesty: To be sincere, courteous and respectful and take responsibility for your actions.</p>
Environmental Context	<p>Social – community and demographics</p> <p>Upper Plenty Primary School is situated at the foothills of Mount Disappointment. While it is geographically in a rural area surrounded by large farming allotments, we are 12 kilometres from the rapidly growing suburb of Wallan. Over recent years the number of students coming to UPPS from Wallan has increased markedly and currently account for over 60% of our student population. We also have students from Wandong, Kilmore and Whittlesea. Other elements of the social demographic include:</p> <ul style="list-style-type: none"> • Significant student population growth from 35 students in 2003 to an expected 173 in 2013. • 22% of families receive EMA • 13% of families are single parents • One ESL student

Educational:

Currently there are seven classrooms operating and specialist programs in Art, PE and Library. All classes are housed in the Rural replacement building or BER building and enjoy the flexibility that the open plans provide. Features of the educational context include:

- Significant intervention program at all grade levels co-ordinated by a dedicated Student Wellbeing lead teacher
- Use of ICT including interactive whiteboards, class laptop banks, global classroom projects in all classrooms
- Embedded e5 Instructional Model
- Target, sequenced and well-resourced professional Development program for all staff in line with school priorities

Environment- buildings and grounds:

The school has undergone significant population growth and building development over the past five years. All grades are currently operating out of new, well- equipped learning spaces conducive to effective learning. The facilities include:

- Two main buildings housing classrooms and large central learning spaces with withdrawal room facilities.
- All spaces are heated but no air conditioning is provided
- A covered basketball court with synthetic surfacing and fencing allows for all weather sport area.
- Three play equipment areas
- Grounds are being re-established after the building works with attractive garden beds and vegetable gardens
- Limited flat playing area is still a major concern.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>1. To improve student learning outcomes for all students in English and Mathematics and at the same time narrow the gap between the lowest and highest achievers</p>	<p>1. By 2016 in NAPLAN no students deemed capable to be below the NMS in literacy and numeracy.</p> <p>2. By 2016 the mean scaled scores in NAPLAN to improve:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reading in year 5 to show an upward trend and reach 515 <input type="checkbox"/> reading in year 3 to show an upward trend and reach 440 <input type="checkbox"/> writing in year 5 to show an upward trend and reach 500 <input type="checkbox"/> writing in year 3 to show an upward trend and reach 430 <input type="checkbox"/> numeracy in year 5 to show an upward trend and reach 505 <input type="checkbox"/> numeracy in year 3 to show an upward trend and reach 425 <input type="checkbox"/> spelling and grammar and punctuation to show an upward trend from 2012 outcomes. <p>3. Teacher Judgments against the VELs (AusVELs) to indicate by 2016 a higher proportion of students achieving in the upper two levels in literacy and numeracy than in 2012.</p> <p>4. Teacher Judgments against the VELs (AusVELs) to indicate by 2016 a lower proportion of students achieving in the lower two levels in literacy and numeracy than in 2012</p>	<p>1. Establish and embed a school based Prep to year 6 curriculum, progressively aligned to AusVELs, which addresses essential content and engages students.</p> <p>2. Ensure a systematic school approach to the collection and analysis of external and internal assessment data for each of the years from Prep to year 6 to inform teacher judgment and the teaching and learning programs.</p> <p>3. Strengthen the Intervention Program to ensure the implementation of appropriately sequenced, targeted and resourced learning programs for students deemed to be at risk.</p>

Student Engagement and Wellbeing	<p>1. To enhance the engagement and wellbeing of all students with a focus on improving student engagement in learning.</p> <p>2. To improve student attendance.</p>	<p>In the Attitudes to School Survey by 2016:</p> <ol style="list-style-type: none"> 1. Improve the trend for teacher effectiveness from 4.40 to 4.50. 2. Improve the trend for teacher empathy from 4.33 to 4.55. 3. Improve student motivation from 4.50 to 4.60. 4. Improve stimulating learning from 4.02 to 4.30. 5. Improve learning confidence from 4.11 to 4.25. <p>Average student absence to be progressively reduced from 14.9 days to 12.9 days by 2016.</p>	<ol style="list-style-type: none"> 1. Strengthen the interdependent partnership with staff, students and parents to ensure shared high expectations of both teaching and learning, and student leadership. 2. Build an interdependent partnership with staff, students and parents to improve attendance for all students whilst at the same time narrowing the gap between the lowest and highest attendees.
Student Pathways and Transitions	<ol style="list-style-type: none"> 1. To improve transition for all students and their families as students move into, through and from the school. 2. To improve student pathways for all students. 	<ol style="list-style-type: none"> 1. In the parent survey improve the transition score from 5.77 to 6.25. 2. Establish school based data on and from students about transition into, through and from the school and continuously improve this data from 2013 to 2016. 	<ol style="list-style-type: none"> 1. Expand the scope of current transition Processes for all forms of transition at Upper Plenty Primary School using feedback and survey information gathered from all stakeholders. 2. Introduce into the curriculum a systematic approach to address pathways for all students at the school.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning:</p> <p>1. Establish and embed a school based Prep to year 6 curriculum aligned to VELS and AusVELS, which addresses essential content and engages students.</p>	Year 1	<ol style="list-style-type: none"> 1. Audit the current school curriculum documentation against AusVELS, identifying areas of strength and areas for future work. 2. Prioritise the areas of most need from the audit and establish an action plan for future work. Literacy and Numeracy will be prioritised. 3. Investigating best practise in curriculum models. Eg research, school visits 4. Enrol Literacy and Numeracy leaders in the Bastow Institute Leadership modules. 5. Investigate alternative approaches/programs for Intervention. Eg Research, school visits, training modules 	<p>Documentation of curriculum audit with areas of future work identified.</p> <p>Documented Action Plan as a result of the audit.</p> <p>Minutes from Leadership/Curriculum meetings reflecting dedicate time to enact on the action plan.</p> <p>Completion of Bastow Programs by targeted staff.</p> <p>Planning documentation and reporting processes in lines with AusVELS.</p>
	Year 2	<ol style="list-style-type: none"> 1. Continue implementation of the action plan developed in 2013 2. Review the planning documents developed in 2013 and implement modifications/improvements as recommended. 3. Implement a school improvement plan for Literacy and Numeracy based on the learning from the Bastow leadership program 	<p>Documented review of the achievements against the action plan for year two.</p> <p>Modified/improved whole school curriculum documentation</p> <p>Improved leadership practices in both Literacy and Numeracy</p>
	Year 3	<ol style="list-style-type: none"> 1. Continue implementation of the action plan developed in 2013 2. Review the planning documents modified in 2014 and implement modifications/improvements as recommended. 	<p>Documented review of the achievements against the action plan for year three.</p> <p>Modified/improved whole school curriculum documentation</p> <p>Improved leadership practices in both Literacy and Numeracy</p>
	Year 4	<ol style="list-style-type: none"> 1. Conduct an audit and review of the new Whole School Curriculum documents 	<p>Comprehensive Whole School Curriculum Documentation in place and being implemented.</p>

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<p>Student Learning: 2. Ensure a systematic school approach to the collection and analysis of external and internal data for each of the years from Prep to year 6 to inform teacher judgment and to better inform the teaching and learning programs.</p>	Year 1	<ol style="list-style-type: none"> 1. Review and modify the current assessment schedule to ensure manageable collection of data that is conducted in a timely manner. 2. Investigate and trial the use of ABLES as an assessment tool for readiness to learn. 3. Develop protocols and best practices for the effective use of each assessment used. 4. Include Professional Development to build capacity of staff in utilising all assessment data and resources to enhance teacher judgements to inform teaching priorities. 5. Provide Professional Development for all staff on best practices in moderation 6. Mandate regular timetabling of moderation at unit and whole staff meetings to ensure vertical and horizontal moderation is strengthened. 7. Investigate participation in the Bastow Institute Data Module. 8. Initiated through the TEAM program, and then embed as regular practice, a structure into all programs in all year levels processes to enhance the student voice to assess their learning using five star criteria matrix. 	<p>Revised assessment schedule and implementation process for all class levels.</p> <p>Completed trial of ABLES on a sample cohort of students.</p> <p>Curriculum meeting schedules reflect provision of PD on interpreting data.</p> <p>Possible completion of the Bastow Institute Data Modules</p> <p>Documentation, display charts and developed rubrics for five star criteria.</p>
	Year 2	<ol style="list-style-type: none"> 1. Review and modify the revised assessment schedule to ensure manageable collection of data that is conducted in a timely manner. 2. Implement the ABLES as an assessment tool for readiness to learn as deemed necessary from 2013 trial. 3. Revise protocols and best practices for the effective use of each assessment used. 4. Continue Professional Development to build capacity of staff in utilising all assessment data and resources to enhance teacher judgements to inform 	<p>Revised assessment schedule and implementation process for all class levels.</p> <p>Use of ABLES on a agreed cohort of students.</p> <p>Curriculum meeting schedules reflect provision of PD on interpreting data.</p> <p>Internal Professional Development that reflects the learning of literacy and Numeracy Leaders from their Bastow courses.</p> <p>Documentation, display charts and developed rubrics for five star criteria.</p>

		<p>teaching priorities.</p> <ol style="list-style-type: none"> Continue Professional Development for all staff on best practices in moderation Mandate regular timetabling of moderation at unit and whole staff meetings to ensure vertical and horizontal moderation is strengthened. Investigate data analysis PLT Audit the use of five star criteria matrix to enhance student voice. 	Establishment of PLTs with a data interpretation focus
	Year 3	<ol style="list-style-type: none"> Continue to implement the assessment schedule including the use of ABLES Continue provision of Professional Development to build capacity of staff in utilising all assessment data and resources to enhance teacher judgements to inform teaching priorities. Enhance Professional Development for all staff on best practices in moderation and ensure mandates regular timetabling of moderation at unit and whole staff meetings to ensure vertical and horizontal moderation is strengthened. Continue to review, improve and implement 5 star criteria initiative throughout all levels of the school operation. 	<p>Revised assessment schedule and implementation process for all class levels.</p> <p>Use of ABLES on a sample cohort of students.</p> <p>Curriculum meeting schedules reflect provision of PD on interpreting data.</p> <p>Documentation of school data collection and interpretation protocols, resources, policy from the PLT</p> <p>Documentation, display charts and developed rubrics for five star criteria.</p>
	Year 4	<ol style="list-style-type: none"> Review, audit and evaluate the strategic plan goal. 	Documentation reflecting a systematic school approach to the collection and analysis of external and internal data for each of the years from Prep to year 6
<p>Student Engagement and Wellbeing:</p> <p>1. Strengthen the interdependent partnership with staff, students and parents to ensure shared high expectations of both teaching and learning and student leadership.</p>	Year 1	<ol style="list-style-type: none"> Develop common understandings of 'high expectation' in all aspects of teaching, learning and student leadership through: <ul style="list-style-type: none"> Start of year parent information evenings Team Program work Staff Professional Development Student/parent homework tasks Train all students in leadership skills to take on leadership roles each year commensurate with their development. Students evaluate their leadership using 	<p>Five Star Criteria whole school document.</p> <p>Evidence of the use of blogs, whiteboard and global projects in class planning documents.</p> <p>Professional development in ICT evidenced in curriculum meeting schedule.</p> <p>Evidence of the use of 5 star criteria – eg posters, rubrics extra</p>

		<p>5 star criteria and train their successors and comment in student reports.</p> <ol style="list-style-type: none"> 3. Document and evaluate school wide student leadership processes ensuring that all students have opportunities to be leaders. 4. Embed leadership language into the daily processes for all classes. Eg; Monitors become leaders. <ol style="list-style-type: none"> 5. Continue to develop the Teach Like a Champion/ Quality Questing Professional Development school improvement strategy, to develop consistency in approach to pursuing high expectations of all teaching and learning. 6. Provide Professional Development for staff to ensure that blogging, interactive whiteboard and global projects are regular aspects of the classroom program. 	<p>Student comments around leadership strength included in reports.</p> <p>Improvement in the ATTS in the area of: Teacher effectiveness Teacher empathy Student motivation Stimulating learning Learning confidence.</p> <p>Professional Development in Teach Like a Champion Initiative evidenced in the curriculum schedule.</p>
	Year 2	<ol style="list-style-type: none"> 1. Review and refine common understandings of 'high expectation' in all aspects of teaching, learning and student leadership through: Start of year parent information evenings Team Program work Staff Professional Development Student/parent homework tasks 2. Continue to train all students in leadership skills to take on leadership roles each year commensurate with their development. Students evaluate their leadership using 5 star criteria and train their successors and comment in student reports. 3. Review and refine school documentation on student leadership processes ensuring that all students have 	<p>Five Star Criteria whole school document.</p> <p>Evidence of the use of blogs, whiteboard and global projects in class planning documents.</p> <p>Professional development in ICT evidenced in curriculum meeting schedule.</p> <p>Evidence of the use of 5 star criteria – eg posters, rubrics extra</p> <p>Student comments around leadership strength included in reports.</p> <p>Improvement in the ATTS in the area of: Teacher effectiveness Teacher empathy Student motivation</p>

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		<p>opportunities to be leaders.</p> <p>4. Continue to embed leadership language into the daily processes for all classes. Eg; Monitors become leaders.</p> <p>5. Continue to develop the Teach Like a Champion/ Quality Questing Professional Development school improvement strategy, to develop consistency in approach to pursuing high expectations of all teaching and learning.</p> <p>7. Provide Professional Development for staff to ensure that blogging, interactive whiteboard and global projects are regular aspects of the classroom program.</p>	<p>Stimulating learning Learning confidence.</p> <p>Professional Development in Teach Like a Champion Initiative evidenced in the curriculum schedule.</p>
	Year 3	<p>1. Review and refine common understandings of 'high expectation' in all aspects of teaching, learning and student leadership through: Start of year parent information evenings Team Program work Staff Professional Development Student/parent homework tasks</p> <p>2. Continue to train all students in leadership skills to take on leadership roles each year commensurate with their development. Students evaluate their leadership using 5 star criteria and train their successors and comment in student reports.</p> <p>3. Review and refine school documentation on student leadership processes ensuring that all students have opportunities to be leaders.</p> <p>4. Continue to embed leadership language into the daily processes for all classes. Eg; Monitors become leaders.</p> <p>5. Continue to develop the Teach Like a Champion/ Quality Questing Professional Development school improvement</p>	<p>Five Star Criteria whole school document.</p> <p>Evidence of the use of blogs, whiteboard and global projects in class planning documents.</p> <p>Professional development in ICT evidenced in curriculum meeting schedule.</p> <p>Evidence of the use of 5 star criteria – eg posters, rubrics extra</p> <p>Student comments around leadership strength included in reports.</p> <p>Improvement in the ATTS in the area of: Teacher effectiveness Teacher empathy Student motivation Stimulating learning Learning confidence.</p> <p>Professional Development in Teach Like a Champion Initiative evidenced in the curriculum schedule.</p>

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		<p>strategy, to develop consistency in approach to pursuing high expectations of all teaching and learning.</p> <p>8. Provide Professional Development for staff to ensure that blogging, interactive whiteboard and global projects are regular aspects of the classroom program.</p>	
	Year 4	<p>1. Audit the schools progress over the past four years against the goal to <i>'Strengthen the interdependent partnership with staff, students and parents to ensure shared high expectations of both teaching and learning and student leadership.'</i></p>	<ul style="list-style-type: none"> ▪ Documentation of Student Leadership programs embedded in all aspects of the school curriculum. ▪ Improvement in the ATTS in the area of: Teacher effectiveness Teacher empathy Student motivation Stimulating learning Learning confidence.
<p>Student Engagement and Wellbeing:</p> <p>2. Build an interdependent partnership with staff, students and parents to improve attendance for all students whilst at the same time narrowing the gap between the lowest and highest attendees.</p>	Year 1	<p>1. Include attendance expectations in school brochures and enrolment processes.</p> <p>2. Investigate ways to celebrate excellent attendance.</p> <p>3. Embed into classroom programs the opportunity for students to graph and monitor overall class attendance in a no blame approach. Eg. The day of the week with the best attendance, best week in the month. Expectation that all classes will use this data to set class goals using five star criteria.</p> <p>4. Embed into class program expectation that all children from grade One on will keep a log of their own attendance and work out their best day of the week, their best week in the term, their best term. Students to communicate with parents their successes to enhance the support of parents to ensure their child's optimum attendance. Maintain positive strategies at all times.</p>	<ul style="list-style-type: none"> ▪ School brochures state enrolment expectations and processes. ▪ Attendance acknowledged and celebrated. ▪ Student led conferences to include sharing of attendance graph. ▪ Statement of attendance and future implications included in student reports. ▪ Student attendance data graphed as part of the Start of the Day procedure. ▪ Improvement in average student absence data.
	Year 2	<p>1. Survey staff and parents on the new attendance improvement strategies that have been trialled and review program appropriately.</p>	<ul style="list-style-type: none"> ▪ Improved processes as per program review recommendations

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		<ol style="list-style-type: none"> 2. Continue to investigate ways to celebrate excellent attendance. 3. Continue to investigate best practice in attendance improvement strategies 	
	Year 3	<ol style="list-style-type: none"> 1. Survey staff and parents on the new attendance improvement strategies that have been trialled and review program appropriately. 2. Continue to investigate ways to celebrate excellent attendance. 3. Continue to investigate best practice in attendance improvement strategies 	<ul style="list-style-type: none"> • Improved processes as per program review recommendations
	Year 4	<ol style="list-style-type: none"> 1. Review the attendance data and survey staff and parent in line with the four year goal of 'Build an interdependent partnership with staff, students and parents to improve attendance for all students whilst at the same time narrowing the gap between the lowest and highest attendees. 	<ul style="list-style-type: none"> ▪ Student attendance data graphed as part of the Start of the Day procedure. ▪ Improvement in average student absence data.
<p>Student Pathways and Transitions:</p> <p>1. Expand the scope of current transition processes for all forms of transition at Upper Plenty Primary School.</p> <p>2. Introduce into the curriculum a systematic approach to address pathways for all students at the</p>	Year 1	<ol style="list-style-type: none"> 1. Conduct a survey of all prep parents, new families and exit students about the transition program. 2. Investigate student participation in the transition process. 3. Source and expand professional knowledge of teacher resources to enhance transition resources. For example, Moving Schools; Making the Transition Positive for all Students (Defence Dept) and A Positive Start to School. <ol style="list-style-type: none"> 1. Document in the curriculum the inclusion of knowledgeable members of the community to act as guest speakers and role models covering all fourteen curriculum domains over the seven years 	<ul style="list-style-type: none"> ▪ Prep parents, new families and exit students receive and complete a survey. Data used to drive ongoing improvement in the transition process. ▪ Documentation resulting from students working collaboratively with staff to design, implement and evaluate transition days across all year levels. ▪ Student led Transition Day. ▪ New transition process and pack, including a DVD. <ul style="list-style-type: none"> ▪ Curriculum planning documents include the use of 'knowledgeable members of the community' acting as guest speakers and role models covering all fourteen curriculum domains over the seven years

school.		<p>at primary school eg. An engineer for science, a cartoonist for communication. Choose careers which are outside the students' current experiences where possible.</p> <ol style="list-style-type: none"> Explore the Victorian Careers Framework and access resources www.education.vic.gov.au/sensecyouth/c/frame/tresources/yr7/default.htm Explore the ABLES student learning action template for all students who qualify for PSD. 	<ul style="list-style-type: none"> at primary school. Compilation of contact list for guest speakers accessible by all staff.
	Year 2	<ol style="list-style-type: none"> Conduct a survey of all prep parents, new families and exit students about the transition program. Review and refine student participation in the transition process. <ol style="list-style-type: none"> Evaluate the use of the Explore the Victorian Careers Framework and access resources www.education.vic.gov.au/sensecyouth/c/frame/tresources/yr7/default.htm 	<ul style="list-style-type: none"> Improved responses from the parent and student survey Clear documentation of transition processes
	Year 3	<ul style="list-style-type: none"> 1. Conduct annual survey of all prep parents, new families and existing students about the transition program and implement recommendations accordingly. 	<ul style="list-style-type: none"> Improved responses from the parent and student survey
	Year 4	<ol style="list-style-type: none"> Review the transition program in light of the four year goal to 'Expand the scope of current transition processes for all forms of transition at Upper Plenty Primary School. 	<ul style="list-style-type: none"> Improved responses from the parent and student survey Improved results in the transition elements of the POS

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