

School Strategic Plan for Goonawarra Primary School Northern Metropolitan Region 2012-2015



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| <p>Endorsement by School Principal</p> | <p>Signed:</p> <p>Name: Alan Fairweather</p> <p>Date: 20th February 2012</p> |
| <p>Endorsement by School Council</p> | <p>Signed:</p> <p>Name: Peter Abdilla</p> <p>Date: 20th February 2012</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p> |
| <p>Endorsement by Regional Network Leader</p> | <p>Signed:</p> <p>Name: Claude Sgroi</p> <p>Date:</p> |

School Profile

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| Purpose | <p>Goonawarra Primary School strives to provide a safe and caring environment which encourages self-pride, pride in the school and citizenship. Students are encouraged and supported to become motivated and independent learners who are confident in their ability to cope with the intellectual, social, physical and emotional demands of school. We embrace the notion of personal and communal responsibility with the expectation that students will do the right thing and that they will encourage others to do the right thing.</p> |
| Values | <p>The core values of our school are clearly stated as part of our school motto which is GOONAWARRA is G.R.E.A.T. At Goonawarra we all aim to be: Generous, Responsible, Enthusiastic, Ambitious, and Trustworthy. These values are reflected in and supported by our belief in the rights and responsibilities of our school community.</p> <p>RIGHTS: Students and teachers have the right to do as much work as possible. Students and teachers have the right to feel comfortable and safe in the classroom.</p> <p>RESPONSIBILITIES: I should have a go (encourage others to have a go) at all class work. I should listen (encourage others to listen) when others speak. I should walk (encourage others to walk) around the room safely and quietly. I should bring my (encourage others to bring their) own belongings to class. I should (encourage others to use) use equipment carefully. I should treat and speak (encourage others to treat and speak) nicely to teachers and other students.</p> |
| Environmental Context | <p>Goonawarra Primary School is set in the Goonawarra Estate on the southern approach to the satellite city of Sunbury. The school was built in 1987 and services the Goonawarra community as well as the more recently developed Rolling Meadows estate. The school has very attractive and well maintained grounds and facilities and its boundary adjoins the local community centre and kindergarten.</p> <p>The school has had just two Principals in its 25 year history and during the development of this Strategic Plan was being led by an Acting Principal and Acting Assistant Principal. The teachers are mainly of the expert level, and most have been at Goonawarra Primary School for a number of years. There are two graduates, making up 1.4 EFT, who are</p> |

in the first two years of their teaching careers. The school also employs seven Education Support staff, five of whom provide support to students in the PSD program. The school has nine students with special needs in its Program for Students with Disabilities (PSD) and there are five ATSI (Aboriginal and Torres Strait Islander) students

The school has a Student Family Occupation Index (SFO) of .52 which is just below the state average, a relatively high stability rating and a very low percentage of students from a background other than English.

The school's enrolment has fallen to 280 students in 2011, down from 348 in 2008 and this is of concern. The buildings are in excellent condition and the grounds are spacious and well maintained. The school is very well resourced with a set of bright and cared for classrooms, with the capacity for flexible classroom arrangements, a new BER six classroom complex and effective specialist teaching and support programs. The school's grounds are attractive and contain a range of adventure play equipment and a series of strategically located shade structures.

The school offers a Victorian Essential Learning Standards (VELS) based teaching program in line with DEECD requirements. The School has a strong focus on the teaching and learning of literacy and numeracy. The school has adopted aspects of the Northern Metropolitan Region's AIZ strategies including the development of Professional Learning Teams, the use of an assessment schedule and the adoption of student wellbeing strategies based on the work of Ramon Lewis.

Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| Student Learning | To improve student outcomes in English, Mathematics and the broader curriculum. | <p>End Year 2015 English and Mathematics (all dimensions) <u>NAPLAN targets:</u></p> <p>Year 3</p> <ul style="list-style-type: none"> • 85% above Band 3 • 50% above Band 4 <p>Year 5</p> <ul style="list-style-type: none"> • 85% above Band 5 • 50% above Band 6 <p>Matched cohort growth to be 100% of state mean growth.</p> <p>End Year 2015 English EOI dimensions: Prep – Yr 2</p> <ul style="list-style-type: none"> • 85% at or above Group 3 <p>Achieve a yearly increase in the proportion of students assessed as being at or above the VELS Thinking Processes domain standards/ progression points appropriate to their year level from a base identified during 2011.</p> | <p>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy teaching.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole.</p> <p>Provide intervention and extension programs to support and extend student learning.</p> |
| Student Engagement and Wellbeing | To improve the levels of student engagement in their learning and feelings of wellbeing as reflected in their attitudes to school, their positive behaviours and their learning outcomes. | <p>Improve Student Attitudes to School Survey scores for the following measures by 2015:</p> <ul style="list-style-type: none"> • Student Wellbeing: score at 5.77 • School Connectedness: score at or above 4.40 for both girls and boys • Student Motivation: score at or above 4.57 for both girls and boys • Classroom behaviour: score at 3.37 | <p>Continue to provide a safe, secure and nurturing environment for students.</p> <p>Develop, implement, review and regularly promote a school-wide student engagement policy.</p> <p>Continue to build the student leadership program.</p> |

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| | | <ul style="list-style-type: none"> • Student Safety: score at 4.4 <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Student Safety: score at 5.26 • Student Motivation: score at 5.73 • School Connectedness: score at 5.8 <p>Staff Survey Achieve scores on:</p> <ul style="list-style-type: none"> • Student Motivation at 75 • Student Misbehaviour at 30 • Student Decision making at 60 <p>Attendance Achieve average student absences at 12.00 days per year.</p> | <p>Monitor trends in student attendance.</p> |
| <p>Student Pathways and Transitions</p> | <p>To improve student outcomes relating to the various forms of transition that the students experience during their primary schooling.</p> | <p>To achieve better than 85% parent approval on items related to Transitions on the Parent Opinion Survey.</p> | <p>Review and enhance the transition strategies across the three stages of transition.</p> <p>Review data and materials passed on as part of internal transition.</p> <p>Strengthen and broaden community partnerships.</p> |

School Strategic Planner 2012- 2015: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
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| <p>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy teaching.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole.</p> <p>Provide intervention and extension programs to support and extend student learning.</p> | Year 1 | <p>Establish and communicate a clear and agreed pathway based on shared high expectations (by parents, students, teachers) for improved English and Mathematics outcomes for all students.</p> <p>Establish commonality of pedagogy and consistency of delivery of English program across classes.</p> <p>Progressively adopt and implement the AIZ approach to teaching Literacy and Numeracy.</p> <ul style="list-style-type: none"> • High Reliability Literacy Teaching Procedures • Enhancing Numeracy Learning <p>Enhance understanding and use of performance data through whole staff discussion sessions.</p> <p>Use On Demand testing to help moderate teacher judgements against VELs.</p> <p>Use data to identify students needing intervention or extension.</p> | <p>Establish Professional Learning Teams which meet regularly for focused discussions on teaching and learning.</p> <p>Peer observation sessions to consolidate and extend the use of common practices in the area of writing. Identification of teaching / learning foci using Writing Competencies document by all planning teams.</p> <p>All staff familiar with and implementing HRLTP.</p> <p>Revision of assessment schedule to include more rigorous use of ONDEMAND and pre and post tests and data.</p> <p>Team planning sessions are linked to student performance data.</p> <p>Improvement in the differentiation of student scores against VELs.</p> <p>Monitoring of individual students and cohorts within and between year levels using SPA.</p> |
| | Year 2 | <p>Establish commonality of pedagogy and consistency of delivery of Mathematics program across classes.</p> | <p>PLTs using pre and post testing in Mathematics to identify student needs and to drive teacher planning.</p> <p>Peer observation sessions to consolidate and extend the use of common practices in the area of Mathematics.</p> |

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| | | <p>Continued implementation of the AIZ approach to teaching Literacy and Numeracy.</p> <ul style="list-style-type: none"> • High Reliability Literacy Teaching Procedures • Enhancing Numeracy Learning <p>Review and strengthen the explicit teaching of reading, writing (including spelling, grammar), number, for Prep-6.</p> | <p>PLTs and peer observations focussing on explicit teaching strategies.</p> <p>Teacher planning and classroom programs reflect individual student needs.</p> |
| | Year 3 | <p>Further enhance staff data literacy.</p> <p>Engage teachers in rigorous in-depth review of available data sets. Extend data sets with additional testing if required.</p> | <p>Continued use of data to drive teacher planning.</p> <p>Data used as one method of curriculum tracking.</p> <p>Moderation of results using all data sources.</p> <p>Meeting of teams on a regular basis for moderations purposes, with student results reflecting this moderation.</p> |
| | Year 4 | <p>Review of actions taken during the previous three years.</p> <p>Continued consolidation of teaching and learning strategies that are supported by the AiZ.</p> <p>Continued use of data to:</p> <ul style="list-style-type: none"> • inform teaching • drive change • moderation of student results • meet the needs of individual children • provide evidence of the need for intervention / extension | <p>PLTs and peer observations / feedback focussing on explicit teaching strategies.</p> <p>Continued use of data to drive teacher planning.</p> <p>Moderation of results using all data sources.</p> <p>Meeting of teams on a regular basis for moderations purposes, with student results reflecting this moderation.</p> <p>Teacher planning and classroom programs reflect individual student needs.</p> |
| <p>Continue to provide a safe, secure and nurturing environment for students.</p> <p>Develop, implement, review and regularly promote a</p> | Year 1 | <p>Continue to support core curriculum with a range of extra-curricula activities to engage and extend students.</p> <p>Continue with the Positive Start to School</p> | <p>Extra-curricula activities maintained.</p> |

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| <p>school-wide student engagement policy.</p> <p>Continue to build the student leadership program.</p> <p>Monitor trends in student attendance.</p> | | <p>program.</p> <p>Establish a team to review and implement the school wide student engagement policy.</p> <p>Team to plan a series of staff activities aimed at familiarising staff with the school wide student engagement policy and to focus staff attention and discussion on student engagement in their learning.</p> <p>Review student opinion data trends related to student engagement.</p> <p>Review parent opinion data trends related to student engagement.</p> | <p>Team to review and implement Student Engagement Policy meeting regularly.</p> <p>Teaching teams to identify ways in which student engagement in learning might be enhanced.</p> |
| | <p>Year 2</p> | <p>Use class time to work through engagement policy with students.</p> <p>Promote the policy regularly through the newsletter and website.</p> <p>Ensure all new parents and students are made aware of the policy.</p> <p>Build teacher capacity through appropriate PL. Focus on student engagement and classroom management.</p> <p>Further explore aspects of DMA with staff through discussion of behaviour types: A, B, C, D student behaviour.</p> <p>Review student opinion data trends related to student engagement.</p> <p>Review parent opinion data trends related to student engagement.</p> <p>Team to evaluate a program such as You Can Do</p> | <p>Revisit the Developmental Management Approach to behaviour management. Implementation of rights / responsibilities, individual / communal responsibility into classrooms.</p> <p>Children identified, strategies to break the pattern of misbehaviour identified and implemented.</p> <p>Positive trend in relation to this data.</p> <p>Positive trend in relation to this data.</p> <p>Evaluation / recommendation re: values education program.</p> |

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| | | It / Kids Matter or other specific culture / values program for timetabling into the curriculum. | |
| | Year 3 | <p>Reinforce and consolidate the Ramon Lewis Developmental Management Approach to behaviour / classroom management.</p> <p>Review student opinion data trends related to student engagement / conduct forums with student groups to address any issues which arise.</p> <p>Review parent opinion data trends related to student engagement / conduct forums with parents to address any issues which arise.</p> <p>Timetabling of a values program into our core curriculum in addition to our Positive Start Program.</p> <p>Team to explore the possibility of extending the leadership program to give more students an opportunity to develop leadership skills.</p> | <p>DMA strategies evident in behaviour / classroom management with all staff.</p> <p>Positive trend in data and participation by students in forums.</p> <p>Positive trend in data and participation by parents in forums.</p> <p>Improvement in data generated by student and parent opinion surveys in the areas of wellbeing, connectedness, safety, student relationships.</p> |
| | Year 4 | <p>Continue to promote Student Engagement Policy with staff, students and parents.</p> <p>Review and consolidate strategies / programs implemented over the past 3 years.</p> <p>Review all data from student and parent opinion surveys.</p> <p>Identify areas that may need extension / revisiting and ensure that any needs of staff, students and parents are met.</p> | <p>Improvement in all data generated by the student and parent opinion surveys.</p> <p>Parents, students and staff willing to voice their opinions in the knowledge that their opinions are valued and that they can have a positive impact on what is happening within the school.</p> |
| Review and enhance the transition strategies across the three stages of transition. | Year 1 | <p>Maintain existing Kinder - Prep transition program.</p> <p>Seek feedback from secondary colleges on the progress of exit Year 6 students.</p> <p>Review and reform the process for transitioning</p> | <p>Collection and use of this feedback to inform teaching and learning.</p> <p>Implementation of processes for transition</p> |

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| <p>Review data and materials passed on as part of internal transition.</p> <p>Strengthen and broaden community partnerships.</p> | | <p>students from one Year level to another.</p> <p>Meet with parents, current teachers and aides, and future teachers and aides of all students involved in the SSG process for the passing on of information.</p> <p>Continue to utilize the option of extended transition offered to our Year 6 students by the local secondary colleges.</p> <p>Identify a current staff member with the skills necessary to assume overall responsibility for the school's website.</p> <p>Build the communication between future clients, the broader community and the school.</p> <p>Provide Prep Parents with the opportunity to have staff answer any questions they have now that their child has started school through an invitation to a morning tea.</p> | <p>between year levels.</p> <p>Meetings taking place in December with all involved parties attending.</p> <p>Use of extended transition for identified students.</p> <p>Use of our school website to promote the great things that are happening in our school.</p> <p>Use of our school website as a source of information for new parents.</p> <p>Newsletters recounting happenings and giving information on forthcoming events to the local kindergartens and child care facilities on a twice termly basis.</p> <p>Respond to parent feedback, questions and concerns in a positive and proactive way.</p> |
| | <p>Year 2</p> | <p>Continue with the processes put in place during Year 1.</p> <p>Ongoing use of the Prep Information Brochure – review each year to ensure this is current.</p> <p>Ongoing use of Goonawarra Primary School pamphlet where local businesses sponsor the production of this publication.</p> <p>Continue to engage parents in informal feedback sessions to monitor their perceptions of the way our school is travelling.</p> | <p>Morning teas organised with a focus for discussion identified.</p> |

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| | Year 3 | <p>Continue to monitor the success of transition programs to ensure that the needs of students and parents are met.</p> <p>Seek parent / student feedback to our transition programs in informal ways e.g. talk to parents when Kindergarten children come to the school for transition activities.</p> <p>Continue to investigate ways in which to enhance our school's profile within the immediate and broader communities.</p> | Transition programs reviewed and evaluated. |
| | Year 4 | <p>Continue to be open to new ideas re transition and incorporate these into our program when suitable.</p> <p>Review processes and actions taken over the past three years and assess their impact through the use of Parent Opinion Survey trends especially in the area of Transitions, Parent Input, Approachability and General Satisfaction.</p> | <p>Improved results in the Parent Opinion Survey during the course of the Strategic Plan.</p> <p>Upward trend in data to be evident and ongoing.</p> |