

Goonawarra Primary School Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Alan Fairweather[name].....[date][name].....[date]
School council: Shaun Hindmarsh[name].....[date][name].....[date]
Delegate of the Secretary:	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
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 follow the school values and that they will encourage others to do the same.	Our school encourages all members of our community to be: <ul style="list-style-type: none"> • generous • responsible • enthusiastic • ambitious • trustworthy 	Goonawarra Primary School in Sunbury was established in 1987 to service the Goonawarra and Rolling Meadows Estates. The school has very attractive and well maintained grounds and facilities and its boundary adjoins the local community centre and kindergarten. The teachers are mainly within the first five years of teaching, and for most this has been their first school. The school also employs nine Education Support staff, all of whom provide support to students in the PSD program. The school has sixteen 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 .50 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 is 360 students in 2016 with enrolment numbers trending up and a further increase is expected. 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, an effective specialist teaching and support programs. The school has a strong commitment to providing a curriculum which is both supportive of the needs of the individual students and which challenges them to achieve their best. The school is committed to strengthening student achievement across all curriculum areas with a major focus being English and Numeracy. The school offers a AusVELS based teaching program in line with DEECD requirements and will transition into the Victorian Curriculum in readiness for 2017. The school is dedicated to empowering students with the core values that will assist them in developing the attributes of responsible students. As a school we have adopted student wellbeing strategies based on the work of Ramon Lewis.	Over the next four years Goonawarra Primary School will focus on building teacher capacity in deep content knowledge and purposeful analysis of data to drive improved learning outcomes and achieve continuous learning growth for students in literacy and numeracy. Developing a guaranteed and viable curriculum through the development of consistent planning documents will be a focus, including a school wide instructional model. The priority of the Leadership Team is in the organising the school to work as a Professional Learning Community. Goonawarra Primary School will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs to provide a sequence of learning that supports students reaching their potential. We will strengthen our use of student assessment data to evaluate impact on students' progress, monitor the impact of teaching and adjust learning programs and interventions. Focus – Excellence in teaching and learning -curriculum planning and Assessment Professional Leadership - building leadership teams Positive climate for learning - Empowering students and building school pride - Setting expectations and promoting inclusion

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)
Achievement To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy.	Excellence in Teaching and Learning Curriculum Planning and assessment	1. Implement the new Victorian Curriculum across all planning documents 2. To develop a guaranteed and viable curriculum through the development of consistent planning documentation in literacy and numeracy 3. Develop consistent assessment measures as well as develop a culture of data analysis to inform planning and instruction	To have all students deemed capable make one year or more growth as indicated by AusVELS/ Victorian Curriculum and NAPLAN in both Literacy and Numeracy VICTORIAN CURRICULUM targets: <ul style="list-style-type: none"> • To achieve greater alignment between teacher judgment in the AusVELS/ Victorian Curriculum and NAPLAN Relative gain targets:



		<p>4. Develop a shared language and teacher practice through the development of an Instructional Model</p> <p>Build a collective capacity and develop a culture of data analysis to inform planning, instruction and evaluation of impact on student growth</p>	<ul style="list-style-type: none"> Decrease the percentage of Year 3-5 students making low relative growth in Reading, Writing and Numeracy <table border="1" data-bbox="1863 205 2700 493"> <thead> <tr> <th colspan="2">Year</th> <th colspan="2">Year 3-5 NAPLAN (low relative growth)</th> </tr> <tr> <th>2015</th> <th>2017</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td>26.7%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td></td> <td>22.7%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td></td> <td>26.8%</td> <td>22%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increase the percentage of Year 3-5 students making high relative growth in Reading, Writing and Numeracy <table border="1" data-bbox="1863 583 2700 871"> <thead> <tr> <th colspan="2">Year</th> <th colspan="2">Year 3-5 NAPLAN (high relative growth)</th> </tr> <tr> <th>2015</th> <th>2017</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td>20.0%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td></td> <td>27.3%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td></td> <td>12.2%</td> <td>18%</td> </tr> </tbody> </table> <p>NAPLAN targets:</p> <ul style="list-style-type: none"> Increase the percentage of Grade 3 and Grade 5 students in Reading/ Writing/Numeracy in the top 2 NAPLAN bands 2015-2017 <table border="1" data-bbox="1843 1060 2641 1264"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Numeracy</th> </tr> <tr> <th>2015</th> <th>2017 Target</th> <th>2015</th> <th>2017 Target</th> <th>2015</th> <th>2017 Target</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>52.4%</td> <td>54%</td> <td>78.6%</td> <td>60%</td> <td>44.2%</td> <td>45%</td> </tr> </tbody> </table> <p>*Writing target- In 2015 there was a spike in our data that did not follow our trend. This achievement of 78.6% was well above similar school, network and state. A more realistic target based on our trends would be 60%</p>	Year		Year 3-5 NAPLAN (low relative growth)		2015	2017			Reading		26.7%	22%	Writing		22.7%	20%	Numeracy		26.8%	22%	Year		Year 3-5 NAPLAN (high relative growth)		2015	2017			Reading		20.0%	25%	Writing		27.3%	30%	Numeracy		12.2%	18%		Reading		Writing		Numeracy		2015	2017 Target	2015	2017 Target	2015	2017 Target	Grade 3	52.4%	54%	78.6%	60%	44.2%	45%
Year		Year 3-5 NAPLAN (low relative growth)																																																													
2015	2017																																																														
Reading		26.7%	22%																																																												
Writing		22.7%	20%																																																												
Numeracy		26.8%	22%																																																												
Year		Year 3-5 NAPLAN (high relative growth)																																																													
2015	2017																																																														
Reading		20.0%	25%																																																												
Writing		27.3%	30%																																																												
Numeracy		12.2%	18%																																																												
	Reading		Writing		Numeracy																																																										
	2015	2017 Target	2015	2017 Target	2015	2017 Target																																																									
Grade 3	52.4%	54%	78.6%	60%	44.2%	45%																																																									
<p>Engagement To improve student engagement both within the classroom and at a whole school level. To improve whole school student attendance rates</p>	<p>Positive climate for learning Empowering students and building school pride Setting expectations and promoting inclusion</p>	<p>1. Build student leadership programs 2. Continue to use tracking data to improve outcomes and celebrate successes 3. Further develop strategies to cater for those students who are not actively engaged in learning</p>	<p>To maintain levels of satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to Teaching and Learning.</p> <table border="1" data-bbox="1843 1465 2611 1745"> <thead> <tr> <th>Parent order factor</th> <th>Factor Name</th> <th>School 2015</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Teaching and Learning</td> <td>Learning Confidence</td> <td>4.34</td> <td>4.15</td> </tr> <tr> <td>School Connectedness</td> <td>4.45</td> <td>4.39</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.46</td> <td>4.14</td> </tr> <tr> <td>Student Motivation</td> <td>4.68</td> <td>4.56</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.60</td> <td>4.41</td> </tr> <tr> <td></td> <td>Teacher Empathy</td> <td>4.62</td> <td>4.43</td> </tr> </tbody> </table>	Parent order factor	Factor Name	School 2015	State 2015	Teaching and Learning	Learning Confidence	4.34	4.15	School Connectedness	4.45	4.39	Stimulating Learning	4.46	4.14	Student Motivation	4.68	4.56	Teacher Effectiveness	4.60	4.41		Teacher Empathy	4.62	4.43																																				
Parent order factor	Factor Name	School 2015	State 2015																																																												
Teaching and Learning	Learning Confidence	4.34	4.15																																																												
	School Connectedness	4.45	4.39																																																												
	Stimulating Learning	4.46	4.14																																																												
	Student Motivation	4.68	4.56																																																												
	Teacher Effectiveness	4.60	4.41																																																												
	Teacher Empathy	4.62	4.43																																																												
<p>Wellbeing To improve student wellbeing in social competencies, resilience, self esteem and mutual respect.</p>	<p>Positive climate for learning Setting expectations and promoting inclusion</p>	<p>1. Identify and implement the use of resources proven to build resilience and conflict resolution strategies within the school 2. Use information programs for parents which build knowledge and understanding of the school's expectations</p>	<p>To maintain levels of student satisfaction at or above the state mean ranking on the Student Attitude to School Survey as measured by each of the mean factor scores related to relationships and wellbeing.</p>																																																												



		regarding behaviour and anti bullying	<table border="1"> <tr> <th>Parent order factor</th> <th>Factor Name</th> <th>School 2015</th> <th>State 2015</th> </tr> <tr> <td rowspan="3">Student Relationships</td> <td>Classroom Behaviour</td> <td>3.15</td> <td>3.38</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.37</td> <td>4.32</td> </tr> <tr> <td>Student safety</td> <td>4.38</td> <td>4.35</td> </tr> <tr> <td rowspan="2">Wellbeing</td> <td>Student Distress</td> <td>6.14</td> <td>5.95</td> </tr> <tr> <td>Student Morale</td> <td>6.06</td> <td>5.73</td> </tr> </table>	Parent order factor	Factor Name	School 2015	State 2015	Student Relationships	Classroom Behaviour	3.15	3.38	Connectedness to Peers	4.37	4.32	Student safety	4.38	4.35	Wellbeing	Student Distress	6.14	5.95	Student Morale	6.06	5.73																			
Parent order factor	Factor Name	School 2015	State 2015																																								
Student Relationships	Classroom Behaviour	3.15	3.38																																								
	Connectedness to Peers	4.37	4.32																																								
	Student safety	4.38	4.35																																								
Wellbeing	Student Distress	6.14	5.95																																								
	Student Morale	6.06	5.73																																								
<p>Achievement</p> <p>Build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement</p>	<p>Professional Leadership</p> <p>Building Leadership teams</p>	<p>1. Extend the capacity of the Leadership team to support school improvement</p>	<p>Maintain the percentage on the staff opinion survey (Staff opinion survey- Whole staff)</p> <p>Maintain the school Leadership component of (Staff opinion survey- Whole Staff)</p> <table border="1"> <thead> <tr> <th colspan="4">Staff Opinion Survey</th> </tr> <tr> <th colspan="2">Staff Opinion Survey (Whole school)</th> <th colspan="2">Staff Opinion Survey- Leadership component (Whole school)</th> </tr> <tr> <th>Component</th> <th>2015 Percent Endorsement – Whole school</th> <th>Component</th> <th>2015 Percent Endorsement – Whole school</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>80.3%</td> <td>Leading change</td> <td>63.2%</td> </tr> <tr> <td>Collective responsibility</td> <td>95.6%</td> <td>Cultural Leadership</td> <td>68.4%</td> </tr> <tr> <td>Academic Emphasis</td> <td>77.1%</td> <td>Visibility</td> <td>74.1%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>69.1%</td> <td>Instructional leadership</td> <td>72.7%</td> </tr> <tr> <td>Teacher collaboration</td> <td>71.1%</td> <td>Flexibility</td> <td>50%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>92.1%</td> <td></td> <td></td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>90.3%</td> <td></td> <td></td> </tr> </tbody> </table>	Staff Opinion Survey				Staff Opinion Survey (Whole school)		Staff Opinion Survey- Leadership component (Whole school)		Component	2015 Percent Endorsement – Whole school	Component	2015 Percent Endorsement – Whole school	Collective efficacy	80.3%	Leading change	63.2%	Collective responsibility	95.6%	Cultural Leadership	68.4%	Academic Emphasis	77.1%	Visibility	74.1%	Staff trust in colleagues	69.1%	Instructional leadership	72.7%	Teacher collaboration	71.1%	Flexibility	50%	Collective focus on student learning	92.1%			Guaranteed and viable curriculum	90.3%		
Staff Opinion Survey																																											
Staff Opinion Survey (Whole school)		Staff Opinion Survey- Leadership component (Whole school)																																									
Component	2015 Percent Endorsement – Whole school	Component	2015 Percent Endorsement – Whole school																																								
Collective efficacy	80.3%	Leading change	63.2%																																								
Collective responsibility	95.6%	Cultural Leadership	68.4%																																								
Academic Emphasis	77.1%	Visibility	74.1%																																								
Staff trust in colleagues	69.1%	Instructional leadership	72.7%																																								
Teacher collaboration	71.1%	Flexibility	50%																																								
Collective focus on student learning	92.1%																																										
Guaranteed and viable curriculum	90.3%																																										

