

School Strategic Plan

Meredith Primary School 1420

2016-2019



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	<p>At Meredith Primary, all children are valued and are provided with opportunities in a safe, nurturing environment that will empower them to become life-long learners. We strive to have our parents, teachers and community members actively involved in children's learning</p> <p>Children are provided with the skills to enable them to become:</p> <ul style="list-style-type: none"> • Resilient learners • Responsible citizens • Creative thinkers and • Reflective, well-developed individuals
Values	<p>Our motto, 'Achieving together' is promoted in the following ways:</p> <ul style="list-style-type: none"> • We provide a happy, caring and safe environment that promotes an enthusiasm for life-long learning; maximising and celebrating individual and collective achievement. • We create a learning environment where students are encouraged to work co-operatively with others. • We encourage children to respect one another by valuing diversity within the school and the wider community. • Our educational practices are evidence based and aim to engage each child in a culturally rich, challenging and contemporary curriculum. • We value the use of innovative tools for our children's' learning in a dynamic and technological world. • We promote strong home-school partnerships, and seek ways to involve, and be involved in, the wider community. • We strive to have a school that is inclusive, welcoming and supportive of all children's learning.
Environmental Context	<p>At Meredith Primary we strive to create an environment that is supportive of the needs of both the individual and the surrounding community. All children are valued and are given a range of experiences that will empower them to become life-long learners. We are a rural school located on the Midland Hwy, midway between Geelong and Ballarat.</p> <p>The current school enrolment is 92 students which have been divided into 5 classroom grades. There are 4 full time teaching staff (including the principal), 5 part time teaching staff, 4 Education Support staff and a business manager. Literacy and Numeracy are both high priorities that are implemented and supported by a range of programs and innovations throughout the school such as: Years Prep to 2 "Investigations" and year 3 to 6 project based learning, "iLearning". The students have access to a wide range of Information and Communication Technologies including iPads, iPods and laptop computers.</p> <p>The school runs a variety of extra curricula activities that includes the Sporting Schools Program with links to local sporting organisations, a camping program, an intensive swimming program, interschool sports program and Out of School Hours Care Program. Our modern buildings provide the students and staff with stimulating and flexible spaces to create a wide range of learning opportunities that allow staff and students to work collaboratively together in open learning environments</p> <p>The relocation of the Meredith Kindergarten, and the subsequent refurbishment of the Meredith Community Centre on a site within the school grounds ideally positions the school to further extend its connections with the local community. A priority over the upcoming strategic period will be to explore ways in which the school can achieve mutually beneficial student and community outcomes in partnership with its new neighbours in their new facilities.</p>
Service Standards	<p>Meredith Primary School:</p> <ul style="list-style-type: none"> • promotes an enthusiasm for life-long learning • fosters a cooperative learning environment • encourages respect and values diversity • engages children in a culturally rich, challenging and contemporary curriculum

Strategic Direction

	Goals	Key Improvement Strategies	Targets
Achievement	To maximise the learning growth in Literacy and Numeracy for every student.	<p>Build the capacity of every teacher so that there is high quality and consistent practice across the school</p> <p>Refine assessment practices to ensure consistent teacher judgments and the collective monitoring of students and student cohorts.</p> <p>Develop guaranteed and viable curriculum, proficiency scale and common assessment task documents for discipline domains that support differentiated teaching and personalised learning, ensuring challenge and progress for every student.</p>	<p>Grade 5 NAPLAN relative growth goals: To increase the percentage of students demonstrating medium and high growth to 65% in the domains of Spelling, Writing, and Grammar & Punctuation.</p> <p>Teacher judgement F-6 AusVELS goals: To achieve a mean of 80% of students achieving at or above the expected AusVELS level in Writing, Reading and Mathematics (Number) over the four year period.</p> <p>To achieve a mean of 80% of students to achieve at or above expected level in the full range of curriculum domains in AusVELS throughout the 4 year period.</p> <p>To achieve a mean of 10% of students achieving a learning growth of more than one year above their previous baseline standard in AusVELS Reading, Writing and Mathematics (Number).</p>
Engagement	Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.	<p>Fully leverage the use of Information and Communication Technologies (ICT) across and between all levels using both existing and new technologies to enhance, stimulate and engage students in their learning.</p> <p>Develop and refine current personalised learning practises for students to stimulate interest, curiosity, promote questioning and connect learning to the real world.</p> <p>Ensure high quality transition processes across year levels through the use of evidence and data</p>	<p>To increase the Attitudes to School survey data from the baseline year 2014 in the areas of:</p> <ul style="list-style-type: none"> • Student motivation (4.57) & Learning confidence (4.10) <p>To increase the Attitudes to School survey data from the baseline year 2014 in the areas of:</p> <ul style="list-style-type: none"> • School connectedness (4.79)
Wellbeing	Students will experience a school culture of positive and successful learning in a	Strengthen the partnership between staff, students, parents and community to share in the responsibility for student wellbeing.	<p>To improve Student Absence data from baseline 2014 data (P-6: 14.53) by the end of 2018.</p> <p>To increase the Attitudes to School survey data from</p>

	safe and inclusive environment.	Build the capacity of students to be resilient, socially responsible and respectful in all of their relationships.	baseline 2014 levels in the areas of Student distress (6.25) and Student morale (6.06) to the end of 2018.
Productivity	Ensure consistency and alignment of all aspects of school operations and resource allocations in achieving the school vision.	<p>Build a culture of collegiality and professionalism so that Professional Learning Communities (PLCs) are focused in collaborating and planning together for high quality instruction and student learning.</p> <p>As a part of the PLC process, build a whole school approach to the regular use of data to inform practice and build teachers data literacy.</p> <p>Develop processes for the regular monitoring of the SSP</p>	<p>School budget in surplus</p> <p>Develop an action plan to monitor progress against the School Strategic Plan (SSP)</p>

Strategic Plan 2016 – 2019: Indicative Planner

Key Improvement Strategies		Actions	Achievement milestones
Achievement Refine assessment practices to ensure consistent teacher judgments and the collective monitoring of students and student	Year 1	<ul style="list-style-type: none"> Review Whole School Assessment Schedule Embed Daily 5 structure across the school incorporating Café and Big 	<ul style="list-style-type: none"> Assessment schedule developed and in use Big Write/VCOP action plan developed and teachers using pedagogy in the

<p>cohorts.</p> <p>Develop guaranteed and viable curriculum, proficiency scale and common assessment task documents for discipline domains that support differentiated teaching and personalised learning, ensuring challenge and progress for every student.</p> <p>Build the capacity of every teacher so that there is high quality and consistent practice across the school.</p>		<p>Write/VCOP teaching approaches</p> <ul style="list-style-type: none"> • Introduce Big Write & VCOP writing pedagogy across the school • Develop an action plan and begin to implement and experiment with Big Write & VCOP writing pedagogy across the school over the next three years • Introduce Professional Learning Community initiative <ul style="list-style-type: none"> ○ Develop team norms ○ Develop guaranteed and viable curriculum document for Writing ○ Develop pacing guide for Writing for year, term and implement weekly ○ Develop proficiency scales for Writing ○ Develop common assessment tasks for writing for all year levels ○ As a result of these actions develop new internal data sets and develop systems to utilise this data formatively and summatively ○ Implement learning cycles for writing 	<p>classroom</p> <ul style="list-style-type: none"> • Daily 5, Café and Big Write/VCOP plans evident in teacher curriculum documentation and observable in classrooms • PLC's timetabled and operating on a regular basis • Guaranteed viable curriculum writing document developed • Writing pacing guide developed • Writing proficiency scales developed • Writing common assessment tasks created and in use • Learning cycles in use • New data sets created and in use by teachers
	<p>Year 2</p>	<ul style="list-style-type: none"> • Review and refine Whole school assessment schedule • Embed Daily 5 structure across the school incorporating Café and Big Write/VCOP teaching approaches • Expand Professional Learning Community initiative <ul style="list-style-type: none"> ○ Develop guaranteed and viable curriculum document for Mathematics ○ Develop pacing guide for Mathematics for year, term and week ○ Develop proficiency scales for 	<ul style="list-style-type: none"> • Assessment schedule reviewed & refined • Daily 5, Café and Big Write/VCOP plans evident in teacher curriculum documentation and observable in classrooms • Guaranteed viable curriculum mathematics document developed • Mathematics pacing guide developed • Mathematics proficiency scales developed • Mathematics common assessment tasks created and in use

		<ul style="list-style-type: none"> ○ Mathematics <ul style="list-style-type: none"> ○ Develop common assessment tasks for Mathematics for all year levels 	
	Year 3	<ul style="list-style-type: none"> • Review and refine Whole school assessment schedule • Embed Daily 5 structure across the school incorporating Café and Big Write/VCOP teaching approaches • Expand Professional Learning Community initiative <ul style="list-style-type: none"> ○ Develop guaranteed and viable curriculum document for Reading ○ Develop pacing guide for Reading for year, term and week ○ Develop proficiency scales for Reading ○ Develop common assessment tasks for Reading for all year levels ○ Implement learning cycles for Reading 	<ul style="list-style-type: none"> • Assessment schedule reviewed & refined • Daily 5, Café and Big Write/VCOP plans evident in teacher curriculum documentation and observable in classrooms • Guaranteed viable curriculum reading document developed • Reading pacing guide developed • Reading proficiency scales developed • Reading common assessment tasks created and in use
	Year 4	Year of review	
<p>Engagement</p> <p>Fully leverage the use of ICT across and between all levels using both existing and new technologies to enhance, stimulate and engage students in their learning.</p> <p>Develop and refine current personalised learning practises for students to stimulate interest, curiosity, promote questioning and connect learning to the real world.</p> <p>Ensure high quality transition processes across year levels through the use of evidence and data</p>	Year 1	<ul style="list-style-type: none"> • Audit personalised and differentiated teaching strategies and practices across the school • Develop individual ICT plan for teaching staff • Review and investigate ways to refine 'Investigations' & 'iLearning' programs • Create eLearning co-ordinator position of responsibility • Develop end of year student transition documentation • Develop Kinder-Foundation transition survey and implement it 	<ul style="list-style-type: none"> • Audit of personalised and differentiated teaching strategies and practices completed and current practice documented • Review completed and recommendations developed via staff forums and documented • Develop eLearning co-ordinator position of responsibility documents • Transition document created • Kinder-Transition survey developed and reviewed
	Year 2	<ul style="list-style-type: none"> • Experiment with ways to enhance personalised and differentiated teaching strategies and practices 	<ul style="list-style-type: none"> • Refinements/new personalised & differentiated learning strategies implemented

		<ul style="list-style-type: none"> across the school Implement refinements to 'Investigations' & 'iLearning' programs Consolidate individual ICT plans for teaching staff Continue to review and refine end of year student transition documentation 	<ul style="list-style-type: none"> Individual ICT plan incorporated into teacher PDP Review under taken of new transition documentation and Kinder-Foundation transition survey
	Year 3	<ul style="list-style-type: none"> Experiment with ways to enhance personalised and differentiated teaching strategies and practices across the school Review previous year's refinements to 'Investigations' & 'iLearning' programs and reassess plan for year 3 Review and refine end of year student transition documentation Review Kinder-Foundation transition survey and data received 	<ul style="list-style-type: none"> Refinements/new personalised & differentiated learning strategies implemented Individual ICT plan incorporated into teacher Performance Development Plans (PDP) Review under taken of new transition documentation and Kinder-Foundation transition survey
	Year 4	Year of review	
	Wellbeing		
<p>Strengthen the partnership between staff, students, parents and community to share in the responsibility for student wellbeing.</p> <p>Build the capacity of students to be resilient, socially responsible and respectful in all of their relationships.</p>	Year 1	<ul style="list-style-type: none"> Review and document whole school attendance processes and procedures Audit whole school TRIBES practice Investigate ways to strengthen partnerships between the school and the home Investigate ways to increase student voice in leadership and decision making and curriculum design 	<ul style="list-style-type: none"> Whole school attendance processes document created TRIBES audit conducted and current practice documented Community working party established to investigate ways to strengthen home/school partnership Review conducted on ways to develop student voice within the school. Recommendations documented
	Year 2	<ul style="list-style-type: none"> Investigate ways to improve whole school attendance processes and practices Develop whole school TRIBES implementation plan Implement home/school initiatives Implement student voice initiatives 	<ul style="list-style-type: none"> Review conducted on ways to improve student attendance within the school. Recommendations documented Whole school TRIBES implementation plan developed Student voice initiatives implemented
	Year 3	<ul style="list-style-type: none"> Consolidate whole school attendance refinements Consolidate whole school TRIBES plan Consolidate home/school initiatives Consolidate student voice initiatives 	<ul style="list-style-type: none"> Attendance initiatives implemented TRIBES plan implemented Home/school initiatives implemented Student voice initiatives implemented
	Year 4	Year of review	

<p>Productivity</p> <p>Build a culture of collegiality and professionalism so that Professional Learning Communities (PLCs) are focused in collaborating and planning together for high quality instruction and student learning.</p> <p>As a part of the PLC process, build a whole school approach to the regular use of data to inform practice and build teachers data literacy.</p> <p>Develop processes for the regular monitoring of the SSP</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Provision of targeted staff Professional Development (PD) around: <ul style="list-style-type: none"> ○ Strategic/educational leadership ○ PLC initiative ○ Daily 5, Café and Big Write/VCOP initiative ○ Emerging school needs • Develop an action plan to monitor and assess school performance against the SSP 	<ul style="list-style-type: none"> • Planned professional development provided in all key areas • Action plan developed to monitor performance against the SSP • Develop school council yearly planner of key themes/events
	<p>Year 2</p> <ul style="list-style-type: none"> • Provision of targeted staff Professional Development (PD) around: <ul style="list-style-type: none"> ○ Strategic/educational leadership ○ PLC initiative ○ Daily 5, Café and Big Write/VCOP initiative ○ Emerging school needs • Develop an action plan to monitor and assess school performance against the SSP 	<ul style="list-style-type: none"> • Planned professional development provided in all key areas • Action plan implemented to monitor performance against the SSP
	<p>Year 3</p> <ul style="list-style-type: none"> • Provision of targeted staff Professional Development (PD) around: <ul style="list-style-type: none"> ○ Strategic/educational leadership ○ PLC initiative ○ Daily 5, Café and Big Write/VCOP initiative ○ Emerging school needs • Develop an action plan to monitor and assess school performance against the SSP 	<ul style="list-style-type: none"> • Planned professional development provided in all key areas • Action plan implemented to monitor performance against the SSP
	<p>Year 4</p> <ul style="list-style-type: none"> • Year of review 	