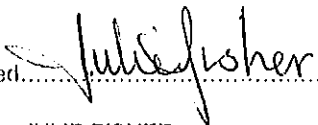




School Strategic Plan for Spring Parks Primary School 5538 2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: JULIE FISHER</p> <p>Date.....26/3/2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: MALV O'GRADY</p> <p>Date.....26/3/2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name: JOHN ALLMAN</p> <p>Date.....14/4/15</p>

School Profile

<p>Purpose</p>	<p>Spring Parks Primary School delivers every child every opportunity for learning and excelling, developing and belonging.</p>
<p>Values</p>	<p><i>At Spring Parks Primary School we have a strong set of core values:</i></p> <p>Respect – we develop knowledge and promote actions that demonstrate our understanding and recognition of each person and our environment at school and in the broader community.</p> <p>Engagement – we participate with enthusiasm and a sense of commitment in all opportunities for learning, in every facet of school life.</p> <p>Achievement – students and staff are constant learners, continually seeking new knowledge and skills, celebrating and sharing our learning achievements with parents and the community.</p> <p>Community – we embrace the diversity of the local area and welcome each family to the Spring Parks PS community, knowing that we each have something to learn from and contribute to each other.</p> <p>Hope – we are a positive community of families, staff and students working in partnership to create a future that sees every individual valued in and contributing to their world.</p>
<p>Environmental Context</p>	<p>Spring Parks is a dual campus, multi-cultural Primary School in Springvale with a current enrolment of 354 students, 170 at the Valley Campus and 180 at the West Campus. The average SFO (Student Family Occupation) across Spring Parks is 0.76. Across the two campuses 74% of students have a non-English speaking background, primarily in the languages of Vietnamese, Cambodian, Chinese, Samoan and Sudanese. There is a growing cohort of Indian students.</p> <p>Our teachers are supported by a significant number of Education Support Staff comprising teacher aides, multi-cultural education aides, a Speech Pathologist and a Welfare Officer. Specialists work across both campuses. Teaching teams are based on a whole-school premise. Over the course of the previous School Strategic Plan we appointed one Leading Teacher, whose focus is Literacy. We have appointed a Mathematics Leader to lead the Numeracy agenda of the school. We have two Principal Class Officers, 27 full and part-time teaching staff and 16.79 x Education Support staff.</p>

There are currently twenty-two students on the Program for Students with Disabilities, with six students leaving at the end of this year, but have been successful in obtaining funding for four new students onto the program, which may impact on the ES component of our staffing.

Following a period of leadership instability during the previous SSP period, stability and clarity have been restored to the teaching and learning environment at Spring Parks. The school appointed its first ever substantive Principal, Julie Fisher, in June 2014, with a view to the development of a strong future strategic direction, building on the foundations of the past two years in particular.

Our school recognises the importance of academic opportunity and excellence as a gateway to a positive future for its students and promotes thinking skills and goal setting as a way of scaffolding and articulating learning. Key Improvement Strategies in the current School Strategic Plan have guided the school in the direction of personalised learning and an Inquiry Model that puts the child at the centre of the learning. The school's core values are Respect, Engagement, Achievement, Community and Hope. Our motto is 'Learning and Growing - Safely - Together'. These values underpin the learning that is being undertaken within our school.

As with all Victorian schools, our curriculum is transitioning to the Australian Curriculum (AusVELS) and our priorities include a strong emphasis on Literacy and Numeracy. Specific student needs are met through the implementation of programs such as Literacy Intervention and English as an Additional Language, as well as the allocation of Education Support staff to assist children in their classrooms. Accessing the services of experts in Literacy and Numeracy and appointing Leaders in both these areas of the curriculum has enabled staff to develop a successful 'Whole School Approach'. This is evidenced by the notable gains in the most recent NAPLAN results where growth exceeded the state mean and has contributed to our students being able to achieve their best outcomes.

Inquiry units are based on a developmental approach to curriculum delivery with an emphasis on developing students enabling and thinking skills. Specialist classes enhance our curriculum through Visual Arts, Physical Education and Spanish as our Language Other Than English. The Literacy Intervention team has played a significant role in the value adding in student achievement. Sustaining the learning gains from the Literacy Intervention program into the classroom continues to be strengthened and the challenge is to ensure the learning gains are also occurring for our high achieving students.

Our School provides opportunities and experiences that enhance student learning through incursions, excursions, school camps and interschool sport. We also have Instrumental Music and Active After School Care Programs

	<p>delivered by outside providers.</p> <p>To promote the partnership between the school and its community we host events such as Twilight Sports, Science Evenings and Maths Nights as this provides the students with the opportunity to share their learning journey with their parents. It is an aim of the school to extend and strengthen this partnership in the future.</p> <p>We have established strong partnerships with the wider community including Chinese School and the Dingley Cricket Club, who use our buildings on the weekend. Adult English classes and Computer classes are conducted on our sites to further engage with the wider community. We have a sound relationship with the Secondary Colleges and local Kindergartens in our area. We also hold a weekly Playgroup meeting in our community room for pre-schoolers.</p> <p>We are a strong team which supports the needs of our diverse community. This diversity is a special feature of our school and we value it greatly.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • All students should feel welcome, safe and cared for. • Spring Parks staff treat all children as if they were their own. • Spring Parks fosters a teaching and learning environment of high expectations, emphasising the importance of providing our students with strong foundations in literacy and numeracy. • Staff at Spring Parks cooperate and collaborate to address individual students' learning needs in a professional and responsible manner. • Staff, students and parents work together in developing and nurturing respectful and positive relationships conducive to students becoming better able to take advantage of the educational opportunities made available to them.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student outcomes for all students, F-6, in Literacy and Numeracy	<p>NAPLAN – Relative Growth Literacy and Numeracy</p> <p>Greater percentage of students achieving high growth in:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Reading ➤ Writing <p>Effect size greater than or equal to 0.8</p>	<p>➤ Build staff capacity in developing and implementing an agreed instructional model that aligns with the whole school Teaching and Learning Charter.</p> <p>➤ Develop collective teacher accountability in the assessment and monitoring of student progress to guide teaching and learning.</p>
Engagement	To strengthen the students' ability to think critically, creatively and reflectively to promote a stronger sense of engagement in their own learning.	<p>Student Attitudes to School</p> <p>Increase measures to be within the 3rd quartile or higher over the life of the strategic plan, in:</p> <ul style="list-style-type: none"> ➤ Learning confidence ➤ Stimulating learning ➤ Teacher effectiveness 	<p>➤ Strengthen student understanding of themselves as learners and thus increase ownership of their learning.</p>
Wellbeing	To improve student peer and school connectedness.	<p>Student Attitudes to School</p> <p>Increase measures to be within the 2nd quartile or higher over the life of the strategic plan, in:</p> <ul style="list-style-type: none"> ➤ Connectedness to peers ➤ Connectedness to school 	<p>➤ Continue to develop and embed the successful approaches to wellbeing, including KidsMatter, MindUp and Restorative practices.</p>
Productivity	To effectively manage staffing profiles within budget constraints while providing a rigorous and engaging education.	<p>Ensure a sustainable and equitable plan for the future which supports the philosophy of the school.</p>	<p>➤ Ensure resources are allocated with a best-fit approach to support improved student outcomes and achieve set goals and targets.</p>

School Strategic Plan 2015-2018: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement</p> <p>Build staff capacity in the implementation of the school's instructional model that aligns with the whole school Teaching and Learning Policy.</p>	<p>Year 1</p> <ul style="list-style-type: none"> The Leadership Team will review the current Teaching and Learning policies to ensure they accurately communicate the key strategies that align with improving student outcomes in English and Mathematics. Scheduled PLT meetings to review / develop rigorous scope and sequence, moderation and data analysis activities, and whole school planning documentation. Develop and document an agreed Mathematics – Number scope and sequence aligned with AusVELS. Allocation of 0.6 staff member to implement the 'Exploring Mathematical Understandings' (EMU) program for 'at risk' students. Professional learning to include a peer observation component that includes both, a focus on specific areas for individual improvement, and a sharing / modelling of practice dimension. 	<ul style="list-style-type: none"> Along with the Principal Class and Leading Teacher, the Leadership Team will comprise the PLT Leaders in the areas of English, Mathematics, Science and Sustainability, ICT and Community Engagement. A Leadership Team meeting schedule that occurs the week following the PLT meetings with school-wide agenda / minutes template with a teaching and learning emphasis. Current ratified policies for Teaching and Learning, English, Mathematics, ICT. Established processes to review / develop scope and sequence, and collect and analyse data Completed and consistently used planning documents Completed scope and sequence for Number. Teachers are able to present relevant student outcomes which are linked to the AIP. Teachers are able to present a reflective journal of evidence of peer observation experiences.
	<p>Year 2</p> <ul style="list-style-type: none"> Review and monitor, as necessary, curriculum units aligned with scope and sequence, ensuring they focus on personalised learning for maximum engagement. Develop and document an agreed Mathematics – Measurement and Geometry scope and sequence aligned with AusVELS. Develop and document an agreed Science – Earth and Space Sciences & Physical Sciences, scope and sequence aligned with AusVELS. Continue PLT meetings to review / develop rigorous scope and sequence, moderation and data analysis activities, and whole school planning documentation. Continue peer observation component that includes both, a focus on specific areas for individual improvement, and a sharing / modelling of practice. 	<ul style="list-style-type: none"> Continued Leadership Team meeting schedule to follow the PLT meetings. Regular school-based professional learning sessions embedded into the meeting schedule. Continued use of a school-wide meeting template. Current ratified policies for Science and Sustainability and Community Engagement. Completed scope and sequence for Measurement and Geometry. Completed scope and sequence for Science - Earth and Space Sciences & Physical Sciences. Teachers are able to present relevant student outcomes which are linked to the AIP. Teachers are able to present a reflective journal of evidence of peer observation experiences.

	Year 3	<ul style="list-style-type: none"> Develop and document an agreed Mathematics – Statistics and Probability scope and sequence aligned with AusVELS. Develop and document an agreed Science – Biological Sciences & Chemical Sciences, scope and sequence aligned with AusVELS. Continue PLT meetings to review / develop rigorous scope and sequence, moderation and data analysis activities, and whole school planning documentation. Continue peer observation component that includes both, a focus on specific areas for individual improvement, and a sharing / modelling of practice. 	<p>Completed scope and sequence for Statistics and Probability.</p> <ul style="list-style-type: none"> Completed scope and sequence for Science – Biological Sciences & Chemical Sciences Continue regular school-based professional learning sessions embedded into the meeting schedule. Teachers are able to present relevant student outcomes which are linked to the AIP. Teachers are able to present a reflective journal of evidence of peer observation experiences.
	Year 4	<ul style="list-style-type: none"> Review implementation of the 'Exploring Mathematical Understandings' (EMU) program for 'at risk' students. Continue PLT meetings to review / develop rigorous scope and sequence, moderation and data analysis activities, and whole school planning documentation. Continue peer observation component that includes both, a focus on specific areas for individual improvement, and a sharing / modelling of practice. 	<ul style="list-style-type: none"> Continue regular school-based professional learning sessions embedded into the meeting schedule. Teachers are able to present relevant student outcomes which are linked to the AIP. Teachers are able to present a reflective journal of evidence of peer observation experiences.
<p>Achievement</p> <p>Develop collective teacher accountability in the assessment and monitoring of student progress to guide teaching and learning.</p>	Year 1	<ul style="list-style-type: none"> Review and audit the school's Assessment Schedule Provide further training for staff in the administration of the Renfrew oral language assessment and benchmarking tools and subsequent analysis Provide regular professional learning opportunities to improve the use of 'Grade Xpert' software to build teacher capacity in interpreting and analysing data to identify individual student learning needs. Leading teacher to attend team planning to facilitate focussed discussion on student data and feedback. 	<ul style="list-style-type: none"> Staff professional development sessions in the familiarisation and development of SMART goals. All teachers are able to construct SMART goals based on student data and feedback. All teachers are able to produce relevant and substantiated evidence for achievement of SMART their goals. Grade Xpert is up-to-date with the most current student progress data outlined in the assessment schedule.

<p>Year 2</p> <ul style="list-style-type: none"> Review and audit the school's Assessment Schedule Continue regular professional learning opportunities to deepen teachers' knowledge and use of assessment tools outlined on the assessment schedule. Continue to provide a Leading teacher to attend team planning to facilitate focussed discussion on student data and feedback. 	<p>Continued professional development sessions in the development of SMART goals.</p> <ul style="list-style-type: none"> All teachers are able to construct SMART goals based on student data and feedback. All teachers are able to produce relevant and substantiated evidence for achievement of SMART their goals. Grade Xpert is up-to-date with the most current student progress data outlined in the assessment schedule.
<p>Year 3</p> <ul style="list-style-type: none"> Review and audit the school's Assessment Schedule Continue regular professional learning opportunities to deepen teachers' knowledge and use of assessment tools outlined on the assessment schedule. Continue to provide a Leading teacher to attend team planning to facilitate focussed discussion on student data and feedback. 	<p>Continued professional development sessions in the development of SMART goals.</p> <ul style="list-style-type: none"> All teachers are able to construct SMART goals based on student data and feedback. All teachers are able to produce relevant and substantiated evidence for achievement of SMART their goals. Grade Xpert is up-to-date with the most current student progress data outlined in the assessment schedule.
<p>Year 4</p> <ul style="list-style-type: none"> Review and audit the school's Assessment Schedule Continue regular professional learning opportunities to deepen teachers' knowledge and use of assessment tools outlined on the assessment schedule. Continue to provide a Leading teacher to attend team planning to facilitate focussed discussion on student data and feedback. 	<p>Continued professional development sessions in the development of SMART goals.</p> <ul style="list-style-type: none"> All teachers are able to construct SMART goals based on student data and feedback. All teachers are able to produce relevant and substantiated evidence for achievement of SMART their goals. Grade Xpert is up-to-date with the most current student progress data outlined in the assessment schedule.
<p>Year 1</p> <ul style="list-style-type: none"> Develop an ICT plan to clarify the place of ICT in enhancing learning and teaching in all curriculum domains. Introduce the whole staff to Google Docs as a central point for the storage and sharing of learning and teaching resources. Introduce students to Google Docs to create a home-school interface. 	<p>Access provided for all staff and students to Spring Parks' Google Docs.</p> <ul style="list-style-type: none"> Regular professional learnings sessions on the use of Google Docs included in the meeting schedule.
<p>Engagement Build the capacity of staff and students to use ICT to enhance learning</p>	

<p>Year 2</p> <ul style="list-style-type: none"> Continue the use of Google Docs as a central point for the storage and sharing of learning and teaching resources. Expand the use of Google Docs as a central point for the storage and communication of school strategic and administrative documentation. 	<p>Access provided for all staff and students to Spring Parks' Google Docs. Regular professional learnings sessions on the use of Google Docs included in the meeting schedule.</p>
<p>Year 3</p> <ul style="list-style-type: none"> Continue the use of Google Docs as a central point for the storage and sharing of learning and teaching resources. Continue the use of Google Docs as a central point for the storage and communication of school strategic and administrative documentation. 	<p>Access provided for all staff and students to Spring Parks' Google Docs. Regular professional learnings sessions on the use of Google Docs included in the meeting schedule.</p>
<p>Year 4</p> <ul style="list-style-type: none"> Continue the use of Google Docs as a central point for the storage and sharing of learning and teaching resources. Continue the use of Google Docs as a central point for the storage and communication of school strategic and administrative documentation. 	<p>Access provided for all staff and students to Spring Parks' Google Docs. Regular professional learnings sessions on the use of Google Docs included in the meeting schedule.</p>
<p>Year 1</p> <p>Engagement Strengthen student understanding of themselves as learners and thus increase ownership of their learning.</p>	<p>Professional learnings sessions on Brain Science, Habits of Mind and Visible Thinking Routines. Teachers' lesson plan formats will contain evidence of priming for student readiness, hooks, kindling and bridging activities to facilitate student learning. Students will be able to use graphic organisers to construct their understanding and make better connections. Timetable of individual teacher and teaching team coaching sessions. Teachers maintain reflective journal related to their brain-based learnings and planning. Students will formulate and articulate their own learning goals in partnership with their teachers through error correction and feedback.</p>

<p>Year 2</p> <ul style="list-style-type: none"> Continue brain-based trainer providing professional development for all staff on Brain Science, Habits of Mind and Visible Thinking Routines. 	<p>Professional learnings sessions on Brain Science, Habits of Mind and Visible Thinking Routines.</p> <p>Teachers' lesson plans formats will contain evidence of priming for student readiness, hooks, kindling and bridging activities to facilitate student learning.</p> <p>Students will be able to use graphic organisers to construct their understanding and make better connections.</p> <p>Timetable of individual teacher and teaching team coaching sessions.</p> <p>Teachers maintain reflective journal related to their brain-based learnings and planning.</p> <p>Students will formulate and articulate their own learning goals through error correction and feedback.</p>
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<p>Wellbeing</p> <p>Continue to develop and embed the successful approaches to wellbeing, including KidsMatter, MindUp and Restorative practices.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Provide coaching support to teachers of levels five and six in the MindUp program implementation. • Implement the MindUp program in Levels Five and Six. • Revisit Modules 1, 2, 3 of Kidsmatter • Revisit Restorative Script..... • Examine existing transition programs: K-Foundation, Year 6-7 • Brainstorm for activities and timelines to support students' transition between levels F-6. 	<ul style="list-style-type: none"> • MindUp evaluation tools evidenced in teachers' learning and teaching planning documentation. • MindUp pre/post survey results indicating improvement for all students in all six components. • Documented K-Foundation transition program. • Documented timeline / program Year 6-7 transition. • Feedback of trialled transition activities between levels.
	<p>Year 2</p> <ul style="list-style-type: none"> • Provide coaching support to teachers of levels five and six in the MindUp program implementation. • Implement the MindUp program in Levels Five and Six. • Continue to refine transition programs: K-Foundation, Year 6-7 • Establish a program of activities and timelines to support students' transition between levels F-6. 	<ul style="list-style-type: none"> • MindUp evaluation tools evidenced in teachers' learning and teaching planning documentation. • MindUp pre/post survey results indicating improvement for all students in all six components. • Documented K-Foundation transition program. • Documented timeline / program Year 6-7 transition. • Documented program of transition activities between levels.
	<p>Year 3</p> <ul style="list-style-type: none"> • Provide coaching support to teachers of levels five and six in the MindUp program implementation. • Implement the MindUp program in Levels Five and Six. • Continue to refine transition programs: K-Foundation, Year 6-7 • Continue to develop program to support students' transition between levels F-6. 	<ul style="list-style-type: none"> • MindUp evaluation tools evidenced in teachers' learning and teaching planning documentation. • MindUp pre/post survey results indicating improvement for all students in all six components. • Documented K-Foundation transition program. • Documented timeline / program Year 6-7 transition. • Documented program of transition activities between levels.

	<p>Year 4</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of the MindUp program. • Evaluate effectiveness of transition programs: K-Foundation, Year 6-7 • Evaluate program of activities and timelines to support students' transition between levels F-6. 	<p>MindUp evaluation tools evidenced in teachers' learning and teaching planning documentation.</p> <p>MindUp pre/post survey results indicating improvement for all students in all six components.</p> <p>Documented K-Foundation transition program.</p> <p>Evaluation of Year 6-7 transition program.</p> <p>Evaluation program of transition between levels.</p> <p>Improved 'Connected to School' scores in the SATS</p> <p>Improved 'Connectedness to Peers' scores in the SATS</p>
<p>Productivity</p> <p>Ensure resources are allocated with a best-fit approach to support improved student outcomes and achieve set goals and targets.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • All resources human and physical are utilised in the best possible combination to achieve maximum effect to support improved student outcomes and achieve set goals and targets. All actions outlined in Student Achievement, Engagement and Wellbeing will impact on the resources of the school and productivity. These will include: <ul style="list-style-type: none"> ➢ Updating ICT as needed within budget constraints. ➢ Strengthen whole-school pedagogy, expertise, and leadership through professional learning, including opportunities for succession planning. ➢ Examine class and teaching structures to ensure a sustainable and equitable plan for the future which supports the philosophy of the school. • Build and deepen the capacity of all leaders and teachers in more effective learning and teaching. 	<p>Effective use of Student Resource Package</p> <p>Fortnightly Transaction and Budget Management Reports are monitored</p> <p>Program Budgets are balanced</p> <ul style="list-style-type: none"> • Staff Opinion Surveys
	<p>Year 2</p> <ul style="list-style-type: none"> • As above 	
	<p>Year 3</p> <ul style="list-style-type: none"> • As above 	
	<p>Year 4</p> <ul style="list-style-type: none"> • As above • Review effectiveness of 	