

# School Strategic Plan 2018-2022

Upper Ferntree Gully Primary School (3926)



Submitted for review by Tabitha OBrien (School Principal) on 20 August, 2018 at 10:39 AM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 27 August, 2018 at 08:52 AM

Awaiting endorsement by School Council President

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<b>School vision</b>	<p>Our Vision To be an engaging and inclusive learning community where students are confident, creative, curious and lifelong learners.</p>
<b>School values</b>	<p>Our Values Respect: We respect ourselves by valuing who we are and doing our personal best. We respect others by treating them fairly and in the way we would like to be treated. We respect our community by being inclusive/friendly to others and taking care of our environment. Integrity: We are honest with each other. We are accountable for the decisions we make. We own up to our mistakes. Resilience: We accept feedback and use it for improvement. We bounce back when things just don't seem to be going right. We make an effort to make things right again. Teamwork: We make sure that we contribute. We make sure that we encourage and give others the opportunity to contribute. We work together to achieve the best we possibly can.</p>
<b>Context challenges</b>	<p>The strategies put in place to improve student learning outcomes in literacy and numeracy had only resulted in an improvement in reading achievement. A consistent curriculum for all areas, particularly for English and Mathematics had been developed and the use of agreed resources for planning and curriculum implementation were in place. Professional learning to develop practice and curriculum knowledge and the development of a whole school instructional model had been implemented over the period of the SSP. Although consistent structures were in place for curriculum and planning, the implementation of the agreed instructional model in writing and mathematics was inconsistent and improved learning outcomes in these areas was not evident. Teacher understanding of the components of the writing lesson structure was inconsistent and learning tasks were not consistently differentiated or rigorous, with all students completing the same task in many classrooms. Differentiation was evident in some explicit teaching groups. The teaching of writing and mathematics had not yet been embedded consistently across the school.</p> <p>Professional learning and resources for reading had resulted in the target being achieved for high growth in reading in 2016 and low growth in reading and grammar and punctuation in 2017. In the initial stages of the current SSP, there was no consistent approach to the development of curriculum or strong leadership of literacy and numeracy. Consistent, effective teaching practice was not evident and differentiation of tasks to support student needs was also inconsistent. Consistent and ongoing professional learning in reading had demonstrated improved student outcomes, but this had not yet been achieved for writing and mathematics, despite ongoing professional learning in these two areas.</p>

	<p>The teaching of writing and mathematics had not yet been implemented consistently across the school, with learning goals, differentiation and feedback to students not yet embedded.</p>
<p><b>Intent, rationale and focus</b></p>	<p>1. Improve student learning growth for all students in Literacy.  An analysis of the school's NAPLAN and teacher judgement data identified a significant proportion of students demonstrating low to medium growth in writing, as well as the school mean for writing had remained below that of the state throughout the period of the current SSP. The panel and the school also agreed that the implementation of the instructional model was inconsistent, and Literacy was therefore identified as an area requiring focus for the next SSP, particularly in the area of writing.</p> <p>2. Improve student learning growth for all students in Numeracy.  An analysis of the school's NAPLAN and teacher judgement data identified a significant proportion of students demonstrating low to medium growth in mathematics, as well as the school mean for mathematics remaining below that of the state throughout the period of the current SSP. The panel and the school also agreed that the implementation of the instructional model was inconsistent, and mathematics was therefore identified as an area requiring focus for the next SSP.</p> <p>3. Improve student voice and agency in their learning.  The panel and the school identified that student voice was evident in student wellbeing and leadership throughout the school. Student agency was less evident in planning, classroom instruction and student goal setting. Student voice and agency was therefore identified as an area requiring focus for the next SSP.</p>

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<b>Goal 1</b>	Improve student learning growth for all students in Literacy.
<b>Target 1.1</b>	<p>NAPLAN targets (based on 2017 results):</p> <ul style="list-style-type: none"><li>• Increase the percentage of students in the top two bands in Year 3 writing from six per cent.</li><li>• Increase the percentage of students in the top two bands in Year 5 writing from 12 per cent.</li><li>• Decrease the percentage of students achieving in the bottom two bands in Year 3 writing from 13 per cent.</li><li>• Decrease the percentage of students achieving in the bottom two bands in Year 5 writing from 29 per cent.</li><li>• Increase the percentage of students making high growth in writing from 13 per cent.</li></ul>
<b>Target 1.2</b>	<p>Staff Opinion Survey targets (based on 2017 results):</p> <ul style="list-style-type: none"><li>• Increase the positive endorsement of Academic Emphasis from 61 per cent.</li><li>• Increase the positive endorsement of Collective Efficacy from 77 per cent.</li><li>• Increase the positive endorsement of Knowledge of High Impact Teaching strategies from 67 per cent.</li><li>• Maintain or increase the positive endorsement of Use of High Impact Teaching strategies from 83 per cent.</li></ul>
<b>Target 1.3</b>	<p>Attitudes to School Survey targets (based on 2017 results):</p> <ul style="list-style-type: none"><li>• Maintain or increase the percent of positive endorsement for Effective Teaching Time from 89 per cent.</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop the capacity of teachers to become instructional leaders in Literacy.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Embed the consistent implementation of the agreed instructional model
<b>Goal 2</b>	Improve student learning growth for all students in Numeracy.
<b>Target 2.1</b>	<p>NAPLAN targets (based on 2017 results):</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students in the top two bands in Year 3 Numeracy from 13 per cent.</li> <li>• Decrease the percentage of students achieving in the bottom two bands in Year 3 Numeracy from 19 per cent.</li> <li>• Decrease the percentage of students achieving in the bottom two bands in Year 5 Numeracy from 22 per cent.</li> <li>• Increase the percentage of students making medium to high growth in Numeracy to 75 per cent or more.</li> </ul>
<b>Target 2.2</b>	<p>Staff Opinion Survey targets (based on 2017 results):</p> <ul style="list-style-type: none"> <li>• Increase the positive endorsement of Academic Emphasis from 61 per cent.</li> <li>• Increase the positive endorsement of Collective Efficacy from 77 per cent.</li> <li>• Increase the positive endorsement of Knowledge of High Impact Teaching strategies from 67 per cent.</li> <li>• Maintain or increase the positive endorsement of Use of High Impact Teaching strategies from 83 per cent.</li> </ul>
<b>Target 2.3</b>	Attitudes to School Survey results (based on 2017 results):

	Maintain or increase the percent of positive endorsement for Effective Teaching Time from 89 per cent.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop the capacity of teachers to become instructional leaders in Numeracy (BPE).
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Embed the consistent implementation of the agreed instructional model (CPA).
<b>Goal 3</b>	Improve student voice and agency in their learning.
<b>Target 3.1</b>	<p>Staff Opinion Survey based on 2017 results</p> <ul style="list-style-type: none"> <li>• Maintain or increase the positive endorsement from teachers of Using Student Feedback to improve practice from 83 per cent</li> <li>• Maintain or increase the positive endorsement from teachers of Promote Student Ownership of Learning Goals from 73 per cent</li> </ul>
<b>Target 3.2</b>	<p>Attitudes to School Survey based on 2017 results</p> <p>Maintain or increase the percent of positive endorsement for Student Voice and Agency from 82 per cent</p>
<b>Key Improvement Strategy 3.a</b>	Embed the development of identified learning goals for all students in Literacy and Numeracy (ESBSP).

Empowering students and building school pride	
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Embed the High Impact Teaching Strategies that support student voice and agency (Goal Setting and Feedback) (BPE).