

School Strategic Plan for Ardeer South Primary School Western Metropolitan Region 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name Mr John Evans Date 11 th December 2012
	Signed..... (School Council President's signature) Name Mrs Barbara Bates Date 11 th December 2012
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

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School Profile

Purpose	<p>To provide a safe, supportive, positive and friendly environment for all members of the Ardeer South community that focuses on engaging all students to achieve their personal best in an atmosphere of respect and co-operation.</p>
Values	<p>The values that form the basis of the Ardeer South Primary School community are:</p> <p>Resilience; Honesty; Respect; Teamwork; Responsibility; Listening; Inclusiveness; Effort</p>
Environmental Context	<p>Ardeer South Primary School is situated in West Sunshine and is part of the Western Metropolitan Region . The school currently participates in the Deer Park / Sunshine network of schools.</p> <p>The school's enrolment has remained relatively stable during the last four years and in 2012 we have 220 students enrolled. The students come from diverse socio-economic and cultural backgrounds and this is reflected in the school having an SFO (Student Family Occupation) of 0.71 and a LBOTE (Language Background Other Than English) proportion of 0.63. A number of students start school with limited English, however an increasing number of students are now attending kindergarten prior to starting school. Over 50% of students receive the Educational Maintenance Allowance.</p> <p>In 2012 the school has nine classes consisting of four teaching teams. There are four specialist programs: Arts, Information Technology, Library and LOTE (Italian) as well as an EAL (English as an Additional Language) program and Reading Recovery. The school has a number of students who require extra support, eight students who receive funding under the Program for Students with Disabilities and a number of other students with learning issues that have required the development of individual learning plans. Our EAL teacher supports students in English across the school while our Reading Recovery teacher supports Year 1 students in reading. Literacy intervention programs support students across the school.</p> <p>The Western Metropolitan Regional Blueprint has had a defining influence on improving the literacy and numeracy teaching practices at Ardeer South Primary School over the last three years. The school has worked very hard to build the capacity of all our teachers</p>

through professional learning at the school, network and regional level. The school will continue its commitment to the regional document 'A Learning Community 2012 – 2014'.

The school places a high priority on continually improving our facilities and resources. Over the last four years the school has installed interactive whiteboards in every classroom as well as introducing netbook computers for students in Years 3-6. The school has had a major refurbishment under the Building the Education Revolution project that has resulted in a significant upgrade to our facilities.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student outcomes in literacy and numeracy with a focus on reading comprehension and problem solving	<p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> Teacher judgement against the AUSVELS in English & Mathematics in Years Prep to 6 to demonstrate growth of at least one AUS VELs level for all non PSD students NAPLAN Reading, Writing and Number from years 3 to 5 to demonstrate growth of at least 100 scaled mean points for each student Teacher judgement against the EAL Continuum to demonstrate a minimum growth of at least one stage annually for all EAL students with a school equivalent background All students in Years Prep – Year 2 to demonstrate annual reading comprehension growth of 5 levels using Fountas & Pinnell. In Years 3 to 6 all students to demonstrate annual reading comprehension growth of at least 2 levels 	<ul style="list-style-type: none"> Continue to improve staff opportunities for professional interaction and school based professional learning with a focus on improving the teaching and learning of English and Mathematics Further develop the capacity of teachers to effectively use assessment tools to monitor student learning to inform teaching practice Improve tracking & monitoring student progress over time Embed AUSVELS across the school
Student Engagement and Wellbeing	To improve student learning confidence	<p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> Students Attitudes to School Survey to show : Learning Confidence to be in the fourth quartile (Year 5 & 6 students) All Year Prep-4 students to record a four or above on a school generated five point scale survey on Learning Confidence 	<ul style="list-style-type: none"> Extend the opportunities to increase student voice, student decision making and student responsibility for their own learning whilst implementing programs that focus on self esteem

Student Pathways and Transitions	To improve intra school transition	By the end of the Strategic Plan: <ul style="list-style-type: none">All students from Prep-6 to record a four or above on a school generated five point scale intra school transition survey	<ul style="list-style-type: none">Provide a seamless education for all students in their journey through the school

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <ul style="list-style-type: none"> Continue to improve staff opportunities for professional interaction and school based professional learning with a focus on improving the teaching and learning of English and Mathematics Further develop the capacity of teachers to effectively use assessment tools to monitor student learning to inform teaching practice 	Year 1	<ul style="list-style-type: none"> Identify literacy and numeracy areas to focus on using school achievement data Further development of Professional Learning Teams / whole staff curriculum sessions in improving teacher practices Evaluate & where appropriate update assessment schedule Enhance understanding and use of achievement data through discussion in teaching teams Staff professional learning to support new assessment tools eg SALSEL, Fountas & Pinnell 	<ul style="list-style-type: none"> Teachers in a collaborative manner reflect on pedagogical practices Professional Learning Teams meeting on a regular basis Curriculum sessions held on a regular basis Consistent approach to the teaching of literacy and numeracy Agreed & documented assessment schedule
	Year 2	<ul style="list-style-type: none"> Continue to identify literacy and numeracy areas to focus on using school assessment data Professional Learning Teams / whole staff curriculum sessions continuing to focus on improving teacher practices Implementation of new assessment tools across the school Continued use of achievement data in teaching teams to drive planning 	<ul style="list-style-type: none"> Assessment practices implemented as per assessment schedule Consistent approach to the teaching of literacy and numeracy Professional Learning Teams meeting on a regular basis Curriculum sessions held on a regular basis
	Year 3	<ul style="list-style-type: none"> Continue to identify literacy and numeracy areas to focus on using school assessment data Professional Learning Teams / whole staff curriculum sessions continuing to focus on improving teacher practices 	<ul style="list-style-type: none"> Consistent approach to the teaching of literacy and numeracy Assessment practices implemented as per assessment schedule
	Year 4	<ul style="list-style-type: none"> As part of School Self Evaluation undertake review of current literacy and numeracy practices 	<ul style="list-style-type: none"> School Self Evaluation completed collaboratively with all staff
<p>STUDENT LEARNING</p> <ul style="list-style-type: none"> Improve tracking & monitoring student practice over time 	Year 1	<ul style="list-style-type: none"> Review current practices in tracking student achievement across the school Explore alternative ways to track student progress so that achievement can be viewed over a number of years 	<ul style="list-style-type: none"> New student tracking program in place
	Year 2	<ul style="list-style-type: none"> Trial new student tracking program 	<ul style="list-style-type: none"> New student tracking program implemented
	Year 3	<ul style="list-style-type: none"> Refine any aspects of student tracking processes that need to be modified 	<ul style="list-style-type: none"> New student tracking program implemented with modifications (if required)

	Year 4	<ul style="list-style-type: none"> As part of School Self Evaluation review student tracking processes 	<ul style="list-style-type: none"> School Self Evaluation completed to develop new Strategic Plan
<p>STUDENT LEARNING</p> <ul style="list-style-type: none"> Embed AUSVELS across the school 	Year 1	<ul style="list-style-type: none"> Implementation of English, Mathematics Science & History in AUSVELS School based and external professional learning to support staff in AUSVELS implementation 	<ul style="list-style-type: none"> Reporting against AUSVELS to parents Tracking students according to AUSVELS requirements
	Year 2	<ul style="list-style-type: none"> Implementation of next stage of AUSVELS according to VCAA requirements School based and external professional learning to support staff in AUSVELS implementation 	<ul style="list-style-type: none"> Reporting against AUSVELS to parents Tracking students according to AUSVELS requirements
	Year 3	<ul style="list-style-type: none"> Implementation of next stage of AUSVELS according to VCAA requirements School based and external professional learning to support staff in AUSVELS implementation 	<ul style="list-style-type: none"> Reporting against AUSVELS to parents Tracking students according to AUSVELS requirements
	Year 4	<ul style="list-style-type: none"> As part of School Self Evaluation review progress in implementation of AUSVELS 	<ul style="list-style-type: none"> School Self Evaluation completed to develop new Strategic Plan
<p>STUDENT ENGAGEMENT AND WELL BEING</p> <ul style="list-style-type: none"> Extend the opportunities to increase student voice, student decision making and student responsibility for their own learning whilst implementing programs that focus on self esteem 	Year 1	<ul style="list-style-type: none"> Undertake review of student learning confidence at Ardeer South PS using school data Develop a survey for students from Prep to four to document student learning confidence across the school Identify how staff currently provide feedback to students to develop student learning confidence Research best practice re student feedback Organise professional development for all staff to develop strategies to improve student learning confidence 	<ul style="list-style-type: none"> Implementation of annual student confidence survey across the school Increased opportunities for student voice and decision making in classroom practices Consultation between student groups and school leadership Regular student feedback evident in classroom programs
	Year 2	<ul style="list-style-type: none"> Embed strategies to increase student voice, decision making and learning confidence at classroom and whole school levels 	<ul style="list-style-type: none"> Implementation of strategies in classrooms to improve student learning confidence

		<ul style="list-style-type: none"> Continue staff professional development on strategies to enhance learning confidence Continued implementation of regular student feedback as part of classroom programs 	<ul style="list-style-type: none"> Regular teacher feedback evident in classroom practices
	Year 3	<ul style="list-style-type: none"> Adapt and revise strategies used Continued implementation of student confidence survey Continued implementation of regular student feedback 	<ul style="list-style-type: none"> Improvement in student learning confidence displayed in school surveys Regular teacher feedback evident in classroom practices
	Year 4	<ul style="list-style-type: none"> As part of School Self Evaluation undertake review of the success of the current survey & student feedback practices 	<ul style="list-style-type: none"> Improvement in student learning confidence
<p>STUDENT PATHWAYS AND TRANSITIONS</p> <p>Provide a seamless education for all students in their journey through the school</p>	Year 1	<ul style="list-style-type: none"> Review current intra school transition practices Survey all students on a school generated intra transition questionnaire Explore different effective intra school transition strategies 	<ul style="list-style-type: none"> Analysis of data collected from school generated intra school transition survey Implementation of new intra school transition practices Agreed and documented approach to intra school transition
	Year 2	<ul style="list-style-type: none"> Implementation of new intra school transition practices 	<ul style="list-style-type: none"> New intra school transition practices embedded across the school
	Year 3	<ul style="list-style-type: none"> Revise and refine intra school transition practices as necessary 	<ul style="list-style-type: none"> New intra school transition practices embedded with modifications (if required)
	Year 4	<ul style="list-style-type: none"> As part of School Self Evaluation review current intra school transition practices 	<ul style="list-style-type: none"> School Self Evaluation completed to develop new Strategic Plan

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