

## St Georges Rd Primary School Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in

2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: <i>Kerriane Souter October 30<sup>th</sup> 2017</i>	.....[name]..... [date]	.....[name]..... [date]
School council: <i>Jackie Ciszewski Dec 13<sup>th</sup> 2017</i>	.....[name]..... [date]	.....[name]..... [date]
Delegate of the	.....[name]..... [date]	.....[name]..... [date]
Secretary: <i>Marian Lawless Dec 14<sup>th</sup> 2017</i>	.....[name]..... [date]	.....[name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>St Georges Road Primary School ensures every student receives an outstanding, well-rounded education. We provide an inclusive, nurturing environment and recognise the importance of encompassing the academic, physical, social and emotional aspects of learning and development. Our School, families and community work together in a partnership that ensures every child reaches their full potential.</i></p>	<p><b>RESPECT, RESPONSIBILITY, PRIDE &amp; EXCELLENCE</b></p> <p> <b>RESPECT:</b> Respecting others, yourself, your belongings and our environment.</p> <p> <b>RESPONSIBILITY:</b> Being responsible for our actions, our belongings and our school, being reliable and striving to be a good citizen.</p> <p> <b>PRIDE:</b> Being confident and proud of yourself. Use your talents and skills to your best ability and showing pride in your appearance, your work and our school.</p> <p> <b>EXCELLENCE:</b> Always giving your best effort, being resilient, encouraging and a positive team member. Always following the school rules and values.</p>	<p><i>St Georges Rd Primary School celebrates a rich culture of diversity, and has experienced an increasing enrolment trend over recent years. At the time of the school review, the enrolment was 439 students. Compared with most other schools in the Shepparton area, St Georges Rd has a high level of social and economic disadvantage.</i></p> <ul style="list-style-type: none"> <li>Over the last 5 Years, the Student Family Occupation Index has increased incrementally to be currently 0.84</li> <li>48% of students have English as an Additional Language. 8% of this cohort comprising New Arrival Refugees— mainly from the middle eastern countries.</li> <li>17% of students (average around 80) are Koorie and represent both Bangerang and Yorta Yorta nations.</li> </ul> <p><i>Increased enrolments have densified the level of disadvantage across the school. The Australian Early Development Census (2015) data for our school highlights that up to 25% of students are 'At Risk' at the time they commence formal schooling in all five domains. In 2017, the school has 37 equivalent fulltime teachers and 21 Education Support Staff. The staffing profile is well balanced in terms of youth, experience and gender ratios and consists of:</i></p> <ul style="list-style-type: none"> <li>The Leadership team: Principal, an Assistant Principal - Student Learning; an Assistant Principal - Student Engagement &amp; Wellbeing; and a Teaching &amp; Learning Leading Teacher.</li> <li>23 Classroom teachers in classroom, specialist and intervention (literacy and Numeracy) teaching positions. The Specialist program includes the Performing Arts, Visual Arts, and Multimedia and LOTE Italian for F-Yr. 2 students.</li> <li>Our Education Support team are employed in various time fractions to meet the changing needs of the school. This includes integration support, family liaison and engagement roles to support the major cultural groups, administrative staff, I.T support and therapeutic intervention aligned to paediatric and allied health support.</li> </ul> <p><i>The Curriculum offered is comprehensive, and based on the Victorian Curriculum with Year level scope and sequence and weekly documented plans for each class. A Mathematics, Writing and Reading instructional model has been developed; with teacher professional development focused on the teaching approaches in these foundational skill areas. Additional programs include an intensive English tuition for New Arrival Refugee Students and a Koorie culture program.</i></p> <p><i>Developing a positive climate for learning has been based on our guiding document 'Setting Directions' underpinned by our four school values; and complemented with a social curriculum and trauma based professional learning.</i></p> <p><i>A talented workforce provide additional extra-curricular opportunities including student led assemblies and concerts, school weekend sports teams, before and after school sporting activities, homework clubs, lunchtime alternative programs such as guitar club, knitting and therapeutic drumming.</i></p> <p><i>The school offers a comprehensive Physical Education, sports, swimming and camping program.</i></p> <p><i>Community partnerships strengthen the capacity of our school community and include:</i></p> <ul style="list-style-type: none"> <li>Regular Paediatric multidisciplinary clinics supporting students with learning and behavioural difficulties.</li> <li>Goulburn Valley Water supports a weekly junior reading initiative and a senior leadership development program.</li> <li>Weekly homework clubs are facilitated by Smith Family and Save the Children.</li> </ul> <p><i>Several community sponsors contribute to our Star Student Scholarship program designed to strengthen student leadership and aspiration.</i></p>	<p><b>Intent:</b></p> <ol style="list-style-type: none"> <li>Embed an agreed whole school instructional model and learning pathways</li> <li>Strengthen distributed instructional leadership and drive consistent and coherent teaching and learning approaches.</li> <li>Build a data informed teaching and learning culture</li> <li>Develop a documented English as an Additional Language action plan for staff professional learning, instructional practice and assessment for EAL students.</li> <li>Strengthen student agency for learning</li> </ol> <p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>An agreed whole school instructional model will enable consistency and coherency in teacher practice. It will provide an overarching framework for effective teaching approaches and high impact teaching strategies in every classroom and program essential for whole school improvement.</li> <li>Instructional leadership and the quality of teaching practice has the greatest positive impact on student learning outcomes. If there is a culture of high expectations, strong teacher efficacy, accountability, and an unrelenting focus on student achievement, then learning outcomes should improve.</li> <li>Improving data literacy at all levels of the school will ensure teaching and learning practices and resources are allocated for the greatest impact on student achievement.</li> <li>A whole school EAL action plan will strengthen teacher knowledge and skills and lead to improved outcomes for EAL students.</li> <li>Strengthening student agency will ensure students are active participants in their own learning.</li> </ol> <p><b>Focus:</b></p> <ol style="list-style-type: none"> <li>To develop instructional leadership and pedagogical knowledge that will strengthen curriculum planning, data literacy and the consistent implementation of high impact teaching practices.</li> <li>To develop and implement a consistent and coherent instructional model to improve the learning growth of every student in literacy and numeracy.</li> <li>To implement approaches that will strengthen student voice, build a positive mindset for learning and a culture of high expectations for all students.</li> <li>To develop and implement effective classroom and intervention processes to improve the learning outcomes for EAL students.</li> </ol>

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)
<p><u>Create a culture of shared and distributed leadership with collective responsibility for student outcomes.</u></p>	<p><b>Professional Leadership</b></p> <ul style="list-style-type: none"> <li>Instructional and shared leadership</li> </ul>	<p><i>Build professional learning teams that collaborate and have collective responsibility for the learning of all students.</i></p>	<p><b>STAFF OPINION SURVEY</b>  <b>School Climate:</b></p> <ul style="list-style-type: none"> <li>Collective efficacy from 53% (2017) to 65% (2021)</li> <li>Teacher collaboration from 56% (2017) to 66% (2021)</li> <li>Academic Emphasis from 53% (2017) to 63% (2021)</li> </ul> <p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>Feedback from 61% (2016) to 71% (2021)</li> <li>Overall endorsement from 70% (2017) to 80% (2021)</li> </ul> <p><b>STUDENT ATTITUDES TO SCHOOL</b>  <b>Effective teaching practice for cognitive engagement:</b></p> <ul style="list-style-type: none"> <li>Differentiated learning challenge from 88% (2017) to 92% (2021)</li> </ul> <p><b>Learner Characteristics and disposition:</b></p> <ul style="list-style-type: none"> <li>Learning confidence from 78% (2017) to 83% (2021)</li> </ul>
		<p><i>Establish a culture where all teachers are instructional leaders.</i></p>	<p><b>STAFF OPINION SURVEY</b>  <b>School leadership:</b></p> <ul style="list-style-type: none"> <li>The overall endorsement of school leadership from 74% (2017) to 80% (2021)</li> <li>Instructional Leadership from 76% (2017) to 86% (2021)</li> <li>Leaders support for change from 79% (2017) to 85% (2021)</li> </ul>
<p><u>Improve literacy and numeracy outcomes for all students.</u></p>	<p><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Curriculum Planning &amp; Assessment</li> <li>Evidenced Based High Impact Strategies</li> </ul>	<p><i>Build a guaranteed and viable whole school curriculum that supports planning and assessment to improve student outcomes.</i></p>	<p><b>NAPLAN</b>  Increase the percentage of students achieving <b>medium and high learning growth</b> for Year 3 to 5 NAPLAN assessments:</p> <ul style="list-style-type: none"> <li>Reading from 74% (2016) to 85% (2021)</li> <li>Writing from 73% (2016) to 85% (2021)</li> <li>Numeracy from 54% (2016) to 70 (2021)</li> </ul> <p><b>VICTORIAN CURRICULUM</b>  Increase the percentage of students 'at' and 'above' Victorian Curriculum excepted levels:</p> <ul style="list-style-type: none"> <li>Reading and Viewing - at least 85% students demonstrate 12 months+ growth</li> <li>Writing – at least 85% students demonstrate 12 months+ growth</li> <li>Speaking and Listening – at least 85% students demonstrate 12 months+ growth</li> <li>Number and Algebra - at least 85% students demonstrate 12 months+ growth</li> </ul>
		<p><i>Build teacher capacity to implement an evidenced based pedagogical model supported by high impact teaching strategies.</i></p>	<p><b>STAFF OPINION SURVEY</b>  <b>School Climate:</b></p> <ul style="list-style-type: none"> <li>Guaranteed and Viable Curriculum from 79% (2017) to 86% (2021)</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Applicability of professional learning from 68% (2016) to 80% (2021)</li> <li>Active participation from 70% (2016) to 75% (2021)</li> </ul> <p><b>Teaching and Learning:</b>  The overall endorsement of teaching and learning from 63% (2016) to 74% (2021)</p>
<p><u>Inspire and empower students in their learning</u></p>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li>Empowering students and building school pride.</li> <li>Setting expectations and promoting inclusion</li> </ul>	<p><i>Develop student leadership skills, voice in learning and understanding of themselves as learners.</i></p>	<p><b>STUDENT ATTITUDES TO SCHOOL</b>  <b>Learner characteristics and disposition:</b></p> <ul style="list-style-type: none"> <li>Learning confidence from 78% (2016) to 83% (2021)</li> <li>Self-regulation and goal setting from 86% (2016) to 90% (2021)</li> </ul> <p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>Student voice and agency from 74% (2016) to 80% (2021)</li> </ul>
		<p><i>Build high expectations for learning, interactions with others, attendance and punctuality.</i></p>	<p><b>STAFF OPINION SURVEY</b>  <b>School Climate:</b>  Trust in students and parents from 38% (2016) to 45% (2021)</p> <p><b>STUDENT ATTITUDES TO SCHOOL</b>  <b>Effective teaching practice for cognitive engagement:</b></p> <ul style="list-style-type: none"> <li>Classroom behaviour from 78% (2017) to 83% (2021)</li> </ul> <p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>Student voice and agency from 74% (2016) to 80% (2021)</li> </ul> <p><b>Teacher student relationships:</b></p> <ul style="list-style-type: none"> <li>Teacher concern from 79% (2017) to 83% (2021)</li> </ul> <p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>School connectedness from 85% (2016) to 90% (2021)</li> </ul> <p><b>Student safety:</b></p> <ul style="list-style-type: none"> <li>Managing bullying from 82% (2017) to 88% (2021)</li> <li>Respect for diversity from 84% (2017) to 90% (2021)</li> </ul> <p><b>PARENT OPINION SURVEY</b>  <b>Safety:</b></p> <ul style="list-style-type: none"> <li>Experience of bullying from 60% (2017) to 70 (2021)</li> </ul>