



School Strategic Plan for Porepunkah

1144

2016-2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....<i>Lyn Dwyer</i>.....</p> <p>Name.....Lyn Dwyer</p> <p>Date.....November 2015.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....<i>Nick Malkin</i>.....</p> <p>Name.....Nick Malkin.....</p> <p>Date.....November 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.....</p> <p>Date.....</p>
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School Profile

<p>Purpose</p> <p>The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school’s strategic planning decisions and for ongoing performance against the school’s stated objectives and values.</p>	
<p>Regulatory context</p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA’s School Governance standard, “a school must have a clear statement of its philosophy”. The statement is expected to cover the school’s vision, values, mission or objectives, including an explanation of how the school’s philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<p>Purpose</p>	<p>Our School places every learner at the center to ensure all students achieve success in their learning. Our purpose is to create an inclusive, safe, high quality learning environment where learners are guided in the development of: a love of learning, self-esteem, rising to challenges, confidence, and independence and are happy, positive children who strive for excellence in lifelong learning.</p>
<p>Values</p>	<p>Porepunkah Primary School prides itself as being a central part of the community. We have a shared responsibility for the education of all students. Our school promotes an open door policy where members of the community are encouraged to be part of the learning process. We are committed to instilling learners with respect for self and others, confidence, resilience, honesty, tolerance, persistence, pride in their achievements in their school and in their community and a desire to achieve at the highest possible level.</p>
<p>Environmental Context</p>	<p>Porepunkah Primary School is located on the banks of the Ovens River near the foot of Mt. Buffalo and adjacent to the National Park. It has an enrolment of children and serves an accessible rural community that is steadily growing. There has been a Primary School in the township of Porepunkah since 1873 and the school boasts a long tradition of community involvement,</p>

	community pride and a real feeling of community ownership. The School has a history of commitment to the best interests of its students; especially their educational development, their long-term welfare and their overall safety.
Service Standards	<p>In accordance with the school’s purpose and values, this section provides an opportunity to clearly articulate the school’s Bounce Back (Mental Health Program) values and philosophies.</p> <ul style="list-style-type: none"> • <i>B = Bad times don’t last. Things always get better. Stay optimistic</i> • <i>O = other people can help if you talk to them. Get a reality check.</i> • <i>U = Unhelpful thinking makes you feel more upset. Think again.</i> • <i>N = Nobody is perfect! Not you, not others.</i> • <i>C = Concentrate on the positives (no matter how small) and use laughter.</i> • <i>E = everybody experiences sadness, failure, rejection, and setbacks sometimes, not just you. They are a normal part of life. Try not to personalize them.</i> • <i>B = Blame fairly. How much of what happened to you was due to you, others and to bad luck or circumstances?</i> • <i>A = Accept what can’t be changed (but try to change what you can first).</i> • <i>A = Accept what can’t be changed (but try to change what you can first).</i> • <i>C = Catastrophizing exaggerates your worries. Don’t believe the worst possible picture.</i> • <i>K = Keep things in perspective it’s only part of your life.</i>

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p><u>Achievement Goal</u> To continually improve learning outcomes for all students in Literacy and Numeracy.</p>	<p><u>Key Improvement Strategies</u></p> <ul style="list-style-type: none"> • Build consistent understanding of Early Years Framework between Pre-school and Foundation teachers. • Regularly monitor agreed assessment <u>tools</u> for assessing writing, speaking and listening and all areas of mathematics F-6.
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a</p>	<p>Increase by at least 20% the amount of AusVels A's and B's in Reading, Writing and Maths/Number and Algebra.</p>	

<p>number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Reduce the amount of Foundation students arriving from Alpine Children’s Centre entering school at below expected reading, speaking and Listening and Maths levels.</p> <p>Students on ‘Reading Assistance’ intervention software package improves reading levels throughout all year levels minimum 2 levels – maximum 5 levels</p> <p>Every student owns their Reading, Writing and Maths data sets and reports back to parents at parent interview time</p>	<ul style="list-style-type: none"> • Master the use of evidence-based learning improvement tools for assessing writing, speaking and listening and maths • Use evidence-based professional learning to Investigate and audit a new assessment package that measures impact of teaching programs • Develop and moderate a whole school consistent model for student conferencing in literacy and numeracy.
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Re-establish Early Years Network Group • Have a biannual spelling program; Year A= Spelling Mastery, Year B – Reading Eggs online spelling program • Design/trial a writing assessment rubric – update assessment schedule with tool to be used. • Update maths assessments using tools on staff drive as a trial in Year 1 • Complete an expressive/receptive Assessment on Foundation and Yr. 1 students and children at risk throughout the school. • Review accerlus as reporting package that also records and analyses student data • Schedule data PLT for each term 	<p>Early Years meeting diarised each term on Principal calendar</p> <p>Spelling workbooks added to booklists each year as evidence of embedded spelling program</p> <p>Assessment Schedule and student data sets used in parent interviews to improve student ownership of data</p> <p>Time given to teachers to complete Expressive/receptive language speech test</p> <p>Accelerus reporting and data collection software program purchased and used.</p>

	<ul style="list-style-type: none"> • Student conference rubric designed for Lit/Num – whole school consistent template using the CAFÉ model conference template as a model • Research speaking and listening assessment tool 	
Year 2	<ul style="list-style-type: none"> • Early Years network Group established and setting goals for Yr. 2,3,4 • Adopt a writing, maths assessment tool • Adopt a reporting package for remainder of strategic plan • Student Conference rubric updated and ratified for whole school use 	<p>Early Years action plan for 2017 and beyond</p> <p>Student conference rubric for maths and writing uploaded to staff drive</p>
Year 3	<ul style="list-style-type: none"> • Early Years Network meetings part of calendar year • Updated assessment schedule core practice within each of the four terms • Students own teacher notes for writing/maths conference, filed in data portfolios • Data analysis term PLT's meetings using Accerlus online data system 	<p>Early Years Network driving force in increase in improved entry data for Foundation students</p> <p>Data PLT's use Accelerus data collecting package for forward action goal setting for students</p>
Year 4	<ul style="list-style-type: none"> • Review and evaluate, set recommendations for next strategic plan teaching and learning directions for improvement 	<p>Recommendations listed in readiness for school review evaluation</p>

Engagement	Key improvement strategies Key improvement strategies are the high-level actions that the
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Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

To improve student engagement particularly in relation to Teaching and Learning variables and how students perceive the variables

- **Develop and embed strategies to improve student attendance with an emphasis on educating parents on the positive impacts of regular attendance.**
- **ensure and Promote student voice across the school particularly in relation to students' perceptions of learning confidence and teacher effectiveness.**

Targets
Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms

Reduce absence levels across all year levels

2014	15.78	16.25	19.04	13.91	6.70	16.41	18.55	15.52
2015	15.58	14.53	19.63	23.77	22.74	19.26	27.12	20.51

Continue to improve attitudes to school survey results

- **Develop nature play in the school and wider community.**
- **embed ICT curriculum**

<p>and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>			Factor Mean Score				
			2013	2014	2015		
		Secondary Order Factor	Factor Name				
	School	Student Relationships	Classroom Behaviour	2.31	2.90	3.36	
			Connectedness to Peers	4.03	4.03	4.67	
			Student Safety	3.44	4.38	4.52	
		Wellbeing	Student Distress	4.76	5.82	6.14	
			Student Morale	5.21	5.14	6.25	
		Teaching and Learning	Learning Confidence	3.89	3.75	4.28	
			School Connectedness	4.05	3.98	4.49	
			Stimulating Learning	3.59	3.63	4.57	
			Student Motivation	4.49	4.30	4.79	
Teacher Effectiveness			4.22	4.22	4.69		
Teacher Empathy		4.19	4.46	4.75			
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>If there is an increase in student perceptions of connectedness, learning confidence and a stimulating learning environment then student motivation to achieve will increase.</p> <p>Regular student attendance is a prerequisite for learning.</p>						
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify</p>					

		and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	<ul style="list-style-type: none"> • Explore Nature Play as a point of difference for the school – trial stations with signage indicating activity • Revisit and value add to whole school procedures for responding to student absences • Investigate innovative ideas where student voice is heard and student leadership is visible within the school • Embed 'Bounce Back' lessons within the curriculum. Senior students to facilitate lessons • eLearning professional learning for one term 	<p>Student absence policy written</p> <p>Student Leadership roles and responsibility documented</p> <p>Senior students rostered to facilitate lessons.</p>
Year 2	<ul style="list-style-type: none"> • Nature Play activities contain professional signage and updated equipment tools • Technology utilised to showcase evidence of student leadership growth • Student absence procedures known and in place to support families and teachers 	<p>Students of all ages engaged in Nature Play</p> <p>Absence procedures known and understood by community</p>
Year 3	<ul style="list-style-type: none"> • More nature play areas developed on oval • Student leadership videos embedded in newsletter and webpage • Bounce Back lessons showcased at Parent Information sessions. 	<p>Oval contains community Nature Play stations</p> <p>Webpage and newsletter contain leadership videos</p>
Year 4	<ul style="list-style-type: none"> • Review and evaluate, set recommendations for next strategic plan engagement directions for improvement 	<p>Recommendations documented and delivered to reviewer</p>

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement

		strategies will be documented in detail through the school's Annual Implementation Planning process.
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	To improve student wellbeing outcomes for all students.	<ul style="list-style-type: none"> • Embed a wellbeing framework and program across the school. • Promote student voice across the school particularly in relation to students' perceptions of safety.
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	A 'Bounce Back' student wellbeing survey to be completed by all students across the school over the next four years in order to gather trend analysis data. This data to be triangulated with attitudes to school data.	
<p>Theory of action (optional)</p> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	Supporting improved wellbeing outcomes for students creates a connectedness for students to their school and community.	
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
Year 1	<ul style="list-style-type: none"> • Develop school wide student survey to capture perceptions of student safety- collate data for a future five year trend analysis 	Each class provides questions to reflect student safety needs across all year levels. Guest speakers booked

	<ul style="list-style-type: none"> Engage guest speakers to deliver talks on resilience Trial students analysing their data sets and complete De Bono 'six hats' evaluation page on their learning for the term. Complete component 4 of 'Kismatter' program (family wellbeing and engagement) 	De Bono 'six hats' evaluation rubric uploaded to staff drive. Component 4 completed and parent night held
Year 2	<ul style="list-style-type: none"> Student Safety Survey adopted and utilised by whole school Guest speakers scheduled each semester to cover 'Bounce Back' values. Students analyse their data sets and complete De Bono 'six hats' evaluation page on their learning for the term. 	Survey analysed and evaluation ideas acted upon Student data portfolios follow through with them each year
Year 3	<ul style="list-style-type: none"> Student population set direction/policy for improved student safety Student analysis of data sets included in reports Student safety survey includes next priority area 	Student safety policy ratified at school Council Student data evaluation page included in reports
Year 4	<ul style="list-style-type: none"> Review and evaluate, set recommendations for next strategic plan wellbeing directions for improvement 	Recommendations documented and delivered to reviewer

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> To optimize use of existing resources and explore future funding and resource opportunities. 	<ul style="list-style-type: none"> Build professional capability of all staff in eLearning in order to improve engagement Develop the school environment to support nature play opportunities for students.
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Elearning coach employed for first year of plan Expected money from the sale of the Pine Plantation in approximately 2018 to reflect development of possible bike track, environmental learning and nature play activities</p>	
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>The efficient management of school resources is critical to providing high quality outcomes for all students.</p>	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	
<p>Year 1</p>	<ul style="list-style-type: none"> Employ elearning coach for 2016 along with improving ICT infrastructure at the school Investigate options for school as community hub 	<p>Students and staff using technology as teaching and learning tools to produced increased learning outcomes</p>

	<ul style="list-style-type: none"> • Investigate possible learning opportunities available through school pine plantation • Visits to other school community hubs to be conducted 	<p>Submission completed on how to utilise opportunities available at the Porepunkah Pine Plantation.</p> <p>School booked for community activities outside school and within school hours</p>
Year 2	<ul style="list-style-type: none"> • Staff student free days used to learn new elearning tools • Pine Plantation trial from research ideas in 2016 to be trialled. • Pine plantation submission for future use to be completed 	<p>School booked for community activities outside school and within school hours in line with Department policy re insurance and liability</p>
Year 3	<ul style="list-style-type: none"> • Pine plantation submission for future use to be now contain an action plan. • Elearning equipment updated throughout school using school's ICT plan as key tool • Develop policy for how school is to be used as community hub in future years 	<p>Action plan broken down into year-long activities</p> <p>Elearning school register reflects increased purchasing of human and physical resources.</p>
Year 4	<ul style="list-style-type: none"> • Review and evaluate, set recommendations for next strategic plan productivity directions for improvement 	<p>Recommendations documented and delivered to reviewer</p>