

# School Strategic Plan Goals and Targets 2017-2020

Pearcedale Primary School (2961)



Submitted for review by Heidi McDonough (School Principal) on 21 December, 2017 at 08:35 AM  
Endorsed by Mary Azer (Senior Education Improvement Leader) on 21 December, 2017 at 09:04 AM  
Endorsed by Jenny Dalgleish (School Council President) on 22 December, 2017 at 01:22 PM

# School Strategic Plan Goals and Targets - 2017-2020

Pearcedale Primary School (2961)

<b>Goal 1</b>	To improve learning outcomes and achieve continuous learning growth for all students in Literacy and Numeracy.
Targets	Increase the number of students working at or above the expected level in Reading from 82% to 85% Writing from 79% to 85% Number from 87%- 90%  Reduce the number of students making relative low growth in Reading 30% to 25% or less. Writing 38% to 25% or less Number from 29 % to 25%

<b>Goal 2</b>	Increase student motivation and engagement in learning.
Targets	Increase the ATSS results in: Stimulated learning from 1st quartile to 3rd quartile. High expectations for success from 1st quartile to 3rd quartile. Attitudes to attendance from 1st to 3rd quartile. Student absenteeism to be reduced form an average of 18 days per student per year to 16 days or less.

## Define Evidence of Impact and Activities and Milestones - 2018

Pearcedale Primary School (2961)

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# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Pearcedale Primary School (2961)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve learning outcomes and achieve continuous learning growth for all students in Literacy and Numeracy.	<p>Increase the number of students working at or above the expected level in                      Reading from 82% to 85%                      Writing from 79% to 85%                      Number from 87%- 90%</p> <p>Reduce the number of students making relative low growth in                      Reading 30% to 25% or less.                      Writing 38% to 25% or less                      Number from 29 % to 25%</p>	Yes	<p>Increase the number of students working at or above the expected level in</p> <p>Reading from 82% to 85%</p> <p>Writing from 79% to 85%</p> <p>Number from 87%- 90%</p> <p>Reduce the number of students making relative low growth in</p>	Evidence-based high-impact teaching strategies

			<p>Reading 30% to 25% or less.</p> <p>Writing 38% to 25% or less</p> <p>Number from 29 % to 25%</p>	
Increase student motivation and engagement in learning.	<p>Increase the ATSS results in:</p> <p>Stimulated learning from 1st quartile to 3rd quartile.</p> <p>High expectations for success from 1st quartile to 3rd quartile.</p> <p>Attitudes to attendance from 1st to 3rd quartile.</p> <p>Student absenteeism to be reduced form an average of 18 days per student per year to 16 days or less.</p>	Yes	<p>Increase the ATSS results in:</p> <p>Stimulated learning from 1st quartile to 3rd quartile.</p> <p>High expectations for success from 1st quartile to 3rd quartile.</p> <p>Attitudes to attendance from 1st to 3rd quartile.</p>	Setting expectations and promoting inclusion

**Improvement Initiatives Rationale**

Our data is showing that:  
 Reading is an area that requires improvement.  
 The above has indicated to us that the FISO Initiatives of evidence based high impact teaching strategies and setting expectations and promoting inclusion should be heavily focused on in order to increase student learning and engagement at school. Therefor 2018 will be the year of "Back to Basics with high expectations". What we are seeing across the board is the improving the quality of feedback to students will give us leverage across all areas.

<b>Goal 1</b>	To improve learning outcomes and achieve continuous learning growth for all students in Literacy and Numeracy.
<b>12 month target 1.1</b>	Increase the number of students working at or above the expected level in

	<p>Reading from 82% to 85%</p> <p>Writing from 79% to 85%</p> <p>Number from 87%- 90%</p> <p>Reduce the number of students making relative low growth in</p> <p>Reading 30% to 25% or less.</p> <p>Writing 38% to 25% or less</p> <p>Number from 29 % to 25%</p>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	All teaching staff have clarity of the skills and expectations of Reading and Viewing from foundation to Level 6, and this is reflected in planning documentation and curriculum delivery.
<b>Goal 2</b>	Increase student motivation and engagement in learning.

<b>12 month target 2.1</b>	<p>Increase the ATSS results in:</p> <p>Stimulated learning from 1st quartile to 3rd quartile.</p> <p>High expectations for success from 1st quartile to 3rd quartile.</p> <p>Attitudes to attendance from 1st to 3rd quartile.</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	To enforce high standards through employing explicit strategies, policies and programs, to teach and encourage student motivation and engagement of learning.

## Define Evidence of Impact and Activities and Milestones - 2018

Pearcedale Primary School (2961)

<b>Goal 1</b>	To improve learning outcomes and achieve continuous learning growth for all students in Literacy and Numeracy.
<b>12 month target 1.1</b>	<p>Increase the number of students working at or above the expected level in</p> <p>Reading from 82% to 85%</p> <p>Writing from 79% to 85%</p> <p>Number from 87%- 90%</p> <p>Reduce the number of students making relative low growth in</p> <p>Reading 30% to 25% or less.</p> <p>Writing 38% to 25% or less</p> <p>Number from 29 % to 25%</p>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategy 1</b>	All teaching staff have clarity of the skills and expectations of Reading and Viewing from foundation to Level 6, and this is reflected in planning documentation and curriculum delivery.

Actions	<p>Unpack Victorian Curriculum Reading and Viewing standards.  Based on student achievement data, teachers adjust the pace and content of learning to ensure continual growth.  Refine and ensure there is clear understanding of the PPS coaching model  Unpacking HITS with all staff to ensure key elements are incorporated into agreed models of teaching.</p>			
Evidence of impact	<p>The school will have a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges in Reading and Viewing.  All teachers expect that every student will make at least 12 month's growth in a school year, regardless of their starting point.  Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice.  Teachers continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues.  Building knowledge and skills in the use of agreed high-impact teaching strategies is referenced in teacher Performance and Development Plans.  The school has a clear instructional model that is based on research relating to high-impact teaching strategies  They question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.  Teachers use multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies.  The FISO Improvement Cycle is used to ensure early intervention, scaffolding and extension is accurately targeted and delivered.  School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
We will have created a PPS continuum of Reading and Viewing skills form Foundation to Level 6.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evidence of differentiation and personalisation in planning documentation and PLT discussions as a result of data analysis. Agreed assessment schedule to be developed and implemented based on the trialing of assessment tools.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Students are able to articulate their learning goals and the growth they have made.				
All teachers have participated in a minimum of 5 coaching sessions. PDP documentation reflects improved practice as a direct result of participation in coaching.	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers can articulate the value add on student learning as a result of implementing High Impact Teaching Strategies in their classroom These will be evident in PLT meetings and documentation.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Increase student motivation and engagement in learning.
<b>12 month target 2.1</b>	Increase the ATSS results in:  Stimulated learning from 1st quartile to 3rd quartile.  High expectations for success from 1st quartile to 3rd quartile.  Attitudes to attendance from 1st to 3rd quartile.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	To enforce high standards through employing explicit strategies, policies and programs, to teach and encourage student motivation and engagement of learning.
Actions	Review and revise the current Junior School Council and student leadership roles structure and purpose Review and revise current school values and vision and share with the school community. Ensure all PPS staff have a common understanding of the feedback process and how to support students with developing effective strategies towards achieving their goals. Develop a systematic way of collecting student feedback around teaching and learning practices at PPS Create a policy that outlines attendance expectations at PPS and promote the key messages within this to the school community.

Evidence of impact	<p>The school regularly reviews its data and evaluates practices that promote and prioritize inclusion and engagement across the school community</p> <p>The school's values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions.</p> <p>Students set meaningful learning goals and monitor and assess their progress with support from their teachers. Students set aspirational learning goals and they monitor and evaluate progress independently.</p> <p>Student voice and agency is used to help develop and promote the direction of the school and student learning.</p> <p>School community values attendance as an essential element of success at school.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Restructured Student Leadership program that embraces personal, public and community leadership skills.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Investigate the most effective way to promote transparency of the school vision and values with the school community.	School Improvement Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Staff can show evidence of feedback sessions with students. Parents will be aware of their child's learning and behavioral goals and student reports will reflect personalisation.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Teachers have collected monthly feedback from students about teaching and learning at can describe how they have adapted their teaching practice in response to this.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students have a systematic process for collecting and recording regular data around individual and class absences and they are able to voice how absences impact their learning.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used